

# PHYSICAL THERAPIST ASSISTANT PROGRAM



## PTA STUDENT HANDBOOK

**NAUGATUCK VALLEY COMMUNITY COLLEGE**

**PHYSICAL THERAPIST ASSISTANT PROGRAM HANDBOOK**

The Physical Therapist Assistant Program (PTA) Handbook is a supplement to the Naugatuck Valley Community College Catalog and the Student Handbook, and these procedures apply to all students enrolled in the PTA Program. Please refer to NVCC Catalog for additional information about college policies and services.

NVCC College Catalog

<http://www.nv.edu/Portals/0/Documents/Catalogs/2015-16-NVCC-College-Catalog.pdf>.

NVCC Student Handbook

<http://www.nv.edu/Portals/0/documents/student-services/Student%20Handbook%201-29-15%20.pdf>

This handbook outlines procedures specific to the Physical Therapist Assistant (PTA) Associate in Science Degree Program. It also provides a framework within which students and faculty can function harmoniously. You are expected to become thoroughly familiar with its contents, and to apply these to govern your behavior in the PTA Program. NVCC has invested in you by offering this educational opportunity. Your success will require that you also invest in this education with your active participation in the learning process.

The provisions of this Handbook do not constitute a contract, express or implied, between any applicant, student, or graduate and the faculty or the College.

Please note that the PTA program may make amendments to this PTA Program Student Handbook as college policies or program procedures change. In the situation that changes result in amendments, students will be given notification that changes have been made & the student is responsible for reviewing the changes in the handbook.

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## **1.PROGRAM INFORMATION**

### **1.1 Program Faculty/Staff**

#### **Interim Program Director**

Patty Beaupre PT, MS

#### **Interim Academic Coordinators of Clinical Education**

Jeri Opuszynski PTA, MA  
Kate Sileo PT, MS, MBA

#### **Adjunct Faculty**

Kathy Plunkett PT, MS  
Matthew Maler DPT, CSCS  
Paul Higgins DPT, MPT, ATC, CSCS  
Kate Sileo PT, MS, MBA

#### **Lab Instructors**

Jeri Opuszynski PTA, MA  
Kate Sileo PT, MS, MBA  
Lisa Curley PT, BS  
Kathy Plunkett PT, MS  
Emily Ponce PTA, BS

#### **Open Lab Instructors**

Kathy Plunkett PT, MS  
Emily Ponce PTA, BS  
Lisa Curley PT, BS  
Colleen Miller PT, BS

#### **PTA Retention Specialist**

Kate Sileo PT, MS, MBA

#### **Allied Health Secretary**

Cheryl Marie

### **1.2 PROGRAM DESCRIPTION**

The Physical Therapist Assistant (PTA) Program at Naugatuck Valley Community College is a two-year associate degree program, approved by the Board of Regents for Higher Education, designed to develop the competencies and knowledge required for entering the field of Physical Therapy. The PTA program will prepare individuals to work under the direction and supervision of the Physical Therapist in a variety of settings such as acute care hospitals, rehabilitation hospitals, long term care facilities, outpatient rehabilitation settings, school systems, and home care settings. The PTA program is designed to prepare students for the PTA licensure exam in students' respective state of practice.

The Physical Therapist Assistant program at Naugatuck Valley Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia, 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>.

### **1.3PTA PROGRAM MISSION**

#### **MISSION OF THE PHYSICAL THERAPIST ASSISTANT PROGRAM**

In keeping with the mission of Naugatuck Valley Community College (NVCC), the NVCC Physical Therapist Assistant (PTA) Program is committed to a high standard of scholarship as it provides affordable optimal learning experiences in a diverse setting that will prepare students to provide the highest quality of patient care. The PTA Program trains, educates and cultivates entry-level physical therapist assistant students who strive for excellence as PTAs with the knowledge, clinical skills and professional behaviors essential to the PTA. Designed for the optimal use of clinical and educational resources across Connecticut, this program embodies a dedicated community-engaging curriculum committed to the development and achievement of successful student PTAs in support of economic growth of the state. This structure drives our emphasis on technology and communication to facilitate learning in the classroom and the clinic as the program endeavors to educate students who:

- strive for excellence as PTAs
- commit to high ethical standards
- appreciate and value racial, social and cultural diversity
- demonstrate critical reflection and self-assessment
- invest in community improvement
- engage in lifelong learning.

### **1.4PTA PROGRAM GOALS**

#### **PHYSICAL THERAPIST ASSISTANT PROGRAM: LEARNING GOALS**

*The goal of the PTA program is to prepare graduates to succeed in careers as PTAs. Upon successful completion of all program requirements, the Physical Therapist Assistant Program will prepare graduates whom:*

1. Adhere to ethical, professional behavior, legal, regulatory, and licensure standards within their scope of work as a physical therapist assistant.
2. Demonstrate skill competence in the cognitive, psychomotor, and affective processes necessary to provide safe physical therapy services under the direction and supervision of a physical therapist.
3. Engage in evidence-based practice, responding to the dynamics of a changing healthcare system.
4. Integrate the principles of the natural, physical, social, biological, and behavioral sciences, and physical therapy theory to provide holistic care to individuals, families, and groups across the wellness-illness continuum.
5. Integrate effective communication skills through professional interactions with patients, families, groups and the interdisciplinary health care team with altruism and diversity awareness.
6. Produce documentation supporting physical therapy services.
7. Sit for the examination for state licensure as a physical therapist assistant.
8. Commit to a lifelong process of self-improvement and learning by participating in Activities for improvement of their abilities as physical therapist assistants.
9. Achieve an effective transition from this educational program to a physical therapist assistant career.

### **1.5PTA PROGRAM OBJECTIVES**

#### **INDICATORS OF ACHIEVEMENT OF GOALS**

The Physical Therapist Assistant Program will apply measures to the following as we evaluate achievement of the program's objectives among our graduates:

**Demonstration of competence in the cognitive, psychomotor and affective processes necessary to provide physical therapy services under the supervision of a physical therapist.**

1. Demonstration of competence in the provision of physical therapy treatments as delegated and under the supervision of a physical therapist.
2. Demonstration of competence in obtaining information by performing measurements appropriate for the physical therapist assistant.
3. Demonstration of competence in the decision making abilities necessary to provide physical therapy services under the supervision of a physical therapist.
  - Ability to progress the patient's treatment within the goals and treatment plan established by the physical therapist.
  - Ability to recognize changes in the patient's status and respond appropriately, either by adjustment of the intervention or by communicating with the appropriate resource.
  - Participation in the process of modifying the physical therapy plan of treatment.
4. Demonstration of the ability to competently interact with physical therapists, patients, families and caregivers.
  - Ability to competently educate patients, families and caregivers.
  - Demonstration of competence in producing documentation supporting physical therapy services.
5. Demonstration of competence on an examination of knowledge and problem solving abilities appropriate for the role of the physical therapist assistant.

**Demonstration of behaviors that comply with appropriate statutes, and adherence to the ethical standards established by the American Physical Therapy Association.**

1. Demonstration of adherence to appropriate state statutes.
2. Demonstration of adherence to the Guide for Conduct of the Affiliate Member of the APTA.
3. Demonstration of adherence to institutional policies and procedures when working as a physical therapist assistant.

**Demonstration of behaviors that establish the primacy of patient safety.**

1. Demonstration of adherence to appropriate institutional policies and procedures when working as a physical therapist assistant.
2. Demonstration of competence in obtaining information and performing measurements appropriate for the physical therapist assistant.
3. Demonstration of the ability to recognize changes in the patient's status and respond appropriately, either by adjustment of the intervention or by communicating with the appropriate resource.

**Participation in activities for improvement of their abilities as physical therapist assistants.**

1. Participation in activities designed to promote improvement of the graduate's knowledge and skills as physical therapist assistants.
2. Participation in organizations or activities which promote physical therapy.

**Achievement of an effective transition from this educational program to a physical therapist assistant career.**

1. Demonstration of competence on a standardized examination of knowledge and problem solving abilities of the physical therapist assistant.
2. Achievement of employment as a physical therapist assistant.
3. Demonstration of the ability to competently function within the interdisciplinary health care team in the role of the physical therapist assistant.

## **1.6 PROGRAM OUTCOMES**

The design of the PTA curriculum, along with the mission of the PTA Program, and the activities undertaken by the faculty and staff of the NVCC PTA Program should achieve the following program outcomes:

Produce safe, competent, caring graduates with entry-level skills of a Physical Therapist Assistant.

The average two-year passing rate of the graduates who choose to take the Physical Therapist Assistant national licensure examination will be at least 90%.

100% of the graduates who seek employment as a Physical Therapist Assistant will attain a position within one year of graduation.

The PTA Program administers student clinical performance assessments, graduate opinion surveys, employer surveys, and obtains aggregate data from the Federation of State Boards of Physical Therapy regarding NVCC graduate performance on the national PTA licensure examination.

## **2. CURRICULUM**

### **2.1 EXPECTATIONS OF THE PHYSICAL THERAPIST ASSISTANT**

The education to become a physical therapist assistant is both a challenging and a rewarding adventure. Each day you will learn new knowledge, develop new abilities, and gain invaluable insights into yourself and your future patients. The faculty has designed this curriculum to foster your learning and development so that you may achieve the American Physical Therapy Association's performance and behavioral expectations for entry-level physical therapist assistants (as defined in *A Normative Model of Physical Therapist Assistant Education: Version 2007*, p. 11-12). These are quoted as follows.

#### ***Performance Expectations***

##### **Intervention**

- Review the plan of care established by the physical therapist prior to initiating patient/client intervention.
- Provide safe interventions as directed by the plan of care and supervised by the physical therapist.
- Provide effective instruction to the patient/client and others to achieve the goals and outcomes as described in the plan of care.
- Collect data to quantify the patient/client's response to interventions as directed and supervised by the physical therapist.
- Progress the patient/client interventions through the plan of care.
- Complete documentation that follows professional guidelines, health care system, and physical therapy policies.
- Respond effectively to patient/client and environmental emergencies in the work setting.

##### **Communication**

- Expressively and receptively communicates in a culturally competent manner with physical therapists, patients/clients, family members, caregivers, other health care providers, students, interdisciplinary team members, administrators, payers, and consumers.



### **Education**

- Effectively educate others using teaching methods commensurate with the needs of the learners.
- Educate others about the role of the physical therapist assistant.

### **Resource Management (human, fiscal, systems)**

- Utilize human and material institution-based resources and services to provide high-quality, efficient, and cost-effective physical therapy services.
- Comply with facility procedures and payer regulations consistent with the health care delivery system and the practice setting.

### **Career Development**

- Participate in learning and development activities to ensure continued competence.
- Participate in and respond to self-assessment activities.
- Participate in clinical education

## ***Behavioral Expectations***

### **Accountability**

- Adhere to federal and state legal practice standards and institutional regulations related patient/client and fiscal management.
- Act in a manner consistent with the Standards of Ethical Conduct for the Physical Therapist Assistant and Guide for Conduct of the Physical Therapist Assistant.
- Change behavior in response to understanding the consequences (positive and negative) of the physical therapist assistants' actions.

### **Altruism**

- Place patient's/client's needs above the physical therapist assistant's self interests.

### **Compassion and Caring**

- Exhibit compassion, caring, and empathy in providing services to patients/clients.
- Promote active involvement of the patient in his/her own care.

### **Cultural Competence**

- Identify, respect, and act with consideration for the patient's/client's differences, values, preferences, and expressed needs in all physical therapy activities.

### **Duty**

- Demonstrate behaviors, conduct, actions, attitudes, and values consistent with the roles, responsibilities, and tasks of the physical therapist assistant.
- Support and participate in organizations and efforts that promote physical therapy.

### **Integrity**

- Demonstrate integrity in all interactions with patients/clients, family members, caregivers, supervising physical therapists, coworkers, other health care providers, students, other consumers, employers and payers.

### **Social Responsibility**

- Value and support the physical therapy profession in society.
- Demonstrate citizenship.

### **2.2: PROGRAM CURRICULUM**

The curriculum is designed as a progression of increasing complexity and all courses must be taken during the designated semester. Students who are unable to abide by the curriculum sequence for non-PTA courses, must submit in writing to the PTA program director which non-PTA course(s) will be out of sequence stated below, the reasoning for this issue, their plan of when they will be taking the documented course(s), and schedule a meeting to discuss this issue. A grade of "C" or higher must be attained in all physical therapy and all courses required for the degree. A C+ in Anatomy & Physiology I & II (Bio 211 & Bio 212) courses, and a grade of "P" (pass) must be attained in all clinical education components to meet the degree requirements.

The coursework is progressive in nature and each successive course is built on the foundations from previous coursework. Students are responsible for all of the skills, knowledge and safety learned in previous courses and lack of retention of the material could affect your grade in a current or future course and/or jeopardize your status in the program. Successful completion of the requirements for one course may require you to be competent in coursework from a previous or concurrent course.

## **PTA Program Requirements: As of incoming cohort Spring 2016**

### **Admission Requirements**

BIO* H211+	Anatomy & Physiology I	4 credits
ENG* H101+	English Composition	3 credits
Elective+	Mathematics (higher than MAT* H136/H137)	3 credits
Elective+	Aesthetic Dimensions/Written Communication (Formerly Arts/Humanities elective)	<u>3 credits</u> 13 credits

### **First Semester (Spring)**

PTA* H120	Introduction to Physical Therapy	3 credits
PTA* H125	Physical Therapy for Function	4 credits
BIO* H212+	Anatomy & Physiology II	4 credits
ENG* H102+	English Composition & Literature	<u>3 credits</u> 14 credits

### **Second Semester (Fall)**

PTA* H230	Physical Agents in Physical Therapy	4 credits
PTA* H235	Kinesiology for Rehabilitation	4 credits
COM* H100+	Introduction to Communication	3 credits
PSY* H111+	General Psychology	<u>3 credits</u> 14 credits

### **Third Semester (Spring)**

PTA* H250	Therapeutic Exercise	5 credits
PTA* H253	Pathophysiology for Rehabilitation	3 credits
PTA* H258	PTA in the Healthcare Arena	2 credits
Elective+	Historical Knowledge (Formerly Social Science elective)	<u>3 credits</u> 13 credits

### **Fourth Semester (Fall)**

PTA* H260	Physical Therapy Seminar	2 credits
PTA* H262	PTA Internship II	5 credits
PTA* H265	PTA Internship III	<u>5 credits</u> 12 credits

General Education Credits	29 credits
PTA Credits	<u>37 credits</u>
<b>Total Program Credits</b>	<b>66 credits</b>

+ There may be a prerequisite course that must be successfully completed prior to taking the course.

## PHYSICAL THERAPIST ASSISTANT COURSE DESCRIPTIONS

### **PTA\*H120 Introduction to Physical Therapy 3 cr.**

*Prerequisite: Admission to the PTA Program.* Learning opportunities in this course assist the student to recognize the roles of physical therapy within various practice settings. Students differentiate functions of physical therapists and physical therapist assistants as members of the health care team through study of documentation principles, ethics, laws and organizations important to the provision of services. Learning also includes development of knowledge and abilities within the domains of conduct, communication and sensitivity to individual and cultural differences.

### **PTA\*H125 PT for Function 4 cr.**

*Prerequisite: Admission to the PTA Program.* This course provides the student with introductory concepts and techniques for effective patient teaching and physical therapy intervention for function and mobility. Emphasis is placed on competence in problem-solving and the physical therapist assistant's role in modification of physical therapy interventions.

### **PTA\*H230 Physical Agents in PT 4 cr.**

*Prerequisites: PTA\*H120 and PTA\*H125 with a grade of "C" or higher.* This course develops the student's competence with problem-solving and application of physical therapy interventions using physical agents, including therapeutic applications of heat, cold, water, electricity, light and mechanical forces or devices.

### **PTA\*H235 Kinesiology for Rehabilitation 4 cr.**

*Prerequisites: PTA\*H120 and PTA\*H125 with a grade of "C" or higher.* This course fosters learning of the anatomical and biomechanical principles of human movement through the study of the musculoskeletal and nervous systems. Competencies attained include accurate data collection by goniometry, manual muscle testing, posture and gait analysis including the effects of biomechanical forces on the human body.

### **PTA\*H250 Therapeutic Exercise 5 cr.**

*Prerequisites: PTA\*H230 and PTA\*H235 with a grade of "C" or higher.* Learning includes the theory and techniques to safely and effectively implement therapeutic exercise interventions based on a plan of care established by a physical therapist. Students also develop competence to measure a patient's response to interventions and respond accordingly and to provide effective instruction to patients and caregivers.

### **PTA\*H253 Pathophysiology for Rehabilitation 3 cr.**

*Prerequisites: PTA\*H230 and PTA\*H235 with a grade of "C" or higher.* This course develops comprehension about abnormalities and the physical, physiological and psychological changes that occur throughout the human lifespan. The student learns the effects of pathology on the rehabilitation of patients with orthopedic, neurological, and general medical conditions.

### **PTA\*H258 PTA in the Healthcare Arena 2 cr.**

*Prerequisites: PTA\*H230 and 235 with a grade of "C" or higher.* This course develops the student's ability to apply physical therapy interventions and data collection techniques within the clinic Environment and advances the student's abilities with communication, conduct and problem-solving within the structure of the health care system.

**PTA\*H260 Physical Therapy Seminar 2 cr.**

*Prerequisites: PTA-H250, 253 and 258 with a grade of "C" or higher.* In this course students demonstrate the ability to apply principles of problem solving to selected professional issues, industry trends, and special populations that may be encountered as a physical therapist assistant. Learning opportunities assist in the transition from student to clinician and identification of interest areas for lifelong learning.

**PTA\*H262 PTA Internship II 5 cr.**

*Prerequisites: PTA\*H250, 253 and 258 with a grade of "C" or higher.* Within this clinic-based course students learn to integrate and apply physical therapy concepts and to effectively perform physical therapy interventions as a physical therapist assistant. Students develop their abilities for daily organization and management of a patient caseload and effectively contribute to the health care team.

**PTA\*H265 PTA Internship III 5 cr.**

*Prerequisites: PTA\*H250, 253 and 258 with a grade of "C" or higher.* Within this clinic-based course students learn to problem-solve and competently function in the clinic Environment as a physical therapist assistant. Students develop competence with time management, clinical prioritization and the entry-level abilities of the physical therapist assistant prior to course completion.

**2.3: MEASURES OF LEARNING**

You must complete mandatory comprehensive measures of learning as part of the Physical Therapist Assistant Program:

1. Medical Terminology (for Graduating Class of 2016): You will be required to take a self-paced medical terminology course. You will purchase the textbook the first semester and work on the textbook through the semester. At the end of the first semester, you will be required to take a medical terminology competency exam. You will need to attain a 75% score on the exam. If you are not successful, you can continue to learn the material over the summer. You will also be required to get tutoring at the ACE (or at your home school's academic support center). You may then take the competency exam at the beginning of the second semester (fall). If you are not successful again, you must continue to take the exam at the beginning and end of each semester until you are successful. You will need to continue to access tutoring until you are successful with the competency exam for medical terminology. **For incoming cohorts spring 2016 and later, medical terminology requirements have been incorporated into the PTA 120 Introduction to Physical Therapy course.**
2. Learning Profile Reflection (formerly Portfolio Review): This is *your* measure of the progression of your learning across your education. Your learning profile will be a collection of those materials that you identify as demonstrating your accomplishments, evolution and ultimate success within the PTA Program. You will learn more about the learning profile (portfolio) process and requirements as you progress through the curriculum. A requirement for graduation from this program is that each student must present, and defend, their learning profile to a committee which may consist of program faculty, college faculty/staff/administrators, and members of the program's Advisory Committee.

3. Comprehensive Computerized Exam: By the end of the final semester (clinical education component) of the PTA curriculum, the PTA Program requires demonstration of competence on a summative assessment of the learning you have achieved. The format for this will be a mock computerized licensure examination evaluating your knowledge and clinical problem-solving skills and abilities in an examination that simulates the licensure examination required for attainment of licensure and entry into the workforce. Students must achieve a minimum score of 65% on this mock examination. No more than two attempts are allowed for students to achieve this requirement. Any student who does not achieve a minimum score of 65% on this mock examination, must schedule a meeting with the PTA program director and submit a written plan/strategy to ensure how they will address specific areas of deficient noted on the mock licensure exam.

This exam is to provide a baseline for the student to focus their future studying. The program is aware that students have not had the full ability to dedicate their time to focusing primarily on studying for the national licensure exam.

#### **2.4: GRADING POLICIES**

The faculty members of the Physical Therapist Assistant Program are responsible for the evaluation of the learning achieved by students. The following procedure is a supplement to the grading policies contained in the College Catalog.

Grades assigned in the PTA Program are a reflection of the instructor's evaluation of the learning you have achieved relative to the objectives defined in the course syllabus. These course objectives will include learning expectations in the cognitive, psychomotor and affective domains. It is important that you understand that this program uses a competency-based grading system. This means that a passing grade reflects that you have demonstrated competence with each of the criteria defined for the course. *Competence is the ability to demonstrate performance consistent with the standard of performance of an entry-level physical therapist assistant*, as determined by the program faculty. Your grade is determined based on demonstration of successful achievement of the criteria defined for each course.

A grade of "C" designates competence in a lecture or lecture with laboratory-based course, and a grade of "P" (pass) designates competence in the clinic-based education courses. A minimum grade "C+" is required for A&P I, A&P II, and Mathematics.

1. While in the PTA program, you must achieve a grade of "C" or higher for all courses for the PTA Degree. A minimum grade of "C+" is required for A&P I, A&P II, and Mathematics. A grade of "P" (pass) must be attained in clinical education courses; and you must maintain an overall GPA of 2.0 or higher in order to progress into the next semester of the PTA curriculum sequence and meet the degree requirements. **It is your responsibility to seek assistance from instructors, faculty, or your program advisor if you identify that you are not progressing satisfactorily.**

2. For the purpose of computing numerical credit point averages, grades are evaluated as follows for each semester hour of credit. Grades on exams, papers, and quizzes will be based on this grading system.

**Numerical scores will be converted to letter grades as follows in physical therapy courses:**

A	95-100
A-	90-94.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	Below 60

- **Please note that a course grade of F will be assigned following a documented violation of the Academic Integrity & Plagiarism Policy**

Evaluation in the clinic-based courses (PTA\*258, PTA\*262 and PTA\*265) is based on a pass/fail ("P/F") grading system. You must achieve a passing grade in all learning outcomes in order to earn a "P" for the course (PTA258 clinic component of course), and you must earn a grade of "P" in each clinic-based education course to meet the degree requirements.

- a. The Academic Coordinator of Clinical Education will only allow unsuccessful completion for the first episode in which a student does not meet the criteria for a "P" grade in a clinic-based education course.
- b. \*Unsuccessful completion of a Pass/Fail clinic-based course will result in a final course grade of "F" for the clinic-based courses (PTA\*262, PTA\*265).

\*Unsuccessful completion of a clinical education course upon the first occurrence will be recorded in your PTA file as failure of a clinic-based course, but recorded as an "I" for the course grade. A remedial clinical education experience **may** be offered based on (1) resource and site availability for a clinic-based education experience, (2) only upon the first occurrence of a student not meeting the criteria for a passing ("P") grade, and (3) on the approval of the PTA faculty. **Failure to complete the remedial experience successfully or to complete a remedial experience, will result in a final grade of "F" for the clinical education experience.**

\*\*Due to the sequencing of courses in the curriculum and the availability of clinical education resources, it may be highly likely that a remedial clinical education experience cannot be completed in the same semester. \_

\*Unsuccessful completion of the clinic component of PTA 258, upon the first clinical occurrence, will be recorded in your PTA file as a failure of a clinic-based course, but recorded as an "I" for the course grade. The student will be required to continue to complete the lecture component of PTA258. A remedial clinical education experience **may** be offered based on (1) resource and site availability for a clinic-based education experience, (2) only upon the first occurrence of a student not meeting the criteria for a passing ("P") grade, and (3) on the approval of the PTA faculty. If a remedial clinical education experience is offered, this experience will need to be completed after final exams/practicals and most likely through the summer months. **Failure to complete the remedial experience successfully or to complete a remedial experience, will result in a final grade of "F" for PTA 258.**

- c. Note that the student is only allowed to repeat one clinical education course experience for all of their clinic-based education per the procedures stated above. Upon the second occurrence (either within the same course *or* in two separate clinic-based education courses) they will be issued a grade of "F", resulting in severance from the program. A student who is severed from the program can only return to the program through the standard admission process for a new student.

3.The college allows, at the discretion of the instructor, the grade of incomplete, "I". This will be assigned if you, for extenuating circumstances, have not completed all course requirements. This symbol is not allowed for excessive absences. Since the Physical Therapist Assistant Program is taught in a sequential pattern, all requirements must be met within the semester as assigned. Therefore, in the PTA Program this grade will only be used in special cases after review by the faculty of the Program. When a grade of "I" is allowed a deadline for the completion of course requirements must be established and met.

4.Evaluation of competence in laboratory-based courses is through "Competency" and "Practical" examinations: The courses PTA\*125, PTA\*230, PTA\*235, and PTA\*250 contain examinations of both types of these competence-based measures.

The requirement is demonstration of competence for each of the competency and practical examinations in the laboratory-based clinical courses in order to successfully complete these courses. Students who do not demonstrate competence will receive a failing grade for the course.



### **Laboratory/clinical skill grading methods:**

4.1 Performance on each of the *components* of the task/procedure is assessed for safety and effectiveness. Performance measures designated as "lab competency" or "practical examinations" are designed so that competence is demonstrated with a score of 75 or higher.

4.2 A score lower than 75 represents performance that does not demonstrate the required behaviors or skills required to demonstrate competence. The evaluation must then be repeated on a separate day following remedial practice and preparation by the student. That repeated test is for the demonstration of competence only, the score (grade) recorded will not be changed or adjusted. Re-examination must be completed within two weeks of the original competence test. The class schedule does not accommodate for re-testing, therefore you are required to initiate and schedule with the instructor for remediation and testing outside of the appointed lab times.

4.3 Failure to demonstrate competent performance in any component of a competency or practical examination that is designated as a *Critical Task* (marked by an asterisk \* on the evaluation forms) will result in failure of that competency test. The evaluation must then be repeated on a separate day following remedial practice and preparation by the student. Remediation and re-examination must be completed within two weeks of the original competency test. The class schedule does not accommodate for re-testing, therefore you are required to initiate and schedule with the instructor for remediation and testing outside of the appointed lab times. The score earned is based on the initial performance. Please refer to specific course syllabi for more detailed explanation of grading for competency and practical testing.

4.4 Only **one** re-test is allowed on competency tests (case or skill based) or on a laboratory practical exam. Re-tests to demonstrate competence must be done within two weeks and under the observation of two faculty members. A third test will not be allowed, and the student will receive a *failing grade* ("F") for failing to demonstrate competence as required for that course. Retests for a practical examination must occur within a week on the date assigned according to the to the finals week schedule developed by the PTA Program Director.

**4.5** Students must pass at least 50% of the skill based assessments in each PTA course with a laboratory component upon the first attempt. These include, but are not limited to, case –based, skill-based competency tests and practical exams. If you fail more than 50% of the skill based assessments in one course upon the first attempt, you will not be permitted any further retake opportunities, will receive a failing grade (“F”) for the courses and at that point you will be dismissed from the PTA Program. Therefore, any other PTA courses you are enrolled in at that time, you will receive an “N” notation for those courses.

**\*TRIAL PROCEDURE: Please refer to the trial procedure regarding readmission, found in the PTA Program Handbook, main heading 3.2B.**

**4.6** Should a student receive a *failing grade* (“F”) in a course with a laboratory component, the student will not be eligible to progress in the program resulting in immediate dismissal from the PTA Program and receive an “N” notation for all other PTA courses.

**\*TRIAL PROCEDURE: Please refer to the trial Procedure regarding readmission, found in the PTA Program Handbook, main heading 3.2B.**

## **2.5: PTA LABORATORY CLASSES**

The purpose of laboratory-based clinical ability training in physical therapist assistant education is to allow you, through practice on other people, to develop safe and competent behaviors (performance) in the administration of physical therapy measurement and intervention procedures *before* applying these techniques to patients in a clinic. During the laboratory-based clinical training component of education in the Physical Therapist Assistant Program, students practice on one another under faculty supervision.

The following policies define the expectations or standards of behavior for laboratory-based clinical experiences:

1. Competency must be achieved for all parts of each procedure, function, or task in order to successfully complete each course. This requires that you participate in all laboratory classes, and that you demonstrate the standard of competence required for all competency and practical examinations.
2. Failure to apply safe practice and procedures in any component of the competency testing designated as a Critical Task (marked by an asterisk,\* on the evaluation forms) will result in failure of that competency test. That competency test must then be repeated for demonstration of competency only.
3. The Physical Therapist Assistant Program adheres to the policy that students are entitled to an atmosphere conducive to learning. Mandatory *Privacy and Draping Policies* (see #6, below) and compliance with the PTA Program's policy for *Standards of Behavior* will be observed at all times in the laboratory-based clinical classes.

4. Some laboratory classes will utilize clinical demonstrations with patients. You are to maintain patient confidentiality at all times. The unauthorized reading of a patient's chart is a violation of a patient's rights. You are not to discuss or divulge any aspect of a patient's illness or history. This may result in your dismissal from the program. While at clinic sites you are a guest of the hospital or agency, and you are subject to all rules and regulations of that hospital or agency.
5. Adherence to the *Dress Code Policies* for laboratory and clinical experiences is required. Failure to comply with the dress code will result in a five-point reduction on the grade off the next competency examination and may include dismissal from the lab, resulting in an unexcused absence. Shoes/sneakers are not to be worn on the mat tables at any time.
6. Mandatory Privacy and Draping Policy: The program's laboratory is designed to recreate the clinical setting. Your lab partner is to be addressed at all times with the same courtesy, dignity and respect that would be provided to a patient receiving professional services. Lab sessions addressing specific areas of anatomy require that the associated body parts be exposed. It is your obligation if you are the "treating" student to provide proper "patient" positioning and draping such that the "patient" remains covered at all times for these areas:
  - a. posteriorly from the superior aspect of the gluteal cleft extending distally to the middle of the thigh.
  - b. anteriorly from the level of the anterior superior iliac spine extending distally to the middle of the thigh.
  - c. the breasts of female "patients".
7. The patients you will treat will be a diverse population. To prepare for this your skill practice in lab requires training with a variety of body types, personalities, communication styles, etc. The lab portion of your education (your practice for providing interventions and for receiving interventions as a "patient") requires that you participate in these learning experiences with *all* of your classmates during your education as a PTA.
8. If you have any open wounds, infections/medical illness, past history of bone/joint problems, current or possible pregnancy, or previously undocumented medical symptoms that put you or others at risk for injury you must inform the instructor prior to laboratory activities. This may require further medical documentation and/or medical clearance for your safe participation in class/lab. This is confidential information, which may require you to contact the Office of Disability Services.
9. No equipment or supplies may leave the laboratory or classrooms. Any equipment failure or breakage should be reported to the staff at once.
10. Instruction by the faculty is provided during scheduled laboratory classes, and the program supplements these learning experiences with scheduled "open labs". The open labs are provided to foster your practice and learning under the guidance of the faculty. All instruction will occur only during the scheduled lab hours, open lab hours, faculty office hours or any appointments scheduled with an instructor.

11. The PTA laboratory area and equipment is available for PTA students to use on Mondays through Fridays from 7:30 a.m. - 5:30 p.m. (prior confirmation that a staff member will be in attendance to unlock doors is encouraged to ensure that you will not lose practice time). Saturday & Sunday utilization of the PTA classroom and laboratory areas requires prior notification/approval of the program director who is required to notify public safety, and use of the “buddy” system and strict adherence to laboratory policies. Practice can only utilize non-electrical devices or equipment. Application of modalities (i.e. setting up and turning on any device) is never allowed unless a faculty member is present (in the room).
12. There is no food or drink is allowed in the laboratory.
13. You must attend your assigned lab section unless you have made prior arrangements with the faculty member teaching that course.
14. Lab Rules
  1. Hygiene is very important- come clean but not over scented; clean socks too!
  2. Drape-everyone’s modesty is important
  3. No shoes/sneakers on the mat
  4. Use sheets and pillow cases on plinths & pillows
  5. Lab Attire required; including open lab (per PTA Program Policy & Procedure Handbook)
  6. No food or drink allowed in lab area
  7. You must sign in & out of open lab
  8. A faculty member must be present if you are practicing with electrical modalities
  9. **Clean up the lab area and put away any equipment you have used**
  10. Report any equipment that is broken or malfunctioning to faculty or staff member immediately

## 2.6: EXAMS AND QUIZZES

1. All exams and quizzes are the property of the faculty. Unauthorized possession of a test by a student will result in disciplinary action. Students are prohibited from taking photographs of exams and/or quizzes with electronic media. This would be considered a violation of academic integrity. Faculty will make every attempt to return exams and evaluations to students promptly.
2. Tests & exams will be kept on file in the PTA office for on campus courses. You may sign out an exam for review after it has been released by the course instructor. Exams may be signed out in the 5 day period following To sign out an exam for review:
  - a. Sign the exam out on the clipboard in the office E600.
  - b. Backpacks, purses, cell phones and any other personal items are not allowed in the office while reviewing the exam
  - c. Review the exam in E600.
  - d. Sign the exam back in when you are finished reviewing the exam.

3. Test taking policy:
  - a. All cell phones must be left in the plastic bin on the instructor's desk.
  - b. You must use a #2 pencil supplied by the program.
  - c. No hats may be worn during the testing.
  - d. There will be a Webster's dictionary available to assist with spelling.
  - e. If you miss an exam due to illness, medical documentation may need to be provided.

## **2.7 AUDIO/AUDIOVIDEO RECORDING AGREEMENT**

I acknowledge that faculty of the NVCC Physical Therapist Assistant program allow students to audio and/or audiovideo record classes and on campus laboratory sessions as students deem necessary for enhancement of their studies. In agreeing to this both the Student and the College recognize that:

1. the audio/audiovideo recording may affect others in the course, including faculty and students, including the extent to which their participation may be affected by the audio/audiovideo recording.
2. both the Student and the College acknowledge that there are legitimate interests involving copyright, academic freedom of the College, the instructor and the student's classmates, the Family Education Rights and Privacy Act (FERPA) regarding the privacy of recorded student information and expectations of others regarding having their identity and statements being recorded.
3. in order to balance the numerous interests of all concerned and to minimize the possible disruption and/or distraction that may result from the audio/audiovideo recording of a class or laboratory session, the Student and the College mutually and voluntarily enter into the following agreement

With the understanding that I am being allowed to audio/audiovideo record PTA classes and on campus laboratory sessions for my personal, academic use, I agree not to copy or reproduce the audio/audiovideo recording, nor allow anyone else to copy, reproduce or use these materials, and I agree to not make any portion of the recording available on social networking or internet sites. In particular, and as a condition of this agreement, I expressly agree to the following:

- I will turn off the recorder during class or erase portions when requested;
- I will not share the contents of the audio/audiovideo recordings with anyone whatsoever;
- I will not allow anyone to use the audio/audiovideo recordings for any purpose;
- I will not make, or allow anyone to make, copies of the audio/audiovideo recordings;
- I will not transfer the contents of the recorder to any other media nor will I transfer the contents electronically, by uploading, by downloading or in any other manner whatsoever;
- I will keep such audio/audiovideo recordings within my exclusive possession and control at all times and at all locations;
- I will not make, or cause to have made, a written transcription in any form of the contents of the audio/audiovideo recordings (other than personal notes for my sole and exclusive use)

## 2.8: CLINIC-BASED EDUCATION

The curriculum of the PTA program is designed as a progression of your knowledge and abilities as you prepare to become a physical therapist assistant. Having achieved this foundation, the clinical education courses provide you a forum for participation in the provision of physical therapy. Each clinic-based education course consists of supervised clinical experiences through agencies affiliated with the PTA Program. These are designed to provide you learning experiences with patients and associated activities such as coordination with other health care providers, utilization of support staff, or time management. These experiences provide a truly comprehensive learning experience to the provision of patient care and the performance of the physical therapist assistant.

Clinic-based education is the capstone to your education as a physical therapist assistant, and it is expected that you will develop and then demonstrate clinical performance and behaviors that are consistent with those of an entry-level physical therapist assistant. Successful completion of the clinic-based education requires that you consistently demonstrate competence of the knowledge and performance of the abilities unique to the physical therapist assistant.

The clinic-based education is an extension of the educational experience provided through the PTA Program. As such, all responsibilities and rights outlined in this handbook are extended to you while participating in clinical education.

Physical therapy clinics have collaborated with the PTA Program to provide you with this educational experience. Institutional policies and procedures of these agencies may dictate that you comply with specific dress code, immunization or other policies. Students are to abide by specific policy and procedures of the facility at which they have been placed.

Many students will have worked in health care settings prior to admission to the PTA Program, or will continue to work part-time while enrolled. While it is realized that the experience will be valuable, it will not be awarded credit in lieu of clinic-based education time. (*Reminder: students should also be aware that if they are currently working within a physical therapy department they are not to exceed the duties of an aide*). The liability insurance obtained through the College will not provide coverage in any employment situation. You may *not* be allowed to affiliate where you or a family member are, or have been, employed. **Please see the Academic Coordinator of Clinical Education (ACCE) if you are in this predicament, to assess the situation.**

The program has endeavored to provide a rich diversity of learning experiences by affiliating with a range of agencies that provide physical therapy. For your clinic-based educational experiences efforts will be made to provide an inpatient experience and an outpatient experience, while considering your areas of interest. These educational opportunities are distributed across Connecticut which the faculty has chosen for their ability to provide unique and special learning experiences.

Clinic-based education is an essential learning experience, and as such the assignments are designed to meet your needs for a comprehensive education. Your preferences will be considered during assignment of clinical sites, but the final determination rests with the Academic Coordinator of Clinical Education. You will be placed at facilities that require access to a car for commuting. It is your obligation to utilize *assigned* sites in order to successfully complete the learning experiences inherent in the education of a PTA. If you choose not to

accept an assignment, curriculum requirements will not be met and you will not graduate.

Please note the following when dealing with conflicts or problems while on clinic-based educational experiences. All problems are to be brought to the immediate attention of your clinical instructor. If this does not achieve an effective resolution the Center Coordinator for Clinical Instruction at that facility should be consulted. You should notify the Academic Coordinator of Clinical Education if problems remain unresolved. Never argue with the staff, classmates, or faculty especially in patient care areas. Unprofessional behavior in a clinic setting may lead to dismissal from the PTA program.

You will need to meet the following requirements in order to participate in clinical education:

1. CPR Certification: It is your responsibility to pass the **American Heart Association or American Red Cross** CPR Course for the **Health Care Provider**. You must present evidence verifying current CPR certification to the Program Director *no later than May 1 of each year*, and you must maintain this certification through the completion of your clinical education courses. *CPR certification is required in order to participate in the clinical education courses.* **If this requirement is not met, or your certification is not renewed in a timely fashion, your position in the PTA Program will be evaluated by the PTA faculty.**

2. In order to attend clinic-based internships you are *required* to provide documentation of all necessary health and immunization records, and identified documentation for medical clearance. **If you do not meet the requirements, your position in the PTA Program will be evaluated by the PTA faculty.**

Note that these documents are essential to your status in the PTA Program, and *you should maintain your own file of copies of submitted CPR certification and health/immunization records.*

3. Transportation: You are responsible for transportation to and from clinical education sites. Neither the college nor the affiliating clinic site is responsible for any personal injury or injury to property which may occur while traveling to or from clinical education sites. Please adhere to all parking rules as violations may result in your car being ticketed. Violators who are ticketed or towed will incur the associated costs. Students may be required to travel over seventy-five (75) minutes to their experiences. Students are required to provide their own transportation, living expenses (as necessary), and any other expenses while on their clinical education experiences.

4. Background checks: The PTA Program requires admitted students to have a criminal background check after they have been accepted to the program in cooperation with the Connecticut League of Nursing. This will be done under the direction of the Program before the PTA classes begin. Some medical facilities require drug and substance screening or additional criminal background checks prior to employment and these facilities will require that the same standard be met by any students participating in

clinical education experiences. Students attending clinical education experiences will be subject to the policies and standards established by the clinical education facilities. A positive criminal background check and/or positive drug screen may preclude participation in clinical education experiences, eligibility to take the licensure exam, eligibility to obtain a PTA license or future employment. The ACCE will attempt to contact three clinical education facilities to obtain clinical placement in this situation. The ACCE cannot be otherwise responsible for finding an alternate clinical placement for a NVCC student who fails to pass the background check. (Please refer to the college's substance abuse policies under *Standards of Behavior* section of handbook).

A student who is unable to complete the required clinical experience will be unable to complete the requirements for the Associate Degree in Physical Therapist Assistant but may be able to apply some or all of the credits completed to an Associate Degree in General Studies. Students are advised to meet with an NVCC advisor to discuss degree completion requirements.

## **2.9: PROFESSIONAL BEHAVIORS/GENERIC ABILITIES**

Students' professional behaviors will be assessed within each course in the PTA curriculum. The *NVCC PTA Program Professionalism Grading Rubric* will be utilized to assess students' behaviors within each course providing feedback throughout the curriculum. This feedback is designed to foster reflective self-assessment, and students are encouraged to solicit the faculty's insights about their development.

"Generic abilities", is a document that provides ten categories of behavior that has been determined to be essential for the successful education of physical therapy clinicians. These categories, and the criteria that define development among the categories, are included in the appendix of this document. This document is utilized to assist with transition from the academia to the clinic arena.

## **2.10: PROFESSIONALISM IN PHYSICAL THERAPY: CORE VALUES**

The physical therapy profession, through the American Physical Therapy Association and the *Normative Model of Physical Therapist Assistant Education: Version 2007*, has adopted 8 core values that represent professionalism in physical therapy: 1) excellence, 2) accountability, 3) altruism, 4) compassion and caring, 5) cultural competence, 6) duty, 7) integrity, and 8) social responsibility (see Appendix). Throughout the program, students will be expected to demonstrate progression in the professional behaviors that comprise these core values. Program policies, instructional activities, self-assessment exercises, and faculty feedback are designed to guide development in order to facilitate meeting the behavioral expectations for the entry-level physical therapist assistant.



Students who demonstrate deficits in the behaviors described in the professionalism core values, *NVCC PTA Program Professionalism Rubric*, and/or Generic Abilities will be given written notice. Continued demonstration of behaviors that hinder growth in professionalism will result in a probationary status in the PTA Program. Additional occurrences of behaviors that are not consistent with that of a physical therapist assistant will result in a review by the PTA Program faculty. Their decision and action may include, but is not limited to, severance of the student from the PTA Program.

### **3: ACADEMIC POLICIES**

#### **3.1: PROBATION**

A student may be placed on probation due to a lack of student progress despite formal verbal and written feedback from the program faculty. The faculty may institute probation following a review of the student's status by PTA program faculty. A probationary status may be initiated upon the occurrence of the following:

1. Lack of satisfactory progress in professional behaviors, as demonstrated by continued behaviors requiring change.
2. Absences or tardy occurrences that have exceeded the allowed number according to course syllabi.
3. A pattern of behavior or performance that has resulted in a lack of satisfactory progress in lecture, laboratory or clinic experiences.
4. Failure to meet program deadlines such as CPR, health office requirements, clinical education forms, class registrations, meeting with your PTA advisor as scheduled.

The following steps will be taken in the event that a student demonstrates behavior that warrants faculty intervention, based on the above probation policy:

1. First noted concern will result in a written warning that will be placed in the student's file and student must meet with the appropriate faculty member involved.
2. Second noted concern will result in a second and final written warning that will be placed in the student's file and must meet with the PTA program director.
3. On the third concern, the student will be put on formal probation and must meet with the PTA program director.
4. Any additional concerns will result in student termination from the PTA program.

A student may be removed from probation following one complete semester of performance and behavior that meets program standards, as outlined in the handbook. Failure to: a) address/improve issues identified by the faculty, b) change a pattern of problem behaviors, or c) ensure timely attendance in lecture, lab or clinic will result in a faculty review of the student's standing in the program, and may include termination from the program.

### 3.2: RESIGNATION / READMISSION FOR PHYSICAL/MENTAL HEALTH REASONS

1. Unexpected events may interfere with your ability to effectively apply yourself to this program of study. If significant physical or mental health reasons interfere with your education and prohibit a student from maintaining the curricular sequence (not including student initiated-withdrawal due to unsatisfactory performance), a student may submit a formal request to the Program Director for voluntary resignation.

This option is available for those students who are performing satisfactorily at the time of resignation, and are able to provide documentation of the unexpected event precluding participation at that time. For this to occur it is necessary that you work with the faculty to secure your status in the program by the following process noted below.

2. Students desiring to voluntarily resign from the PTA Program should write this request in a letter to the Program Director, including documentation of the event/situation impacting the student's participation at that time. An exit interview will be scheduled with the Program Director upon receipt of the resignation. This is necessary for clarification of status and records.
3. If readmission to the program is desired a student may apply by submitting a written request. If a student requests to return, and a vacancy is available based on the availability of openings and clinical education resources, they *may* be readmitted to the program. Please note that the faculty cannot guarantee that students will be readmitted.
  - a. Readmission requests for the fall semester must be submitted by May 1, and requests for the spring semester must be submitted by October 1.

**Please see the Readmission Procedure in 3.2A.**

4. Any student who has been separated from the PTA Program for more than two years (from the date of resignation to the date at which they re-start taking PTA classes) will not be considered for readmission. *All curricular requirements must be completed within 4 years of the student's start of the PTA curriculum to earn this degree.*
5. A student may apply for readmission to the PTA program only one time.
6. Student withdrawal for physical and mental health reasons will require submission of physician report(s) clarifying their health status to the Office of Disability Services.
7. Readmission to the program under the above circumstances will require demonstration of competence in prior physical therapy knowledge and skills through comprehensive testing, and may require a repeat of previous successfully-completed coursework. Students must complete the individualized readmission plan as outlined by the Program Director and Academic Coordinator of Clinical Education. Failure to meet the readmission requirements, as outlined, will result in dismissal from the program.

The resignation/readmission process does not apply for termination or severance (as described in section 3.3) for unsatisfactory academic or clinical progress, whether initiated by the faculty or the student.

**\*TRIAL PROCEDURE: Please refer to the trial procedure regarding readmission, found in the PTA Program Handbook, main heading 3.2B.**

### 3.2A READMISSION

- Students seeking readmission must apply directly to the Program Director, by submitting a letter requesting readmission.
- Readmission to the program is subject to, but not limited to, faculty review, clinical evaluations, current GPA of 2.75, and evidence of interim efforts on the candidate's part to strengthen areas of weakness.
- A medical clearance is required prior to readmission. All students must schedule a meeting with the Office of Disability Services (Laurie Novi), 203-575-8035, to discuss medical requirements.
- Readmission to the program is on a space available basis.
- If readmission is granted, the student must re-enter the program according to the individualized plan set forth by the PTA Program Director and Academic Coordinator of Clinical Education. This may involve re-entering the program in a semester that had been previously successfully completed. At minimum, whatever semester the student left the program, the student will be required to re-enter the program the next time those semester courses are offered. **\*Please note if you have left due to physical or mental health reasons, please see section 3.2.**
- Students will be allowed only one readmission into the program regardless of their reason for leaving the first time.
- Students who are readmitted to the program will be required to complete the program in sequence.
- An academic and clinical plan will be established by the Program Director and Academic Coordinator for Clinical Education, with consult from the PTA faculty/staff, for readmitted students. The plan is individualized according to each readmitting students' needs. This plan may include auditing PTA courses that the student had successfully completed in the past.
- Health requirements and CPR certification must be up-to-date.

### **3.2B TRIAL PROCEDURE FOR READMISSION FOR STUDENTS NOT SUCCESSFUL IN PTA PROGRAM COURSEWORK**

A pilot procedure was executed in spring of 2014 for third semester PTA Program courses, to follow specific students to assess if it would be appropriate to trial a modified procedure within the PTA Program when a student is unsuccessful in a PTA course. Upon completion of the fall 2015 semester, the PTA faculty with consultation of the PTA Program Advisory Board, felt it was warranted to develop a trial period to institute a modified procedure. Please note the following:

- This trial period will begin as of January 15<sup>th</sup>, 2016 and will be reassessed at the end of the fall semester 2017.
- This modified procedure will be applied to all students in the PTA program during the trial period, as well as retroactive to students in the fall 2015 semester courses.
- Students who are not successful in a PTA course will be allowed to request readmission to the PTA Program according to the readmission procedures in 3.2A

### **3.3: SEVERANCE / NEW ADMISSION**

1. Termination/severance occurs if a student does not meet the PTA Program's standards of performance. Severance will be initiated for any student not meeting these requirements, as determined by the occurrence of the following:
  - a. Prior to the start of the final semester of the curriculum all PTA and general education courses required for the degree (except for the fourth semester courses PTA260, PTA262, and PTA265) must be completed. A student must earn a grade of "C" or higher in any physical therapy or general education course required for the degree, or a grade of "C+" or higher in Anatomy & Physiology I & II (Bio 211 & Bio 212) and Math elective (higher than MAT 136/137) to be eligible for graduation. If the requirements are not met, the student's status in the program will be reviewed by the faculty. This may include the student being severed from the program at that time.
  - b. Earning a-of "F" for a clinic-based education course (PTA\*262, PTA\*265)
  - c. Earning a-of "F" for the clinical internship component of PTA 258.
  - d. Failure to meet the behavioral requirements as outlined in a Probation notice.
  - e. By failing to submit the required evidence of American Heart Association's or American Red Cross's Health Care Provider certification, completion and submission of *all* of the health requirements by *the required dates*, and not completing the criminal background check per program procedure. Lack of these documents by the required dates prohibits the assignment of clinical education courses, resulting in the student's withdrawal from the program.
  - f. Improper conduct in the classroom or lab/clinic which requires disciplinary action.
  - g. Excessive absenteeism or tardiness which makes it impossible for the student to safely continue in the course due to missed academic theory or clinical skill practice. This also includes students who repeatedly are dismissed from class and/or lab for failure to meet the dress requirements.

2. To prevent the need for a severance/new admission, a student that is considering withdrawing from a physical therapy course should meet with the course instructor to develop a plan for strategies to facilitate success in that course. This plan may include accessing additional academic or counseling resources and/or reducing the workload during the semester (general education courses or employment hours).
3. A student who is severed from the program can only return to the program through the standard admission process for a new student and must reapply to the program. This will involve meeting all admission criteria and timeframes. Please note that the faculty cannot guarantee that a student who was severed from the program will be accepted.
  - a. Upon a subsequent admission to the program, a student will need to repeat all physical therapy courses.
4. A student who is determined by the faculty to be **clinically unsafe** will be removed from the clinical setting immediately. Each individual situation will be assessed by the PTA faculty, with possible consultation of the situation (without identifying the student) by the PTA Program Advisory Board. Based on the situation, it is possible that the student may be offered a remedial experience based upon completion of a remedial plan, which would be developed by the program faculty on an individualized basis. It is also possible that given the situation of what occurred in the facility, that a student may not be offered a remedial experience. In this situation the student would receive an “F” for the clinical education course and would only be able to return following the process for admission as a new student, according to the application and admissions requirements at that time.
5. Students who do not maintain patient confidentiality will be removed from the clinic immediately (they will also be subject to appropriate disciplinary and/or legal action). Students will also be removed from the clinic when absenteeism or tardiness make it impossible for the student to safely continue in a clinic-based education course due to missed practice/training (this includes students who are dismissed from the clinic for failure to meet the dress requirements). When this occurs the student will not successfully complete the clinical course requirements. Each individual situation will be assessed by the PTA faculty, with possible consultation of the situation (without identifying the student) by the PTA Program Advisory Board. Based on the situation, it is possible that the student may be offered a remedial experience based upon completion of a remedial plan, which would be developed by the program faculty on an individualized basis. It is also possible that given the situation of what occurred in the facility, that a student may not be offered a remedial experience. In this situation the student would receive an “F” for the clinical education course and would only be able to return following the process for admission as a new student, according to the application and admissions requirements at that time.

### 3.4: COURSE WITHDRAWAL IN A CLINICAL COURSE

Students who begin clinic-based courses (PTA\*258, PTA\*262 or PTA\*265) may not withdraw themselves (e.g., 'academic withdrawal') from the course. In a case of extraordinary circumstances a review by the Physical Therapist Assistant Program faculty is required prior to an academic withdrawal. Their action may also include, but is not limited to, assignment of a failing grade for the course.

### 3.5: STUDENT RECORDS

Your records and grades are confidential. The college follows policies on the retention of student records, both physical and electronic, including abiding by the Family Education Rights Privacy Act (FERPA) as set by the Connecticut State Library Office of the Public Records Administrator. Policies on the retention and deletion of electronic records are part of the AIT Policies, Standards, Procedures, and Guidelines created by the former CCC System Office. Any communication, either verbal or written, requiring information about the student's academic records or progress will not be done without the consent of the student. Faculty may keep daily journals for their information that will assist them in the evaluation process or for the documentation of incidents or problems. The journals are property of the faculty and may not be viewed by students.

### 3.6: AMERICANS WITH DISABILITIES ACT AND SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED

Students with learning disabilities seeking accommodations must contact the Counselor for Students with Learning Disabilities. Students with all other disabilities seeking academic accommodations must contact the Coordinator of Disability Services. After disclosing the nature of their disability and providing appropriate documentation, students are urged to discuss their needs with individual instructors. Discussions with faculty should occur at the beginning of each semester and each time accommodation is sought. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed the disclosure and accommodations process.

1. It is the responsibility of each student to voluntarily contact the Office of Disability Services to disclose their disability and complete the required forms. Disclosure will also include providing appropriate documentation validating the nature of their stated disability.
2. Eligibility for accommodations must be supported by appropriate documentation validating the need for these services based on the individual's current level of academic functioning in an educational setting. The college reserves the right to determine the nature and extent of appropriate accommodations.
3. This process must be completed *prior* to the implementation of accommodations, and it is the responsibility of the student to initiate the process.

### 3.7: ACADEMIC APPEAL POLICY FOR ALLIED HEALTH AND NURSING STUDENTS

#### **Student Academic Appeals Process**

This document applies to General Academic and Clinical Academic

Appeals. There two types of Academic Appeals at NVCC:

1. General Academic Appeals are for appeals by students in any program or discipline. This process applies to any student who fails the academic aspect of a course.
2. Allied Health/Nursing Clinical Academic Appeals are for those appeals which deal specifically with failure of the clinical portion of a course.

Time of appeals:

Allied Health/Nursing General Academic Appeals and Clinical Academic Appeals require immediate decisions in order for students not to miss either critical classes or the next cycle of classes. Appeals in these categories must be initiated by the student within 48 hours of an unsatisfactory grade.

#### **Student Academic Appeals Process**

Revised June 17, 2010

This document applies to General Academic and Clinical Academic Appeals.

Any student has the right to appeal a decision of a faculty, adjunct faculty, staff, program director, clinical coordinator, or employee of the college. Definition of an academic appeal is an allegation by a student that, as to him or her, an employee of the college has violated federal or state laws and regulations, college or department policies, accreditation standards, or the faculty member's own stated policy relating to student's assignment of grades or other academic evaluation.

**Step One:** The student is advised to discuss the concern or issue with the college faculty member, clinical instructor or other employee of the college directly involved within fourteen (14) business days of the incident (48 hours if it is a clinical appeal). (Appeal Form 1)

**Step Two:** If the student is not satisfied with the resolution or outcome of Step One, the student may bring the concern with additional supporting information (within fourteen business days of the previous resolution or 48 hours if it is a clinical appeal) to the college employee who is one level above the college employee previously consulted. (Use Appeal Form 2) The clinical coordinator, course leader, department chair/coordinator, program director or other involved college employee will review the concern with the Division Director. The resolution or outcome will be put in writing and a copy sent to the student, department chair, and faculty member or

other college employees involved in the concern and to the Dean of Academic Affairs within 5 days.

**Step Three:** If the student is not satisfied with the resolution or outcome to Step Two, the student may request that an appeals committee review the matter. (Appeal Form 3) The appeal must be filed within fourteen (14) days of receipt of the response to Step Two. For academic matters, the Academic Appeals Committee will review the concerns, outcomes and resolutions from the previous steps. If it is a clinical decision or concern, the resolutions and outcomes will be reviewed by the Clinical Appeals Committee. The Clinical Appeals Committee will convene within 48 hours.

The Academic Appeals Committee/Clinical Appeals Committee can dismiss an appeal where:

1. No new evidence has been presented to change a consistent decision emanating from the initial appeal steps;
2. The appeal is untimely;
3. The appeal is being pursued in another college procedure or tribunal;
4. The appeal is intended to harass, embarrass, or has otherwise been filed in bad faith.

If a quorum is not available, the Dean of Academic Affairs hears the appeal. A response will be made to the student within five (5) days of receipt of the appeal (48 hours if a clinical appeal). The student may still appeal to the Dean if the appeal is dismissed by the Committee.

**Step Four:** If the student is not satisfied with the resolution or outcome to Step Three, the student may bring the concern to the Dean of Academic Affairs. (Appeal Form 4) The appeal must be filed within five (5) days of receipt of the response to Step Three (48 hours if clinical appeal). The student will submit the appeal in writing along with any other relevant documents and the Dean of Academic Affairs will need to respond within 5 days of the receipt of the appeal (48 hours if it is a clinical appeal).

**Step Five:** If the student is not satisfied with the resolution or outcome to Step Four, the student will appeal to the President directly in writing. (Appeal Form 5) The appeal must be filed within five (5) days of receipt of the response to Step Four (48 hours if a clinical appeal). The President will respond within 14 days.

**\*Copies of necessary forms are available from the division secretary.\***



### 3.8: FACULTY / FACULTY ADVISORS

The PTA Program's faculty advisor is:

Patty Beaupre PT, MS

Interim PTA Program Director

203-596-2156

[pbeaupre@nv.edu](mailto:pbeaupre@nv.edu)

E629

Additional staff who may assist with advising are the Interim Academic Coordinators of Clinical Education:

Jeri Opuszynski PTA, MA

203-596-2168

[jopuszynski@nv.edu](mailto:jopuszynski@nv.edu)

E630

Kate Sileo PT, MS, MBA

203-596-2168

[ksileo@nv.edu](mailto:ksileo@nv.edu)

E630

The faculty is dedicated to assisting you to achieve the learning objectives of the PTA curriculum. You are encouraged to meet with us whenever you have concerns or questions. In addition, we will work with you as advisors throughout your education at NVCC. Your advisor shall be consulted as follows:

1. You will meet with your advisor in the PTA Program at least once each semester (excluding the summer semester) to review your advising regarding your degree requirements, your performance in PTA courses, progress with professional behaviors, and professional development reflections that are significant in your learning. It is strongly recommended that you meet with your advisor prior to the first half of the semester so that you can review your performance and discuss strategies that will be important in your development. It is your responsibility to initiate scheduling an appointment with your advisor respecting the deadlines provided by the PTA faculty.
2. One week prior to the meeting you are required to submit to your advisor: 1) an unofficial transcript from NVCC, and 2) typed summary of two to three professional development reflections from that semester (see Appendix for further description). This meeting is also the opportunity to identify your learning objectives, and to identify resources and strategies to foster your academic development. Note that you will not be able to register for your next semester classes until this meeting has been completed.
3. If you are having troubles meeting your learning goals, or the learning objectives of any course, you are encouraged to contact your advisor as soon as any problems occur.
4. Please meet with your advisor if you are considering dropping any course, resigning from the program, or altering your position in the program in any manner.

Office hours will be posted at the start of each semester, but these are not the only times we are available. Please contact us by e-mail or phone to arrange a meeting, and all efforts will be made to accommodate you.

## **4. STANDARDS OF BEHAVIOR**

### **4.1: STANDARDS OF BEHAVIOR**

The faculty relies on the integrity and sound judgment of the students to demonstrate acceptable behavior. The policies and regulations of the program are considered to be in accord with sound judgment and acceptable behavior. The following are considered unacceptable standards of behavior and constitute grounds for dismissal from the PTA Program.

1. Possession or consumption of alcoholic beverages on campus or during clinical experiences. Intoxication in no way relieves students from full responsibility for their actions.
2. Possession or use of illegal substances or controlled drugs that are not prescribed by a physician, or the inappropriate utilization of prescribed medications that are controlled drugs.  
Intoxication in no way relieves students from full responsibility for their actions.
3. Excessive absences or tardiness from class or clinical experience resulting in missed academic theory and/or laboratory/clinical practice.
4. Falsification of medical reports, college records or clinical affiliate records, including the intentional omission of personal medical information that may impact performance in the clinic.
5. Unauthorized use of college or medical records or disclosure of information found in these records to unauthorized individuals.
6. Possession of a deadly or harmful weapon on campus or during clinical experiences.
7. Verbal or physical violence, as defined as an overt act or threat of harm or intimidation to a person or property, or any act that poses a substantial threat to the safety of any person or property.
8. Disregard of one's personal hygiene, appearance, uniform, or dress.
9. Failure to comply with institutional fire and safety policies or procedures.
10. Failure to comply with program, division and college policies and standards for academic honesty.

a. **ACADEMIC INTEGRITY & PLAGIARISM (Revised 6/07)**

Allied Health and Nursing students are entering professions that require academic, professional, and personal integrity. Students are expected to conduct themselves in a manner consistent with the standards of that profession and the program in which they are enrolled. Any violation of appropriate conduct will be dealt with according to the policies outlined in the program handbook, the NVCC College Student Handbook and the Connecticut Community Colleges Board of Trustees Policy on Student Conduct.

### **ACADEMIC INTEGRITY**

Academic integrity is demonstrated by not engaging in conduct that has as its intent or effect the false representation of a student's academic performance, including but not limited to:

- cheating on an examination,
- collaborating with others in work to be presented, contrary to the stated rules of the course,

- plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own,
- stealing or having unauthorized access to examinations or course materials,
- falsifying records or laboratory or other data,
- submitting, if contrary to the rules of a course, work previously presented in another course, and
- knowingly assisting another student, in any of the above, including an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

From: Connecticut Community Colleges Board of Trustees 5.2.1 Policy on Student Conduct. Section 3: Expectations for Student Conduct

False representation of a student's academic performance also includes knowingly giving or accepting assistance in the clinical area contrary to the stated rules of the course.

PLAGIARISM is the intentional copying of another's idea(s) or phrases(s) and representing that/those idea(s) as your own, either intentionally or unintentionally. This includes copying a friend's paper as well as a published work. Penalties for plagiarism are as follows:

First incident: The first incident of plagiarism will be documented as unintentional plagiarism and as such will be treated as follows – Conference with instructor followed by the mandatory resubmission of the work with all materials correctly documented as stated in the course syllabus.

Second incident: The second incident of plagiarism will be documented as intentional. There will be no opportunity to re-submit the paper and the grade for that paper will be recorded as an "F" and will result in a grade of "F" for the course. A copy of the paper will be sent to the Division Director who may forward it to the Dean of Students for additional sanctions.

Selected portions of the curriculum are taught, reinforced or reviewed through the use of educational software/instructional media such as videotapes, computer programs, audio cassettes, and/or online learning activities. Students are required to adhere to all copyright polices.

Students determined to be in violation of the Board of Regents Policy on Student Conduct and the policies of the Division of Allied Health, Nursing and Physical Education as stated above will not be eligible for readmission to their respective program or admission to any other NVCC Allied Health or Nursing Program. The Dean of Students will determine if the student remains in 'good standing' at the college or not.

(Rev. 6/18/07)

#### 4.2: DRESS CODE

1. The Dress Code provides for an effective learning environment and to promote the safety of students and their patients or lab partners. Instructors have the final decision concerning the dress code. This is the only acceptable dress code. Do not ask for variations unless you have a documented medical reason for a change in the code. For laboratory-based clinical experiences, a bathroom is available down the hall for changing. You are welcome to place a lock on one locker and use this for personal storage. Shorts, T-shirt, and appropriate footwear are required attire for lab. Sweatshirt and sweatpants may be worn over these. Females are required to wear a sports bra or similar garment, and males will be required to remove their shirt. Fingernails must be trimmed sufficiently to allow you to practice techniques for the provision of physical therapy without risking damage to the skin of your lab partner. Long hair must be tied back and should not impact your lab partner's learning experience. Failure to comply with the dress code will result in a five-point reduction on the grade of the next competency examination and may include dismissal from the lab, resulting in an absence.
2. For all clinic-based learning experiences (including the lab classes held in a clinic): Your apparel and grooming must conform to health, sanitation, and safety standards. The complete uniform is to be worn during clinical experiences, and as otherwise directed by the faculty or clinical instructor. The required attire is an NVCC PTA student picture identification badge, a watch with a second hand, shoes and socks (and lab coat, when required by the clinical facility). Male students wear a dress shirt and slacks. Female students wear a dress or a dress shirt with skirt or slacks. Jeans and T-shirts are not acceptable. Clothing must be clean and free of stains and wrinkles, and must be of a type that does not limit your ability to professionally perform patient care activities. Shoes must have closed toes and flat heels, and rubber soles are recommended for comfort in the clinic. Undergarments and tattoos must not be visible, including when performing physical therapy interventions. Only the following items of jewelry are permitted: wedding bands, medical identification bracelets, and small stud earrings in each ear. No other facial/ear/head or other visible piercings are permitted. Hair must be maintained away from the face. Students with a beard or mustache must keep it neat, clean and well trimmed. Fingernails must be trimmed sufficiently to allow you to perform physical therapy interventions without risking damage to the skin of your patients. Failure to comply with the dress code will result in dismissal from the clinical area resulting in an absence. On clinical internship experiences, the student will follow policy and procedures specific to the facility at which they have been placed, including, but not limited to the dress code.
3. The close physical contact that is necessary in the physical therapy lab and clinic requires consistent attention to your personal hygiene. To prevent offending your patients or lab partners please use deodorant, and use moderation with perfume or aftershave.

#### 4.3: ATTENDANCE

**The Program's faculty encourages you to understand that this is a challenging program of education. Understanding and applying the art and science of physical therapy requires competence with a broad base of knowledge and clinical abilities. Our experience indicates that studies must be your first priority to succeed in this program. Timeliness and arriving fully prepared are also essential to success in physical therapy, whether it is for your education or your career as a PTA.**

The program design is such that the first year physical therapy classes and lab/clinic experiences are scheduled twice weekly, and your general education courses must be fit into the remaining times. There is the potential that students may have a full credit load each semester. Individuals, who have completed the general education courses prior to entering the PTA program, will have a significant decrease in the credit load per semester. Your physical therapy educational responsibilities extend beyond those days on which classes are scheduled. Obligations such as advisory meetings with faculty, time for practice of clinical skills, meeting with study groups, lab competency/practical examinations and re-tests, library or computer lab assignments, etc. must be met outside of the days on which physical therapy classes are scheduled. Please plan your schedule accordingly.

1. Attendance and punctuality are required and expected for all lecture and laboratory classes. Class and laboratory experiences are designed to allow you to meet specific learning objectives essential to safe and competent clinical performance. *Excessive absence may result in students not achieving the learning objectives essential to a competent physical therapist assistant.*
  - Students are responsible for all information discussed in class **as well as the material assigned from the texts**. Students are expected to attend all classes.
  - Instructors reserve the right to penalize students by way of the course grade for excessive absenteeism. Excessive is defined as having more absences per semester than the number of times the class/lab meets per week. For absences due to extenuating circumstances, it is the responsibility of the student to contact the instructor. Specific attendance policies are included in the syllabus for each course.

Notification of the course instructor *prior* to the class, with justification for the cause of tardiness or lapse in attendance, is expected from each student. In the event that a student has an excessive number of absences or tardy occurrences within a course, a faculty review of the student's academic status will be initiated and the student will be placed on probation .

2. If you arrive late for examinations you will not be given additional time to complete the examination. If you will be unable to take an examination due to an emergency you must notify the instructor prior to the examination. In the event that a student is physically not able to notify the instructor in an emergency situation, the student must notify the instructor as soon as able, explaining the situation. A student who fails to meet this

requirement will receive a grade of zero (0) for the exam.

3. In the event of inclement weather listen to the local radio stations. Refer to the NVCC Student Handbook for a listing of radio stations designated to report the College's status. The college also offers an alert system via mycommnet. Please access NVCC college website for details on how to sign up. You are to report to classes as instructed. If the college is closed on a scheduled exam day, that exam will be given at the next scheduled class.

Clinical Education (PTA\*258, PTA\*262 and PTA\*265): you are responsible for attending clinics during all assigned hours, and notifying the clinical instructor and ACCE in the event of an absence. In the case of inclement weather, you are expected to attend clinic if the clinic is open. If it is likely that you will be late due to road conditions you should notify the clinical instructor and provide an estimated time of arrival. **See Clinical Education Procedures document for further information.**

Students may be required to travel considerable distances to their clinic site. In the event that the student feels it is a risk to their safety to travel to the clinic site, they may choose not to travel, but will be required to make up all lost time, which could result in an extension of their clinical internship. The NVCC PTA Program offers clinical education experiences throughout CT. Students may be required to travel over 75 minutes to their experiences. Students are required to provide their own transportation, living expenses (as necessary), and any other expenses while on clinical education experiences.

#### 4.4: CLASSROOM BEHAVIORS AND POLICIES

The classroom and laboratory are educational environments, and your colleagues are entitled to freedom from unnecessary interruptions in these settings. Therefore, please note the following classroom guidelines:

1. Eating in laboratory is prohibited.
2. It is your responsibility to arrive prepared for class or laboratory/clinical experience by having studied the day's assignment.
3. Do not damage, mark, or otherwise abuse college property (desks, lab equipment, etc.).
4. Cellular phones: Refer to the NVCC policy.

Electronic Devices on Clinical Experiences: Students must have cell phones on vibrate mode in the clinic. If there is an emergency situation occurring in your private life, in which you anticipate the need to have communication with an individual outside of the clinic, please notify the instructor that morning. Students WILL NOT be allowed to answer any cell phone call or text while working with patients or in in-patient treatment areas. If this is not followed, your grade could be affected. If the clinical facility has more stringent policies in place regarding cellular devices, the student must follow the facility policies. No student is allowed to voice or video record anything that occurs within the clinic. Students are also not allowed to utilize personal electronic devices for review of patient information or

documentation purposes.

5. Texting and accessing information on cell phones and any electronic device is also prohibited during class time.
6. Adjunct faculty office: Students are not permitted to enter the Faculty Adjunct Office (E628) unless invited by a faculty member. Students are forbidden from accessing the classroom (E625) or faculty/staff offices (E627, E629, E630) by way of the Adjunct Faculty Office.
7. Children and non-students in class or on campus: Refer to the NVCC policy.

#### 4.5: SUBSTANCE ABUSE POLICIES

Substance abuse is defined as the dependency on a chemical substance (ex. alcohol, prescription over the counter and illegal drugs), which creates psychological and physical dependency and alters the individual life style, health, behavior, personal relationships, performance, or financial situation.

The use or abuse of a substance by a student becomes a concern when it impairs functions and affects the individuals well-being, professionalism and safety for self and patients.

If a faculty member identifies a student displaying signs of abuse, the student will be approached regarding the evidence of the problem and action taken. It is the discretion of the instructor to remove a student from the clinical setting that they believe may be impaired by drugs and/or alcohol and will then follow college policy. Medical and psychiatric reports including successful rehabilitation must be submitted with requests for readmission.

The students are expected to be aware of and observe the Connecticut State Law that prohibits the purchase of alcoholic beverages by an individual under the legal drinking age.

Intoxication can lead to physical & mental illness, skill deterioration, etc. and in no way relieves the student from full responsibility for his/her actions.

**Please note: See Drugs and Alcohol Policy in NVCC College Catalog, page 27.**  
<http://www.nv.edu/Portals/0/Documents/Catalogs/2015-16-NVCC-College-Catalog.pdf>

#### 4.6: NVCC POLICY ON RACISM AND ACTS OF INTOLERANCE

Please see the NVCC Policy, page 37:

<http://www.nv.edu/Portals/0/Documents/Catalogs/2015-16-NVCC-College-Catalog.pdf>

1. The faculty of the PTA Program believe that the Board of Regents *Intolerance Policy*, particularly the statement "respect and appreciate the value and dignity of every person and his or her right to an atmosphere not only free of harassment, hostility, and violence, but supportive of individual academic, personal, social, and professional growth", represents the minimum acceptable standard of behavior for a physical therapist assistant. We believe that our patients, and those treated by our colleagues, have the right to considerate and respectful care. Throughout your education you will be expected to demonstrate your investment in these standards by the manner in which you interact with your colleagues and patients.

### **5: STUDENT HEALTH POLICIES**

#### **5.1: HEALTH AND SAFETY**

Health requirements have been developed to maximize both student and client health and safety. Since you will be participating in clinical education experiences in medical facilities, completion and submission of this information is a requirement for admission into the program. **You will not be allowed to remain in the PTA Program unless all requirements are completely met and submitted according to the deadlines set forth per the Office of Disability Services.**

Medical reports are required before continuance of clinical or laboratory/class attendance following reported physical illness, psychiatric illness, or if you demonstrate symptoms which have previously not been recorded, per the Office of Disability Services. You are not allowed in the clinical areas while wearing or using crutches, casts, braces, "ace bandages" or other devices following an injury. You are considered guests in the health agency and must, therefore, follow the administrative rules and regulations of the specific agency. These will be reviewed at the beginning of each related course, and may require additional medical documentation or clearance.

#### **5.2: INJURY AND SICKNESS INSURANCE**

All enrolled students are automatically enrolled in the School Time Injury Only Insurance Plan. School time is defined as the time a student is attending classes or participating in and traveling directly to or from an activity sponsored by the College. LJN 1/16

#### **MALPRACTICE INSURANCE**

Professional liability insurance is provided for students by the college of attendance.



### 5.3: INCIDENT / ACCIDENT FOLLOW-UP

In the event of any injury or illness occurring on the NVCC premises during a course or specific class period immediately notify the instructor. If the injury or illness is deemed serious (emergency) the Public Safety Department should be called at X8112 to initiate first aid.

Students who receive exposure to infectious diseases or to blood or body fluids during clinic-based educational activities may obtain follow-up services at Concentra Medical Center (8 South Commons Rd, Waterbury, 203-759-1229). If a student prefers follow-up from a different source the student will be responsible for the costs of all services. Note that there are limits to the liability assumed by the college (additional information is available through the Office of Disability Services). LJN 1/16

### 5.4: INCIDENT / ACCIDENT REPORTS

1. It is the student's responsibility to notify the instructor of an injury within 24 hours of the occurrence.
2. It is the instructor's responsibility to notify the Office of Disability Services of an injury within 48 hours of the occurrence. The instructor is also required to complete an Incident Report and submit it to the Office of Disability Services within 4 days of the injury.
3. Insurance claims cannot be processed without a completed Incident Report.
4. Students injured while participating in clinic-based courses must comply with the following procedures.
  - a) The student must notify the Clinical Instructor and/or the Center Coordinator of Clinical Education of the injury and complete any documentation required according to the facility policies and procedures.
  - b) The student must notify the ACCE and/or the Program Director of the injury. There is an incident form that must be completed directly after the injury. The completed form will be submitted to the Office of Disability Services. This office will determine whether the student will require further documentation from a medical provider for medical clearance to be present in the clinic.

### 5.5: USE OF PRESCRIBED MEDICATIONS

It is your responsibility to determine from your physician whether a medically prescribed drug may affect your clinical performance. You must report the use of such drugs or other substances which may impair clinical performance to your instructor. Failure to report the use of such drugs or substances or failure to provide proper evidence of medical authorization for use may result in your withdrawal from the program.

### 5.6: PREGNANCY

Students who are pregnant and those trying to get pregnant are exposed to certain risks in the laboratory classes and the clinic setting. These risks include, but are not limited to, potential exposure to x-ray, infections, physical injuries, etc. *In the event of a suspected or confirmed pregnancy you must notify the Program Director*, as this is a change in medical conditional. The Program Director will then provide you with information on your options within the curriculum for the PTA Program. Reasonable and appropriate actions will be implemented by the PTA Program faculty in consultation with the Office of Disability Services, which may include submission of a physician's statement indicating their continued ability and/or limitations related to participation in the required laboratory or clinic-based learning activities.

### 5.7: CONSIDERATIONS

With any change in your health status, you must notify the Program Director. This includes any medication with the potential for effects such as impairment in movement, judgment, vision, or your thought processes, as this may affect your ability to perform safely in the lab or clinic. Each case will be considered on an individual basis and could require consultation with your physician and the submission of medical reports prior to participating in any laboratory or clinical education learning experiences, per consultation with the Office of Disability Services.

### 5.8: INFECTIOUS DISEASE POLICY

When provided with the appropriate protective equipment you may not refuse to perform any physical therapy procedure involving patients that have an infectious disease. Patients have the right to be treated without discrimination regardless of the nature of the illness. If you refuse to perform a procedure due to a patient's illness, it will be considered a violation of the non-discrimination policy and you will be subject to the Student Discipline Procedure. In addition, you will not have met the learning objectives of the clinical education setting. Exceptions to this rule exist in terms of your past health records, (i.e. chicken pox, measles).

If you have an illness you should use caution when reporting for clinic-based learning experiences. Remember that it is not in the patient's best interest to be exposed to other diseases. The Clinical Instructor has the final decision in determining if you will be allowed to attend clinical learning experiences. The student and Clinical Instructor will be guided by current Center for Disease Control guidelines, and health and attendance policies of the affiliate agency, division and college.

## 5.9 STUDENT SAFETY

NVCC PTA Program adheres to the policies established by NVCC related to safety in the NVCC College Catalog: <http://www.nv.edu/Portals/0/Documents/Catalogs/2015-16-NVCC-College-Catalog.pdf>

Weapons on campus, p. 35

Policy on Violence Prevention and Response, p. 35

NVCC PTA Program adheres to the policies established by NVCC related to safety in the *NVCC Student Handbook*:

<http://www.nv.edu/Portals/0/documents/student services/Student%20Handbook%201-29-15%20.pdf>

Student Insurance/Accidents Reports, p. 8

Refer to Section 2.5 of this Handbook for policies regarding safety in the PTA classes with a laboratory component.

Off-campus educational experiences: students complete off-campus experiences when completing their three clinical educational experiences. The *Affiliation Agreement* addresses student safety during clinical educational experiences. Students are to continue to follow the policies and procedures set forth in the *NVCC PTA Program Student Handbook* while on their clinical education experiences. Students are also expected to follow the safety procedures at each facility and will be oriented to such by facility personnel.

## **6: INFORMATION**

### **6.1: BULLETIN BOARDS AND WHITE BOARDS**

Bulletin Boards and white boards serve as the program's medium for communication of important notices. *You* are responsible for checking the bulletin boards located in the PTA classroom and outside the faculty offices for important notices and new information.

### **6.2: COMPUTER RESOURCES**

The PTA Program relies on computers to enhance your learning experience. Assignments, interactive tutorials, communication with classmates and faculty, and many other computer-based resources are available to promote your learning and foster your success in this program. The Community College System offers computing services to students through local campus computer centers. It is to your advantage to familiarize yourself with your local resources, as well as the Allied Health and Nursing Computer Lab in Ekstrom 634. For access to computer lab resources refer to the Appendix for the Computer Use: Net ID Policy.

Please see the IT Acceptable Use Policy, located in the NVCC Student Handbook, p. 46.

<http://www.nv.edu/Portals/0/documents/student services/Student%20Handbook%201-29-15%20.pdf>.

### 6.3: EXTRA-CURRICULAR ACTIVITIES

Social and recreational activities play an important part in your life as a student. You are encouraged to participate in the events which are sponsored by and for the students at NVCC. The Physical Therapy Club is a student-driven club comprised primarily of student members of the PTA program and facilitated by a PTA faculty member. This club is a wonderful opportunity to get more involved in the field of physical therapy, develop leadership skills and generate club funds for identified physical therapy class activities or attendance at professional conferences.

### 6.4: THE AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA)

Now that you have chosen a career in physical therapy you will find that the profession's association is an outstanding resource. The APTA is the national organization dedicated to promoting physical therapy. Once admitted into the PTA Program, it is a program requirement for you to join the APTA. Annual student costs are approximately \$100, and provide resources that will help with your coursework (professional journals, online resources/articles, reduced fees for conferences) – *consider the cost as that of a very valuable textbook.*

1. The APTA can be contacted at (800) 999-APTA, or through their website at [www.apta.org](http://www.apta.org).
2. The Connecticut Physical Therapy Association (CPTA) is a chapter of the APTA. Students joining the APTA automatically become members of the CPTA. The CPTA addresses regional issues regarding physical therapy and can be contacted at (860) 246-4414, [www.ctpt.org](http://www.ctpt.org). The CPTA sponsors local conferences, meetings, and lectures which you will find beneficial to the development of your understanding of physical therapy.

### 6.5: NOTICE REGARDING FELONIES

Physical therapist assistant candidates are advised that many states prohibit the graduate physical therapist assistant with a history of committing a felony from obtaining the registration / licensure required to work as a physical therapist assistant. Please see section 2.8 Clinic-based Education, for more information regarding positive criminal background checks.

### 6.6: USE OF THE TITLE: PTA

Under Connecticut statutes only licensed physical therapists and physical therapist assistants can provide "treatment of human ailments by physical therapy" (Sec. 20-73). Therefore, until you have completed your A.S. degree and achieved licensure with the state as a PTA you cannot promote yourself, or your services, as a PTA. This constraint also applies if, during your education, you are employed as a physical therapy aide. The skills and techniques taught in this program exceed those of an aide, and should not be applied inappropriately in the clinic.

### 6.7: GUIDELINES FOR STUDENT AND EMPLOYER CONTRACTS

The following guidelines for fairness in offering financial assistance in exchange for a promise of future employment have been developed by the American Physical Therapy Association. You are urged to consider each of these points when considering one of these contracts and as with any contract legal guidance is recommended.

The APTA Guidelines for Student and Employer Contracts (HOD 06-92-14-28) are:

1. Notification by the employer if the place of employment may be in an isolated area or as a solo practitioner such that the new graduate will not have ready access to mentoring and regular collegial relationships or any resources for professional growth and development.
2. Disclosure by the employer of ownership of the practice.
3. Notification by the employer to the student if the practice is involved in any situation in which a referring practitioner can profit as a result of referring patients for physical therapy and notification that the American Physical Therapy Association is opposed to such situations.
4. Student awareness of any potential future tax obligations that may be incurred upon graduation as the result of deferred income.
5. The agreement must not, in any way, interfere with the process and planning of the student's professional education.
6. It should be understood that the school is not a party to the agreement and is not bound to any conditions of the agreement.
7. There should be a clearly delineated, fair, and reasonable buy-out provision in which the student understands the legal commitment to pay back the stipend with reasonable interest in the event that there is dissatisfaction or reason for release from the contract on the student's part at any time during the term of the agreement.
8. A no-penalty bailout provision should be provided in the event of change of ownership, but the student may be required to adhere to a reasonable payback schedule.
9. Avoidance of non-compete clauses is recommended, but if there is one, a reasonable limitation of time and distance should be incorporated.
10. A student's interest may best be served by obtaining appropriate counsel prior to signing the contract.

### 6.8: PUBLIC SAFETY

For emergencies call the Public Safety Office at **575-8112** or use an assistance phone. The assistance phone closest to the PTA Program is located adjacent to the Ekstrom elevators. Notify the dispatcher that you are reporting an emergency or crime, and provide them with your location and related information. Members of this department are police empowered with all rights and responsibilities of their position. The Public Safety Office also provides an escort service. Call 575-8113 or use an assistance phone to request an escort.

### 6.9: CALENDAR

The PTA Program follows the Naugatuck Valley Community College Academic Calendar.

*\*\*There will be a different schedule to accommodate final exams and practicals for the PTA program in the months of December and May. This schedule will be posted in the classroom at least 2 weeks before the start of final exams.*

*\*\*The academic calendar: <http://www.nv.edu/Portals/0/Documents/Catalogs/2015-16-AcademicCalendar.pdf>*

### 6.10: PHYSICAL THERAPIST ASSISTANT LICENSURE

Upon graduation from the PTA program, you will be required to pass a computerized licensure exam for employment as a physical therapist assistant in the state of Connecticut. The licensure process requires the submission of fees to the Department of Public Health and the submission of fees to the Federation of State Boards of Physical Therapy. Upon successful completion of the exam you will be granted a PTA license, to be renewed annually. After submitting the necessary application paperwork for temporary licensure, you may work under a temporary license before sitting for the examination. Unsuccessful completion of the licensure exam will require the submission of an additional examination fee in order to retake the exam, and a loss of the temporary license. Detailed information is located at the Connecticut Department of Public Health website, under Licensing & Certification (<http://www.ct.gov/dph/site/default.asp>). For more information regarding the national licensure exam, please visit: [www.fsbpt.org](http://www.fsbpt.org).

### 6.11 Complaint Process

1. A complaint in regards to the PTA program can be submitted by completion of the PTA Program Complaint Form. The form can be found in the appendices of the PTA Student Handbook or upon request from the PTA Program Department (203-596-2157) or Allied Health Division Director Office (203-575-8057). Complaint forms will also be part of all clinic site packets.
2. Complaints can be originated by, but not limited to, PTA students, non-PTA students, clinical site personnel, NVCC and other consortium college personnel, and the general public.
3. The written complaint form will be reviewed by the PTA program director with a response within two weeks. The form will be kept on file in the PTA Department for one year.
4. If the response by the PTA program director does not result in a resolution, the matter will be forwarded to the Division Director of the Allied Health Division.

*\*\* Clarification: All PTA students who have a concern in a specific course should discuss their concern with the specific course instructor. Ultimately if the student feels they need to pursue further assistance, they as well are able to utilize the above mentioned complaint process.*

# Appendices

## **Professionalism in Physical Therapy: Core Values**

The following behavioral expectations represent elements of professionalism that are expected of entry-level physical therapist assistants, as defined by the American Physical Therapy Association and as described in the *Normative Model of Physical Therapist Assistant Education: Version 2007*, p. 11-12. The PTA faculty expects PTA students to incorporate these behaviors and demonstrate progress in these domains in the classroom, laboratory and in the clinic.

### **Accountability**

- Adhere to federal and state legal practice standards and institutional regulations related patient/client and fiscal management.
- Act in a manner consistent with the Standards of Ethical Conduct for the Physical Therapist Assistant and Guide for Conduct of the Physical Therapist Assistant.
- Change behavior in response to understanding the consequences (positive and negative) of the physical therapist assistants' actions.

### **Altruism**

- Place patient's/client's needs above the physical therapist assistant's self interests.

### **Compassion and Caring**

- Exhibit compassion, caring, and empathy in providing services to patients/clients.
- Promote active involvement of the patient in his/her own care.

### **Cultural Competence**

- Identify, respect, and act with consideration for the patient's/client's differences, values, preferences, and expressed needs in all physical therapy activities.

### **Duty**

- Demonstrate behaviors, conduct, actions, attitudes, and values consistent with the roles, responsibilities, and tasks of the physical therapist assistant.
- Support and participate in organizations and efforts that promote physical therapy.

### **Integrity**

- Demonstrate integrity in all interactions with patients/clients, family members, caregivers, supervising physical therapists, coworkers, other health care providers, students, other consumers, employers and payers.

### **Social Responsibility**

- Value and support the physical therapy profession in society.
- Demonstrate citizenship



Professional Behavior Rubric

The following Profession Behavior Rubric was designed especially for use in the PTA courses. Professional behavior will count 10% in each PTA course toward your grade. Your advisor may use the information in your professional behavior rubrics to assist in your advising.

NAUGATUCK VALLEY COMMUNITY COLLEGE  
PTA PROGRAM  
PROFESSIONALISM GRADING RUBRIC

STUDENT

NAME: \_\_\_\_\_ COURSE: \_\_\_\_\_ SEMESTER \_\_\_\_\_ INSTRUCTOR \_\_\_\_\_

Criteria	Examples of Excellence 3 POINTS	Examples of Satisfactory Behaviors 2 POINTS	Examples of Unsatisfactory Behaviors 1 POINT	Points
1 Organization	<p>Hands in assignments early Consistently makes up work within 24 hours of known absence Student consistently meets deadlines related to academic coursework, remediation, or make up, as well as all requirements for clinical experiences etc. early and without prompting</p> <p>Consistently prepares for class by completing all required assignments prior to class and arrives with needed resources and materials i.e.</p>	<p>Student generally meets deadlines related to academic coursework, remediation, or make up, as well as all requirements for clinical experiences etc. i.e. hands in assignments at the beginning of class on due date, student initiates communication with instructor and consistently makes up work within expected timeframe.</p> <p>Generally prepares for class by completing all required assignments prior to class and arrives with needed</p>	<p>Student does not meet deadlines related to academic coursework, remediation, or make up, as well as all requirements for clinical experiences etc. Consistently needs prompting/reminder from instructors.</p> <p>Hands in assignments late Does not make up work within one week of absence</p> <p>Generally does not complete all required assignments prior to</p>	

	texts, lab cloths etc.	resources and materials i.e. texts, lab cloths etc.  Strives to improve upon any personal area of deficiency.	class and/or does not arrive with needed resources and materials i.e. texts, lab cloths etc.	
2 Work ethic/effort	Consistently utilizes extra class time constructively i.e. practicing skills, studying, seeking extra help etc. without prompting  Consistently hands in clean, professional work, arrives consistently early to class, consistently utilizes resources outside of required text for enhanced learning, assists classmates with learning, collaborates with other students on discussion board on a regular basis etc.  Consistently seeks extra help when needed including remediation to meet proficiency without prompting.  Consistently corrects behaviors, skills etc. in response to constructive criticism	Generally utilizes extra class time constructively i.e. practicing skills, studying, seeking extra help etc. with minimal prompting  Generally hands in clean, professional and complete work, arrives to class/appointments consistently on time, occasionally utilizes resources outside of required text for enhanced learning, occasionally collaborates on discussion board etc.  Seeks extra help when needed including remediation to meet proficiency with minimal prompting.  Generally corrects behaviors, skills etc. in response to constructive criticism. Strives to improve upon any personal area of deficiency.	Generally does not utilize extra class time constructively i.e. practicing skills, studying, seeking extra help etc.  Hands in unprofessional or incomplete work, more than one late arrivals or early departures, does not collaborate with other students on discussion board etc.  Does not seek extra help when needed including remediation to meet proficiency.  Generally does not correct behaviors, skills etc. in response to constructive criticism	
3 Punctuality	Consistently arrives to class or appointments with instructor early and prepared. Includes any online meeting times.	Arrives to class or appointments with instructor prepared and on time 90% of the time. Includes any online meeting times.	Arrives to class or appointments with instructor prepared and on time less than 90% of the time. Includes any online meeting	

		Strives to improve upon any personal area of deficiency.	times.	
4 Attendance	Attends 100 % of classes, onsite, offsite, or online.	All absences are excused; student communicates promptly and appropriately with instructor and makes up all work within two weeks of absence. Student shows initiative and takes personal responsibility to make up all missed work. Includes onsite, offsite, or online meeting times. Strives to improve upon any personal area of deficiency.	One or more unexcused absence, or student does not communicate with instructor effectively, or student does not take personal responsibility to make up missed work. Includes onsite, offsite, or online meeting times.	
5 Communication	Student demonstrates exceptional communication skills at all times and/or demonstrates exceptional efforts to meet professional communication standards in class, out of class, and online.	Student communicates with instructors, guests, staff, and classmates verbally, nonverbally, and in writing appropriately and respectfully in class, out of class, and online. Student communicates in a timely manner to the best of his/her ability in all circumstances. <u>Student communicates issues/concerns directly to persons concerned including instructors. Student consistently notifies instructor of absences or late arrivals/departures within 24 hours of class.</u> <u>Student consistently observes program confidentiality in all communication, in or out of class, and when online communicating through social media.</u>	Student generally does not meet professional and program expectations with regards to communication.  Does not communicate difficulties directly to instructor. Student's communication negatively influences classmates. Does not notify instructor of absences or late arrivals/departures in a timely fashion.	

		<p><u>Student consistently abides by PTA Program Privacy and Informed Consent policy in appendix B of program Student/Faculty Handbook.</u></p> <p>Strives to improve upon any personal area of deficiency.</p>		
6 Personal interaction	Strives to consistently respect opposing viewpoints, interact with the instructor and classmates appropriately and respectfully in class and online. Consistently recognizes individual learning styles and refrains from acting on one's social, cultural, gender, and sexual biases. Respectfully challenges other student's biases.	Generally respects opposing viewpoints, interacts with the instructor and classmates appropriately and respectfully. Recognizes individual learning styles and refrains from acting on one's social, cultural, gender, and sexual biases. Strives to improve upon any personal area of deficiency.	Does not interact or inconsistently interacts with the instructor and/or classmates appropriately and respectfully. Student negatively influences classmates.	
7 Language	Consistently uses language that is respectful of others and strives to use appropriate and clinically accurate language for a clinical, classroom, and online learning environment i.e. correct terminology, people first language, proper netiquette, spelling, grammar.	Consistently uses language that is respectful of others and generally uses correct terminology with people first language. Email/written communication is respectful and generally uses correct terminology, people first language, proper netiquette, spelling and grammar. Strives to improve upon any personal area of deficiency.	Generally does not use written or spoken language that is respectful of others and generally does not use correct terminology, people first language, proper netiquette, spelling and grammar. Student uses coarse, offensive, or suggestive language.	
8 Safety	Student observes classroom/lab safety in all learning activities. Recognizes and corrects unsafe behaviors/situations without	Student corrects unsafe classroom/lab behaviors during all learning activities. Strives to improve upon any personal area of deficiency and brings any	Student does not observe safety guidelines or does not correct unsafe behaviors in classroom/lab upon request.	

	prompting and brings unsafe behaviors to the attention of classmates or faculty.	unsafe behaviors or situations to the attention of classmates and/or faculty.		
9 Professional conduct; participation and attentiveness	Participates with questions and answers in 75% or more of classes. Regularly collaborates with other students on discussion board. Does not engage in disruptive conversation/activities, or use electronic devices unrelated to learning environment. Respectfully notifies other students of disruptive behaviors. Consistently uses appropriate netiquette. Consistently interacts with classmates, NVCC personnel and instructors, and community members in a positive and respectful manner. Student consistently adheres to concepts of confidentiality and shows respect for others in and out of class activities including clinical experiences.	Participates with questions and answers in 25%-75% of classes. Occasionally collaborates with other students on discussion board. Student generally avoids disruptive conversation/activities, including the use of electronic devices during class time. Facilitates classroom learning activities i.e. helps set up before or clean up after lab activities. Generally interacts with classmates, NVCC personnel and instructors, and community members in a positive and respectful manner. Student strives to consistently adhere to concepts of confidentiality and shows respect for others in and out of class activities including clinical experiences. Strives to improve upon any personal area of deficiency.	Participates with questions and answers in less than 25% of classes. Does not collaborate on discussion board. Engages in disruptive conversation/activities, and/or uses electronic devices for purposes other than learning during class time. Student generally does not interact with classmates, NVCC personnel and instructors, and community members in a positive and respectful manner. Student generally does not adhere to concepts of confidentiality or show respect for others in and out of class activities including clinical experiences. Student initiates leaving the classroom (putting books/notebook away, getting coat on, standing up etc) before professor is finished with class/lecture.	

10 Attire	Consistently dresses with non-offensive/suggestive, clean, professional or business-casual attire. Comes to lab consistently dressed for exercise and lab activities.	Dresses with non-offensive/suggestive, clean, casual attire (jeans, t-shirts, sweat shirts, sneakers etc.) Arrives to lab with appropriate attire (shorts or loose fitting athletic attire) 90% of the time. Responds positively to instructor's request to adjust/change attire.	Dresses with offensive, suggestive, unclean, revealing or generally inappropriate attire and/or arrives to lab with inappropriate attire (jeans, tight or restrictive clothes, skirts etc.) more than once and does not respond to instructor's request to adjust/change attire.	
11 Constructive criticism	Consistently demonstrates intellectual humility in professional and interpersonal situations. Consistently receives constructive criticism and correction well from instructors and classmates even when challenged. Consistently demonstrates willingness to correct behaviors, skills etc. in response to constructive criticism.	Generally receives constructive criticism and correction from instructor and classmates well. Strives to correct behaviors, skills etc. in response to constructive criticism.	Generally does not receive constructive criticism or correction well or responds with defensiveness. Generally does not demonstrate willingness to correct behaviors, skills etc. in response to constructive criticism.	
12 Enthusiasm	Consistently demonstrates enthusiasm for subject matter in class and online. Enhances the learning environment with a positive attitude and engages others in the learning process.	Generally demonstrates enthusiasm (50-75% of the time) for the subject matter. Student willingly participates in the learning process. Strives to improve upon any personal area of deficiency.	Generally does not demonstrate enthusiasm for the subject matter. Unwillingly participates in learning process. Student negatively influences classmates.	
13 Ethics	Student consistently abides by school, classroom and online policy. Engages other students in order to change behaviors. Notifies instructor of unethical behaviors (i.e.	Student consistently abides by school and classroom policy and responds to instructor's correction if needed. Strives to improve upon any personal area of deficiency.	Student knowingly violates ethical standards or classroom/school policy and/or does not change behaviors in response to instructor's	

	cheating). Demonstrates awareness of state/national professional standards.		correction.	
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Comments:

PROFESSIONALISM ASSESSMENT ONE score: \_\_\_\_\_/39 = \_\_\_\_\_ Date \_\_\_\_\_

AREAS OF CONCERN: \_\_\_\_\_

—

PLAN OF ACTION: \_\_\_\_\_

—

STUDENT SIGNATURE \_\_\_\_\_ INSTRUCTOR SIGNATURE \_\_\_\_\_

\_\_\_\_\_

PROGRAM COORDINATOR (signature required for any proficiency rating of 1\*) \_\_\_\_\_

NAUGATUCK VALLEY COMMUNITY COLLEGE

**Naugatuck Valley Community College  
Computer Use Policy: NetID**

All computer users are required to logon to computers using their individual NetID and password. **COMPUTERS WILL NOT BE AVAILABLE WITHOUT YOUR NetID!**  
Your **NetID** is your Banner ID or myCommNet ID (without the @ sign) followed by @STUDENT.COMMNET.EDU. **Example: 00023456@STUDENT.COMMNET.EDU**

Your **initial NetID password** is a combination of:

- 1st three characters of your birth month with only the first letter CAPITALIZED
- Ampersand character (&)
- Last 4 digits of your social Security Number

**Example: Oct&6789** (case-sensitive)

**You will be required to change your password the first time you login.**

**Password Requirements**

- At least eight characters (8)
- Include upper and lowercase letters, numbers, symbols

Please Note: Your password cannot include any part of your Banner ID and must differ from previous passwords. You will be forced to change your password every 90 days.

**Examples: Egg123Salad #750Chase Red&Sox05**

**\*\*Remember – treat your password like your underwear!**

**Change it regularly, don't share it, and don't show it to anyone!!!!**

**Need Help?**

**1) Forgot your Password?**

Visit one of the kiosks in these college locations to access the website to reset your password:

**E534 Open Lab**

**Prism Lounge**

**K522 Registration lab**

**L410 Library**

**Café East**

**Founders Hall, 1st floor Hallway**

**Founders Annex – outside F120A**

**E604 hallway (outside IT Department)**

Prior to resetting a password, you will need to know your Birth Date and SSN.

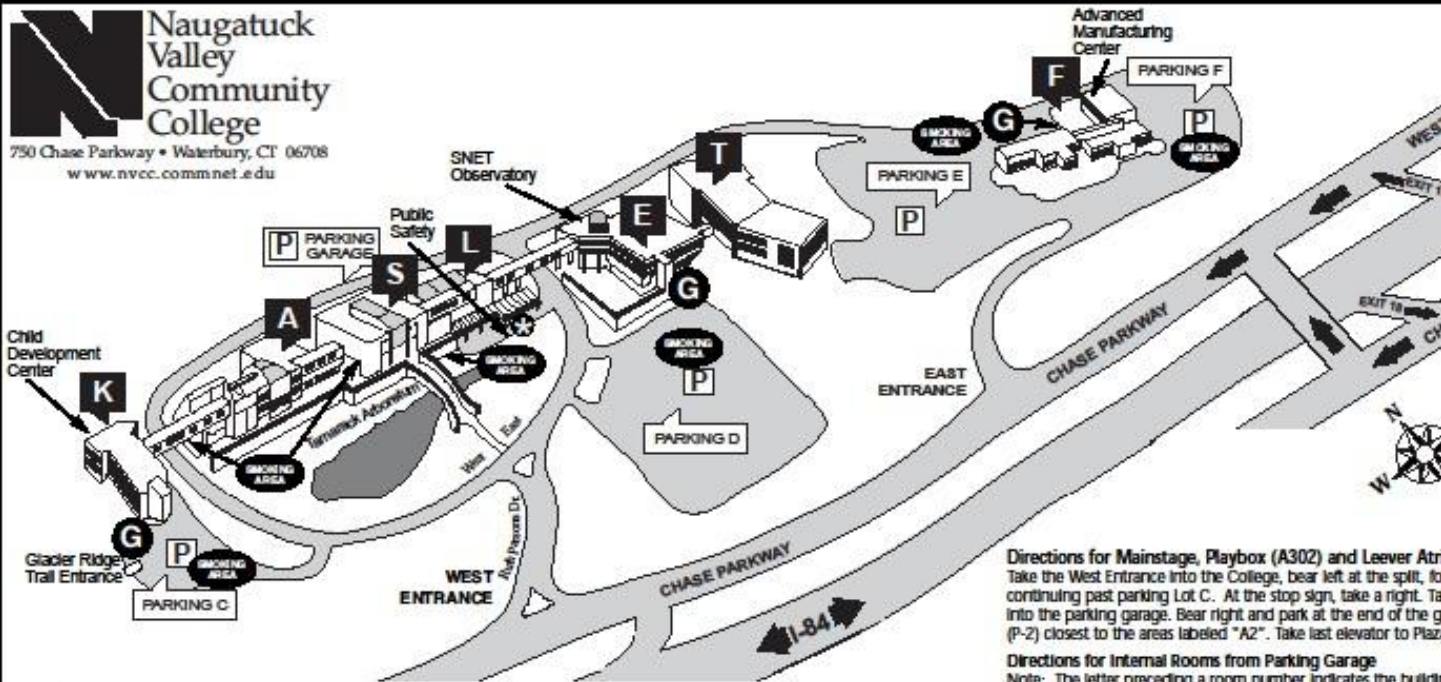
**2) Don't Know Your Banner ID? Can't Reset Your Password?**

If you do not know your BANNER ID or myCommNet ID you cannot reset your password at the kiosks, visit the Records Office K516. Be prepared to verify your identification with a picture ID. This can only be done in person. Regular Hours: Mon-Fri 8 am to 5 pm

**3) Still Need Help?**

If you cannot reset your password at a kiosk, AND you know your Banner ID, come to E604 with your photo ID and an IT staff member will help with troubleshooting your account.





**Locations**

- K** • Kinney Hall
- A** • Fine Arts Center/Theaters/Leever Atrium
- S** • Cistull Student Center/Cafeteria
- L** • Traurig Learning Res. Center/Library
- E** • Ekstrom Hall
- T** • Technology Hall
- F** • Founders Hall
- P** • Parking Lots and Garages  
 Underground Parking Garages are located under buildings A, S, L & E and can be entered at designated areas. Watch For Signs.
- G** • Smoking Gazebos
- CS** • Core Services: Public Safety C122  
 Maintenance, Receiving

**Directions to the College**

**Route 8**  
 Take the Danbury exit onto I-84, then first exit off I-84 (exit 18). Bear left at the fork and take a left at the light. Go to second light for East Entrance and third light for West Entrance.

**I-84 West**  
 Take exit 18, bear left at the fork and take a left at the light. Go to second light for East Entrance and third light for West Entrance.

**I-84 East**  
 Take exit 18. At light take a right and at next light take a right. Go over bridge and at light take a left onto Chase Parkway. Go to first light for East Entrance and second light for West Entrance.

The first entrance (east entrance) on the right will take you to Founders Hall, Ekstrom Hall and Technology Hall. The second entrance on the right (west entrance) will take you to garage parking, and Kinney Hall, Fine Arts Center, Student Center, Library, as well as Ekstrom Hall.

**Directions for Mainstage, Playbox (A302) and Leever Atrium**  
 Take the West Entrance into the College, bear left at the split, for continuing past parking Lot C. At the stop sign, take a right. Turn into the parking garage. Bear right and park at the end of the garage (P-2) closest to the areas labeled "A2". Take last elevator to Plaza.

**Directions for Internal Rooms from Parking Garage**  
 Note: The letter preceding a room number indicates the building in which the room is located. See "Locations" section of this map for a complete list of buildings.

**Kinney Hall**  
 Take the elevator or stairs to the 5th floor walkway. Take a left. Walkway to Kinney Hall (you will be on level 5). Take elevator or stairs to levels 4, 6 and 7. **Information Booth is on level 5.**

**Ekstrom Hall**  
 Take elevator or stairs to the 5th floor walkway. Take a right. Follow walkway to the end. Stairs straight ahead, elevator on the right. Take elevator or stairs to levels 3, 4 and 6. For rooms E518-E535, go straight out the door and take a quick right into southside of the building.

**Technology Hall**  
 Take elevator or stairs to the 5th floor walkway. Take a right. Follow walkway to the end. Go straight through the double doors and across the glass-walled bridge.

**Cafeteria, Student Center Conference Rooms (S517 and S518)**  
 Take elevators in area labeled S1 or S2. Take elevator or stairs to access the 5th floor walkway. Conference rooms are straight ahead from elevator/stairs to Cafeteria West. Entrance is on your left. From elevators to L501 which will be on your right past the Cafeteria.

**Fine Arts Center Rooms, Student Center and Library**  
 Take elevators in areas labeled "A" for Fine Arts Center Rooms, "S" for Student Center Rooms and "L" for Library to the appropriate floor. Main entrance to the Library is on Level 4.

## How to Facilitate Your Success in the PTA Program

1. Always remember that you are learning the necessary PTA knowledge and skills to benefit the patient, and invest the necessary time and practice to achieve that goal. Your patients will need and expect that.
2. Review your current obligations (school, work and home), and continuously assess whether they allow you to meet the program and course expectations. Determine the presence of barriers and incorporate any necessary changes needed.
3. Be proactive. Create a schedule and plan early in the semester and update/adjust it regularly. Determine what you need to do in order to meet a deadline and then schedule those elements into your calendar. Add a buffer to ensure that requirements will be met in a timely manner.
4. Use a planner – not a calendar. A planner allows you to PLAN when you will practice, read, study, etc. A calendar will only keep track of assignments. PLAN when you will complete activities for school, work, home, etc – utilize time blocks so you have a realistic idea of how long something will take, and whether you need to adjust something else.
5. Assess all learning strategies that you have used for previous courses. Assess how well you did in those courses and how much information you remember from courses. Use this as a starting point to determine your need to incorporate new/additional strategies.
6. It will be important to utilize study techniques and strategies that will allow you to move beyond memorization and understanding – you will need to apply information/skills and integrate information into previously learned material. This may require you to change many of your study techniques. For specific strategies, refer to the *PTA Handbook: Keys to Success for School and Career for the PTA*. Utilize faculty and other classmates for additional resources.
7. Practice, practice, and more practice. Once you “remember” what you need to do with the patient, try the skill with another variation (ie, with a different person, from a different height table, from the left instead of right, with a “patient” that keeps talking to you, etc). This will improve your skill and reduce your anxiety in testing situations. Open Lab is a great opportunity to work with, and learn from, a wide range of students.
8. You will be learning many new skills and will be working with many different students. Seek feedback from many different sources (faculty, classmates, and family members) and compare that to your assessment. Incorporate changes from that feedback.
9. Be accountable for your actions. Consider the impact of your behavior on others.
10. This is a very intensive educational program and is probably very different from any other courses you have taken. Appropriate planning will help to reduce your stress. Be sure to also incorporate activities in your study week to help manage your stress.

## **PTA Program Requirements and Deadlines**

This list is considered a quick reference of requirements and deadlines for the program to facilitate your organization and planning. **Compliance with these requirements and deadlines is an expected element of professional behavior, and is necessary for progression in the program.**

	<b><u>Requirement</u></b>	<b><u>Due Date</u></b>
<b>First year:</b>	<b>Health/medical requirements</b>	<b>Per Office of Disability Services</b>
	<b>CPR Certification (American Heart Association, Health Care Provider)</b>	<b>May 1</b>
	<b>Academic advising</b>	<b>each semester (mid)</b>
	<b>OSHA</b>	<b>See Syllabi</b>
	<b>Criminal Background Check</b>	<b>Start of Spring Semester</b>
	<b>Student Membership to APTA</b>	<b>Start of Spring Semester</b>
<b>Second Year:</b>	<b>Health/medical requirements</b>	<b>Per Office of Disability Services</b>
	<b>Academic advising</b>	<b>spring semester (mid)</b>
	<b>Active CPR Certification</b>	
	<b>OSHA</b>	<b>See Syllabi</b>
	<b>Attendance at PTA Licensure Review Course</b>	<b>October</b>
	<b>Submission of Learning Profile/Portfolio</b>	<b>October</b>
	<b>Learning Profile/Portfolio Presentation</b>	<b>November/December</b>
	<b>Mock Computerized Licensure Exams</b>	<b>October and December</b>

## NVCC PTA Student Code of Conduct

### Accountability

- Understand and abide by program policies and expectations outlined in the *PTA Program Policy & Procedure Student Handbook*. When unsure, refer first to the *Student Handbook* and then clarify with classmates and/or faculty.
- Act in a manner consistent with the Standards of Ethical Conduct for the Physical Therapist Assistant.
- Act in a manner consistent with the college and division policy on Academic Integrity and Plagiarism.
- Accept responsibility for behavior that negatively impacts academic/clinical performance or interactions with classmates, faculty, patients, families and/or other health care providers.
- Change behavior in response to feedback and understanding the consequences (positive and negative) of the physical therapist assistant students' actions.

### Altruism

- Place the patient's/client's needs above the physical therapist assistant students' self interests.
- Target learning activities and practice to reach a threshold of safe and competent performance of skills with patients, above the minimum passing score.
- Dedicate the necessary time, studying and practice to achieve a level of knowledge necessary to safely and competently provide and progress physical therapy interventions with patients.

### Compassion and Caring

- Exhibit compassion, caring, and empathy in working with classmates, patients and clients.
- Practice in a manner that focuses on identifying, recognizing and responding to patient (or lab partner) needs and wellbeing.

### Cultural Competence

- Identify, respect, and act with consideration for the patient's/client's differences, values, preferences, and expressed needs in all physical therapy activities.

### Duty

- Demonstrate behaviors, conduct, actions, attitudes, and values consistent with the roles, responsibilities, and tasks of the physical therapist assistant.
- Utilize all interactions with faculty, staff and other classmates as an opportunity to demonstrate respectful and professional communication and behaviors.
- Support and participate in organizations and efforts that promote physical therapy (CPTA, APTA).

### Integrity

- Demonstrate integrity in all interactions with patients/clients, family members, caregivers, supervising physical therapists, coworkers, other health care providers, students, other consumers, employers and payers.

### Social Responsibility

- Value and support the physical therapy profession in society.
- Educate family members and friends about physical therapy and advocate for the profession.
- Participate in club, community, social and/or environmental activities.

Modified from: *Professionalism in Physical Therapy: Core Values* and the *Normative Model of Physical Therapist Assistant Education*

Naugatuck Valley Community College  
PTA Program  
Complaint Form

Date: \_\_\_\_\_

Name of person filing complaint: \_\_\_\_\_

Please check one of the following:

- NVCC employee     student     employer  
 Clinical Site     Community College employee

other: \_\_\_\_\_

Complaint: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Resolution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow-up needed and/or recommended (as applicable): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_