



PHYSICAL THERAPIST ASSISTANT PROGRAM

STUDENT HANDBOOK

Revised 2023

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Physical Therapist Assistant Program

School of Health Sciences

College of Health and Human Sciences

Southern Illinois University

Carbondale, Illinois 62901

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WELCOME

Welcome to the Physical Therapist Assistant Program! You are entering a field that is interesting, diversified and demanding.

General Information

The Physical Therapist Assistant (PTA) Program at Southern Illinois University (SIU) started in 1968 with their first class graduating in June, 1970.

The Associate of Applied Science (A.A.S.) degree is awarded upon completion of the academic requirements. The Physical Therapist Assistant Program is designed to graduate individuals who are knowledgeable, competent, self-assured, adaptable, and service-oriented patient/client care providers performing their duties within the ethical and legal guidelines of the physical therapy profession as entry-level physical therapist assistants having successfully passed the National Physical Therapy Examination (NPTE) for the Physical Therapist Assistant. Graduates from the program are prepared to work in a variety of healthcare settings including acute care, outpatient, rehabilitation, home health, the school system, and extended care.

Accreditation

Southern Illinois University is accredited by the North Central Association of Colleges and Schools. The Physical Therapist Assistant Program is accredited by the Commission for Accreditation in Physical Therapy Education (CAPTE). Accreditation provides the students with the assurance that the program meets all the minimum criteria established by CAPTE and that, as graduates, they will have the minimum terminal competencies expected of an entry level physical therapist assistant. Upon completion of the PTA Program, the graduate is eligible to take the National Physical Therapy Examination (NPTE) for the physical therapist assistant provided by the Federation of State Boards of Physical Therapy (FSBPT) and must receive a passing score in order to become a licensed PTA. Licensure is required to practice as a physical therapist assistant in Illinois and most states in the nation. After passing this exam, the individual is a Licensed Physical Therapist Assistant and able to practice as such in the State.

Faculty Information

	Office	Phone	Email
<u>School Director</u>			
Dr. Scott Collins	ASA018	453-8860	kscollin@siu.edu
<u>PTA Program Faculty</u>			
Julie Davis, PT Associate Professor Program Director Director of Clinical Education (DCE)	ASA114B	453-3618	jfrman@siu.edu
Tim Davis, PTA, ATC Clinical Faculty	ASA118A	453-8820	tdavis@siu.edu
Eric Osman, PT, ATC Clinical Faculty	ASA126C	453-3618	eosman@siu.edu
<u>Advisement</u>			
Michael Rowell	ASA015E	453-8869	michael.rowell@siu.edu

State and National Organizations

American Physical Therapy Association (APTA)

1111 North Fairfax Street
Alexandria, VA 22314-1488
Phone: (800) 999-APTA (2782)
Fax: (703) 706-8536
TDD: (703) 683-6748
www.apta.org

Commission on Accreditation in Physical Therapy Education (CAPTE)

1111 North Fairfax Street
Department of Accreditation
Alexandria, VA 22314-1488
Phone: (800) 999-2782
www.capteonline@apta.org

Continental Testing Services

P.O. Box 100
LaGrange, IL 60525
Phone: (800) 359-1313
Fax: (708) 354-9922
www.continentaltesting.net

Federation of State Boards of Physical Therapy (FSBPT)

509 Wythe Street
Alexandria, VA 22314
Phone: (703) 29-3100
www.fsbpt.org

Illinois Physical Therapy Association (IPTA)

905 N Main St
Naperville, IL 60563
Phone: (630) 904-0101
www.ipta.org

Illinois Department of Financial and Professional Regulation

320 W Washington 3rd floor
Springfield, IL 62786
Phone: (217) 785-0820
Toll free: (888) 473-4858
www.idfpr.com

2023 – 2024 Academic Calendar

Summer Session 2023

Eight Week Session Begins	Monday, June 12
Juneteenth Holiday	Monday, June 19
Independence Day Holiday	Tuesday, July 4
Final Examinations	Thursday, August 3 and Friday, August 4
Commencement	Ceremonies now held only in May and December

Fall Semester 2023

Semester Classes Begin	Monday, August 21
Labor Day Holiday	Monday, September 4
Thanksgiving Break	Saturday, November 18 through Sunday, November 26
Final Examinations	Monday, December 11 through Friday, December 15
Commencement	Saturday, December 16, 2023

Spring Semester 2024

Semester Classes Begin	Tuesday, January 15
Spring Break	Saturday, March 9, 12:00 Noon through Sunday, March 17
Honors Day	TBD
Final Examinations	Monday, May 6 through Friday, May 10
Commencement	Saturday May 11, 2024

All Breaks begin officially at 10:00 p.m. the night before and end at 7:30 a.m. the morning after the respective beginning and ending dates listed, unless otherwise noted.

Registrar's Office

2024 – 2025 Academic Calendar

Summer Session 2024

PTA Summer Internship Begins	Monday, May 13
PTA Pinning Ceremony	Saturday, August 3
Commencement	Ceremonies now held only in May and December

Fall Semester 2024

Semester Classes Begin	Monday, August 19
Labor Day Holiday	Monday, September 2
Veterans Day Holiday	Monday, November 11
Thanksgiving Break	Saturday, November 23 through Sunday, December 1
Final Examinations	Monday, December 9 through Friday, December 13
Commencement	Saturday, December 14, 2024

Spring Semester 2025

Semester Classes Begin	Monday, January 13
Martin Luther King, Jr's Birthday	Tuesday, January 20
Spring Break	Saturday, March 8, Noon through Sunday, March 16
Final Examinations	Monday, May 5 through Friday, May 9
Commencement	Saturday May 10, 2025

Summer Session 2024

PTA Summer Internship Begins	Monday, May 12
PTA Pinning Ceremony	Saturday, August 2

All Breaks begin officially at 10:00 p.m. the night before and end at 7:30 a.m. the morning after the respective beginning and ending dates listed, unless otherwise noted.

Registrar's Office

Purpose of Handbook

This handbook is designed to serve as an informational guide to assist in the orientation of new students and to clarify policies and procedures governing your actions and practices while a student in the Physical Therapist Assistant Program at SIU.

Professional Opportunities

In order to keep abreast with new developments and maintain a high degree of professionalism, physical therapist assistant students are encouraged to join and become active in the American Physical Therapy Association (APTA) and the SIU student organization. Student membership in the APTA is offered at affordable rates. Applications are available in PTH 107, Introduction to Physical Therapy course as well as in the back of the PTA classroom. The faculty sponsor for the program student group is Julie Davis, Program Director.

American Physical Therapy Association (APTA)

1111 North Fairfax Street
Alexandria, VA 22314-1488
Phone: (800) 999-APTA (2782)
Fax: (703) 706-8536
TDD: (703) 683-6748
www.apta.org

Career Mobility

Physical Therapist Assistants provide physical therapy services under the direction and supervision of a physical therapist. PTAs help individuals of all ages who are ill, injured, or have a health condition that limits their ability to perform activities of daily living needed for life. PTAs work in a variety of settings including hospitals, outpatient centers, home health, schools, work settings, and sports and fitness arenas.

Some of our graduates are interested in continuing their education to become physical therapists. The PTA degree courses do not transfer for professional physical therapy degree course credit. There are required courses a student must have completed in order to be eligible to apply to DPT programs such as college physics and college chemistry. Many of the students who decide to continue their education beyond the PTA degree choose Bachelor of Science degrees such as: Exercise Science, Rehabilitation, and Health Care Management. There are many institutions that offer DPT Programs. Each institution has their own criteria that must be met in order to apply for acceptance to their Program. A list of accredited Physical Therapy Programs can be found on the APTA's homepage.

According to *APTA Physical Therapy Workforce Analysis* (Dec. 2020) in 2019, the BLS reported the national average salary for a PTA as \$58,790.

Program Mission

The primary mission of the Physical Therapist Assistant program is to prepare entry-level physical therapist assistants who will work under the direction and supervision of the physical therapist to meet the needs of the community in a variety of clinical settings. Based on this mission, the faculty have developed a Program philosophy to guide decision making and identified goals and objectives that help direct the implementation of this philosophy.

Program Philosophy and Purpose:

The purpose of the Physical Therapist Assistant Program is to provide an educational experience that will prepare graduates to become licensed physical therapist assistants. The Program is also committed to uphold the American Physical Therapy Association's Code of Ethics and is guided by those principles in the educational process of its students. In order to achieve this goal, the curriculum is designed for the students to develop entry-level skills through didactic, laboratory courses and clinical experiences. The curriculum also provides a broad academic background that prepares students for societal changes.

The curriculum is guided by the recognition of the role of the physical therapist assistant as one who implements the plan of physical therapy care. Therefore, the curriculum, within its time constraints of the associate degree, offers a wide variety of sequentially arranged courses which provides the students with the opportunity to develop skills and gain a broad background in the theoretical aspects of the profession. This experience, combined with the twelve weeks of clinical affiliation at two facilities, has produced graduates with strong entry-level competencies.

Recognizing the importance of the patient's emotional needs and the role of the assistant as a provider of this support, the curriculum provides courses that enhance the students' preparation in this area. The Program faculty are cognizant of the holistic needs of patients and serve as role models in the classroom and in their patient-care activities while in clinic.

In physical therapy, as in other health professions, new treatment techniques continue to promulgate. These rapid changes require continued reappraisal of the curriculum leading to revisions. Because of the advancements, students are made to realize the importance of lifelong learning to improve upon and up-date their patient-care skills. In order to best accomplish this continued growth, the students are encouraged to take an active role in their professional organization.

The Physical Therapist Assistant program faculty serves all students as role models for professional behavior, lifelong learning and professional development, and civic responsibility. Faculty demonstrate these concepts through active clinical practice, professional development activities, membership in professional organizations, and volunteerism.

All students have a right to an education that stimulates their curiosity and challenges their intellect. The PTA Program faculty are committed to student success and pursuit of excellence within the educational environment. Students will be encouraged to embrace the concept that learning is a lifetime experience, as well as a critical component of their continued professional development in the field of health care delivery.

Program Goals

1. The Program will accept students for admission that have the best chance of success in the Program and the profession.
2. The Program will provide educational experiences, including a comprehensive curriculum with current professional standards, to produce graduates with the skills required by the profession.
3. The Program will provide a diversity of clinical and classroom experiences that support the development of cognitive, psychomotor, and affective skills relevant to the physical therapist assistant profession and to produce quality graduates and physical therapist assistant professionals.
4. The Program will produce entry-level physical therapist assistant graduates that are sought-after by employers.
5. Program faculty will continually strive to improve teaching quality through participation in professional continuing education related to current advancements in physical therapy practice to their teaching topics.
6. Program faculty will benefit from University course offerings to develop/advance program curriculum delivery methods or advance academic credentials.
7. Program faculty are encouraged to maintain involvement in professional organizations.
8. Program faculty will model volunteerism and community service.

Program Student Learning Outcomes/Objectives

1. Program graduates will demonstrate an overall pass rate on the National Licensure Examination for the Physical Therapist Assistant of 85% over 2 years.
2. Current physical therapist assistant students and Program graduates will indicate overall satisfaction with the quality of education and learning experiences in the Program.
3. Students will demonstrate a progression of clinical competency by achieving at a minimum the standard established for each part-time and full-time clinical affiliation using the Clinical Performance Instrument including a minimum rating of entry-level on all skills during the final clinical rotation (PTH 321B).
4. Program graduates will demonstrate an employment rate of 90% within 1 year of graduation averaged over 2 years.
5. Program graduates will demonstrate competency in all psychomotor skills required at entry-level for the physical therapist assistant.
6. Program graduates will demonstrate the ability to communicate effectively with patients, patient's family/caregivers, peers, and other healthcare workers using both verbal and written communication required at entry-level for the physical therapist assistant.
7. Program graduates will demonstrate competency in affective skills required at entry-level for the physical therapist assistant.
8. Program graduates will demonstrate the knowledge (cognitive domain) required at entry-level for the physical therapist assistant.

9. Program students and graduates will conduct themselves in an ethical and legal manner consistent with the profession.

Current Outcomes

The achievement of educational success is a responsibility shared by the faculty and the student. The faculty has the responsibility of providing a quality educational environment that assures achievement of minimum competency by each graduate. The individual student has the responsibility of monitoring his or her own progress and of seeking to attain competency above the minimum. Students should assume responsibility for peers in the educational process in preparation for entering a community of professionals that share knowledge and skills with colleagues in order to ensure best practice in patient care. The educational program seeks to foster a love of learning, skills for independent study, and the continuation of professional development beyond graduation.

The comprehensive curriculum plan of our PTA Program includes an organized and sequential series of integrated student-oriented learning experiences designed to enhance attainment of terminal competencies. The curriculum is designed to equip the graduate to function as an entry-level PTA.

Acceptance Rates: 2021 – 77.8%
2022 – 87.5%

Graduation Rates: 2020-2021 – 77.1%
2021-2022 -

Employment Rates: The employment rates for graduates who sought employment within 1 year of graduation is 100%.*

Employment Rates: Employment data is gathered 1 year after graduation by survey. The information is based upon survey responses of graduates having passed the NPTE who have actively sought employment as a physical therapist assistant.

Two-year averages for licensure pass rates are published and updated on a continual basis on the Federation of State Boards of Physical Therapy website: <https://www.fsbpt.org/>

Three-year averages for licensure pass rates are published and updated on a continual basis on the Federation of State Boards of Physical Therapy's website: www.fsbpt.org.

The weighted average ultimate pass rate for:

2017 – 100% (26/26)

2018 – 91.7% (22/24) - First-Time Pass Rate - 91.7%

2019 – 87% (20/23) - First-Time Pass Rate - 65.2%

2020 - 85.7% (12/14) – First-Time Pass Rate – 85.7%

2021 – 78.6% (11/14) - First-Time Pass Rate – 78.6% (11/14)

2022 – 82.4% (14/17) – First-Time Pass Rate – 70.6% (12/17)

NPTE Weighted Ultimate Two-Year Pass Rate as Reported By FSBPT
2020-2021 – 85.71%

First-Time Two-Year Pass Rate
2020-2021 - 74.2%

UNIVERSITY POLICIES

Affirmative Action Policy

It is the policy of Southern Illinois University Carbondale to provide equal employment and educational opportunities for all qualified persons without regard to race, color, religion, sex, national origin, age, disability, status as a protected veteran, sexual orientation, gender identity, pregnancy, or marital status. The university is committed to the principles of equal employment opportunity and affirmative action and will continue to conduct all personnel actions in accordance with the letter and spirit of applicable state and federal statutes and regulations, including Executive Order 11246 as amended. Personnel actions include, but are not limited to, recruitment, hiring, position assignments, compensation, training, promotion, tenure consideration and award, retention, lay-off, termination, and benefits.

The university recognizes that the barriers of race, color, religion, sex, national origin, age, disability, status as a protected veteran, sexual orientation, gender identity, pregnancy, or marital status of some individuals have resulted in their denial of full participation in all societal functions and is, therefore, committed to taking affirmative steps aimed at overcoming such historical patterns of discrimination in our society. The university's affirmative action program identifies special actions intended to bring such groups into full participation in all aspects of university life. Through its affirmative action program, Southern Illinois University Carbondale is committed to:

- A. increased numbers of minorities, females, individuals with disabilities, and protected veterans in all aspects of SIUC employment with special procedures applicable to those positions determined to be underutilized for minorities, females, individuals with disabilities, and protected veterans;
- B. cultural and educational diversity in the curriculum and environment of the university;
- C. removal of barriers to minorities, women, protected veterans, and individuals with disabilities;
- D. support of the principles of equal opportunity and affirmative action in an effort to redress the consequences of past societal discrimination and to maintain a positive non-discriminatory educational environment.

The responsibility for coordinating and monitoring compliance with the university's equal employment opportunity/affirmative action policies is assigned to the University Affirmative Action Officer. Implementing and assuring compliance with these policies is the responsibility of the Associate Chancellor for Institutional Diversity and each Vice Chancellor. In addition, each Dean, Director, or other staff member involved in the recruitment and hiring process must ensure compliance with the spirit as well as letter of the policies and procedures. Many involved in the staff selection process assume that others are responsible for the success of the affirmative action program. It is a basic assumption of SIU Carbondale's Affirmative Action Office that all administrative levels and especially Deans, Directors, Chairs, faculty and all hiring administrators are responsible for fostering and enhancing institutional diversity. The initiating hiring officer has the primary responsibility for maintaining the integrity of these affirmative action policies and procedures and is ultimately accountable for attaining diversity within his or her staff.

*The University's ADA, §504, Title IX Coordinator is Nicholas K. Wortman
478 Woody Hall, Mail Code 4316, Southern Illinois University Carbondale, Carbondale, IL
62901. Phone: (618) 453-4807
(Found at <https://policies.siu.edu/personnel-policies/chapter2/ch2-all/aaeo.php>)*

Student Records

Southern Illinois University maintains individual records and information about students for the purpose of providing educational, vocational, and personal services to the student. For the purpose of complying with federal regulations regarding the maintenance of confidentiality of student educational records, as required by the Family Educational Rights and Privacy Act of 1974, the following policy has been enacted and may be found at <https://policies.siu.edu/other-policies/chapter3/ferpa.php>.

- I. Policy on the Release of Student Information and Access to Student Records
- II. Definitions
- III. Basic Policy Regarding Disclosure of Information From Educational Records
 - A. Disclosure Not Requiring Prior Consent
 - B. Disclosure Requiring Prior Consent
 - C. Disclosure of Directory Information
 - D. Records of Disclosure Made
 - E. Waiver of Right to Inspect and Review Education Records
- IV. Identification and Description of Student Information
 - A. Academic Records
 - B. Financial Records
 - C. Medical/Counseling/Clinical Center Records
 - D. Disciplinary Records
 - E. Placement Records
- V. Access to Records
 - A. Right to Inspect or Review Educational Records
 - B. Limitations on Right to Inspect or Review
 - C. Administrative Hold on University Records
- VI. Student's Right to Amendment of Educational Record
 - A. Purpose
 - B. Procedure
 - C. Hearing
- VII. Destruction of Records
- VIII. Right to File Complaints

Estimated Program Costs

Tuition complies with University costs (see SIU Undergraduate Catalog for further information)

These costs are subject to change without notice. Some expenses represent program faculty's best guess approximation. They are provided to give you an idea of costs.

See Financial Fact Sheet – <https://sah.siu.edu/undergraduate/physical-therapist-assistant/>

Financial Assistance

Financial assistance available to students includes state and federal grants, scholarships, student loans and campus employment opportunities. Students needing assistance should contact the Financial Aid Office at (618) 453-4334.

Student Services

Southern Illinois University provides numerous student services including, but not limited to:

- Academic Advising
- Writing Labs
- Veterans Affairs
- Student Activities
- Student Health Services (Dental, Medical, Eye, Pharmacy)
- Counseling and Psychological Services (CAPS)
- Wellness and Health Promotion
- Confidential Advising
- Transfer Services
- Career Development Center
- Disability Student Services
- Academic Testing
- Center for Learning Support Services
- Achieve Program
- TRIO Student Support
- Writing Center
- Center for International Education
- First Saluki Center
- Financial Aid
- Saluki Food Pantry
- Saluki Express
- Non-Traditional Student Services
- Student Multicultural Resource Center
- Veterans Affairs

For contact information and additional services, refer to the Undergraduate Catalog and University website.

PROGRAM POLICIES

Academic Advising

The Physical Therapist Assistant Program faculty are dedicated to assisting each student to achieve the Program's educational objectives and to develop optimal potential. The faculty are also committed to preparing graduates who are able to meet standards of safe patient care.

Each student enrolled in the Program will be assigned an academic advisor. As the name implies, the advisor will provide you with advice regarding course scheduling and your progress through the Program. Students are to meet with their advisor once per semester in order to review and discuss academic progress and standing in the PTA Program. Students will receive on-going feedback throughout each semester from the PTA course instructors.

It is important to inform your advisor, instructor and the Program Director of situations that impact your ability to participate fully and effectively in the Program. If you feel you could benefit from counseling services beyond the scope of academic advising, a faculty member or the academic advisor may be able to assist you with a referral to the Wellness Center or the Counseling Center.

Each student has the right to access his/her department records.

Physical Therapist Assistant Academic Advisor
Michael Rowell
School of Allied Health – Room 15E
618-453-8869
michael.rowell@siu.edu

Conduct and Professionalism

Every PTA student is a representative of SIUC and is responsible for adhering to the policies of the Southern Illinois University Undergraduate Handbook and the Physical Therapist Assistant Program Student Handbook. Each student is also to work with the Illinois Department of Financial and Professional Regulation's Physical Therapy Practice Act (or the equivalent document for the state of clinical placement). This document may be found in Appendix A. Students enrolled in the PTA Program are expected to maintain a high standard of professionalism at all times in the classroom, lab, and clinical.

Classroom courtesy is to be evident at all times and includes respect for the Instructor and fellow classmates, the avoidance of student-to-student conversations during lecture and the avoidance of disturbing activities. It is *vital* to be supportive of fellow classmates and encourage class participation. Negative behaviors directed at the instructors or fellow students will not be tolerated. Students may be removed from class for exhibiting behavior which interferes with the educational process. Students who are removed from class will sacrifice all work done after their departure.

Success in Classes

Students will receive a mid-term progress report in each PTH course using the Banner System. Additionally, students who are at risk of failing a course are notified as soon as this becomes clear, and efforts are made to improve the student's chances for success. Students are required to obtain a C or better in all PTH courses to progress through the program. Failure to obtain a C or better in any PTH course or dropping out of the physical therapist assistant course sequence will require the student to reapply to the PTA Program.

Library Privileges

Morris Library is located in the center of campus and is open to all registered students. It features an Internet accessible information network providing entry to library catalogs, abstract and index services, full-text periodical databases, and local and national technological resources. The library provides over two and a half million volumes/books, 12,500 periodicals, and three million microforms. The public computers provide access to the online catalog and to more than 100 electronic databases, including indexing and abstracting services and the full text of nearly 2,000 journals and newspapers. Many of these services can also be accessed from personal computers in residence halls, offices, and homes by direct connection with the University computer network.

Grading Policy

Each course description/syllabi distributed to the student at the beginning of each semester specifies criteria by which the grade for the course will be determined. University policy is followed regarding the point system equivalency per grade however, the scale for grade assignment is not standardized throughout the University (per University policy on Academic Freedom) and will be outlined by each instructor. Students not achieving a minimum grade of C in a PTA core course per the course syllabus will not be able to progress in the curriculum sequence and must reapply for admission to the PTA program before they may reenroll in the course.

Academic Grievance Procedures

A student may file a complaint regarding a grade received. The student should follow the protocol outlined in *Student Academic Grievance Procedures for the College of Health and Human Sciences*. The policy is as follows:

GRADES GIVEN AT THE END OF A COURSE ARE FINAL AND MAY NOT BE CHANGED BY ADDITIONAL WORK OR BY SUBMITTING ADDITIONAL MATERIAL.

A matter related to academic evaluation is the responsibility of the school responsible for the program in which it occurs and the office of the Dean of the College of Health and Human Sciences. Every effort should be made to resolve such academic evaluation problems quickly and at the program level where they occur prior to School Director involvement.

Grades may be appealed only on procedural grounds and not on substantive grounds. Grades may **not** be appealed beyond the level of the Dean.

Matters pertaining to evaluation of a course in which the student is or has been registered that are not resolved between the persons directly involved will be adjudicated in the following manner:

1. At student who has reason to be aggrieved will file the complaint in writing with the School Director responsible for the program in which the incident occurs.
 - a. The complaint must be presented in sufficient detail that a proper response may be made.
 - b. The complaint must be received by the School Director within 30 working days of the occurrence of the incident.
2. The School Director will submit a copy of the complaint to the other party named in the complaint within three working days.

3. The other party will respond in writing to the complaint to the School Director within 15 working days of receipt of the copy of the complaint.
4. The School Director will, within seven working days of receipt of the response to the complaint, transmit a written decision on the matter to both parties along with notification of appellate procedures. A copy of the response to the complaint will also be sent to the Dean of the College of Applied Sciences and Arts. Failure of either party to respond through the appropriate channels within 15 working days will be interpreted as acceptance of the decision and its implementation by the appropriate office.
5. Should either party be unwilling to accept the decision of the School Director, an appeal may be made to the Dean of the College of Health and Human Sciences. Such an appeal must be submitted in writing within 15 working days of the receipt of the decision by the School Director. The appeal must specify:
 - a. The original complaint;
 - b. The grounds for the appeal;
 - c. Recommendation(s) for resolution of the complaint.
6. The appellant, after consultation with the Dean of the College of Health and Human Sciences, will select one of the following procedures for adjudication:
 - a. **Administrative:** The Dean of the College of Health and Human Sciences will review the matter with each of the parties involved and render a decision in writing within 30 working days of the review.
 - b. **Panel:** The Dean of the College of Health and Human Sciences will appoint a panel consisting of three faculty members with no administrative appointment and three students to review the matter and render a decision within 30 working days of the review. Written records of the review proceedings will be placed in the Dean's office in the College of Health and Human Sciences.
7. When a decision is reached by one of the above methods, the Dean of the College of Health and Human Sciences will notify each of the parties of the decision in writing.

A copy of the decision will be filed with the Dean's office in the College of Health and Human Sciences. An information copy will also be sent to the Dean of the Graduate School if the matter involves a graduate student. There is no appeal for grades above the level of the College Dean.

Academic Dishonesty

Plagiarism, cheating, and other forms of dishonesty are prohibited. Students who are guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed, the instructor retains the authority to assign and "F" or a zero (0) for the exercise, exam or entire courses. Cheating includes but is not limited to:

- Plagiarism
- Copying off someone else's examination/test
- Cueing of a classmate during examinations, including laboratory testing
- Obtaining copies of exams without Instructor permission
- Using unauthorized data, notes or equipment (including programmable calculators) during an examination

- Copying assignments from a classmate or graduate
- Knowingly and intentionally assisting another student in any of the above

Dress Code

There is no formal dress code for regular classroom lectures, however, students should avoid dressing in a manner that is distracting to the instructor or other students. Lab appropriate attire should be worn during lab courses. Specific lab attire will be addressed in the course syllabus for that course. When students are in contact with professionals outside of the PTA faculty (guest speakers), students are expected to dress professionally.

In the clinical setting, all PTA students will maintain a professional appearance and comply with the dress code of the physical therapy department that they are assigned. PTA students will **NOT** wear shorts, jeans, hats, spandex, skirts/dresses, low cut shirts or pants, open toe shoes, high heels or any jewelry piercing that would cause a distraction to clinical staff or patients. Hair color should be kept to natural colors, no blue, yellow, orange, green, purple, pink, etc. Long hair should be pulled back, so it does not interfere with the treatment of patients. PTA students cannot have fingernails whose length interferes with treatment. Students are expected to have no visible tattoos while in the clinic. Remember, you are a paraprofessional in the department; use good judgment with respect to other aspects of your appearance and hygiene. All clothing must be neat, clean, and well fitting.

If a student is not compliant with the dress code, that student will not be allowed to complete their scheduled clinic time. If the student has to make-up any clinic hours due to the dress code policy, the student will comply with the attendance policy.

Attendance Policy

A sound base of knowledge, competencies, and skills are required for effective patient care. A student in the PTA program is here for the purpose of preparing himself/herself to assume a responsible role as an entry-level PTA. Being absent from class decreases a student's ability to learn the skills necessary to graduate as an entry-level professional and pass the NPTE. Additionally, when a student is absent from class it affects not only their ability to learn and practice new skills; it also affects their lab partner's ability to learn and practice new skills. Essentially, the PTA Program should be treated as the student's first employment opportunity as a PTA. The specific attendance policy for each course is determined by the course Instructor and will be outlined in the course syllabus.

Inclement Weather Policy

SIU will normally remain open as scheduled regardless of weather conditions. However, should generally prevailing hazardous ice and snow conditions dictate that school will be closed for the day, or part of the day, area TV and radio stations will be notified. Even though the college may be open in full or in part, students should not endanger their lives or safety by attempting to reach campus when their local road conditions prohibit safe travel. If inclement weather occurs during the time that the student is scheduled to be at a clinical site, the student **MUST** call the clinical site and the DCE at least one hour prior to their scheduled arrival time if they will be unable to attend. Students will be responsible for any academic work which is missed due to absences caused by severe weather conditions, and it is the individual student's responsibility to take the initiative to make up work.

Medical Release

Any student recovering from an illness or surgical procedure must report this to the Program Director. The student must be medically cleared to resume participation in all Program activities without restriction and must present the appropriate paperwork. This also includes pregnancy and delivery. Pregnant students must bring a release from their physician to participate in class, lab, and/or clinical activities.

Any inability to fully participate in classroom, laboratory, or clinical activities will affect the student's grade. Any student expecting to experience a prolonged recovery process that will interfere with a clinical rotation must discuss this with the Program Director in order to plan a make-up clinical assignment.

Internet/Email Policy

Students are expected to have an internet connection and email account available for their use on a daily basis. There are computers located in the PTA lab with internet access as well as several computer labs across the SIU campus. Program faculty will use email to communicate with students, especially when students are in the clinical setting. Students should respond to all emails (or voicemails) within one business day (24 hours) after the email (or voicemail) is delivered. Failure to adhere to this policy may result in academic counseling. In addition, most courses and assignments will be supplemented with material on Desire2Learn. Students are expected to access course information regularly.

Required Documents

Once a student is accepted into the Physical Therapist Assistant program, the student must submit the following to the Program Director/DCE by the second week of the first semester of class:

1. Copy of Hepatitis B injection record (all 3 doses must be completed)
2. Copy of negative 2-step TB skin test performed within 1 year. The clinical sites will require this to be current so if it becomes more than 1 year old before or during your clinical placements you will be required to have another skin test performed.
3. Copy of MMR vaccination or proof of immunity through a titer
4. Copy of Varicella vaccination (2 doses) or proof of immunity through titer
5. Copy of current CPR Certification. Each student is required to maintain current CPR certification while enrolled in the program. Students enrolled in HED 334, or its equivalent during the fall semester of their first year will be given a one semester waiver of the requirement but must present proof of certification upon completion of the course.
6. Satisfactory results of background check.
7. Negative drug screen as required by individual clinical placement.
8. Flu vaccine if during fall semester
9. COVID-19 vaccine as required by clinical site.

10. Any additional requirement of the student's clinical placement TBD at the time of placement
Clinical placements will NOT be made based upon a student's preference based upon the required documents of the clinical site.

These records and clinical files are kept in a locked file in the Program Director's office and will be shared with the student's clinical site at their request. Privacy of all individuals' files is guaranteed according to the Federal Privacy Act.

Liability Insurance

Upon payment of tuition and fees, each student is provided liability insurance coverage by Southern Illinois University self-insurance program. This insurance policy is in the amount of \$3,000,000 for each student. It applies to all University students assigned to serve internships with external facilities when students are not paid by the facility and earn academic credit upon completion of the internship assignment. Such insurance coverage is not available to a student actually employed (paid) by an external facility or in situations in which no academic credit is available to the student upon completion.

Student Health Programs

Provided the Student Health Fee is paid by the student, all facilities and privileges of the campus program are available to physical therapist assistant students (see descriptions in the SIU Undergraduate Catalog.) Should the student decide not to pay the fee, he/she is responsible for providing proof of medical coverage by an insurance company, prior to the attendance of each clinical rotation to the Program Director.

Laboratory and Classroom Policies

The PTA classroom and laboratory will be the students' "second home" for the next two years. Open Lab time will be available in the laboratory as the schedule permits. It is **STRONGLY** recommended that you attend open lab sessions in order to practice the skills that you need to be checked off on. Check with program faculty to determine the hours when the lab is free for the students to use as individuals or in small groups. Students cannot, at any time, bring friends or family into the classroom or lab without permission from faculty in advance. For safety reasons while practicing skills in the laboratory, make sure there are three people present in the room. This would allow for safe coverage in emergency situations. For example, one person stays with the individual, while the other person seeks assistance from the allied health staff and/or calls 911.

Because of the timing of classes, food and drink is permissible in the classroom and lab space. However, course Instructors and the Program Director has the right to revoke this privilege at any time. This will be done if the presence of food and/or drink becomes disruptive, hazardous, or students fail to clean up after themselves.

Each student is responsible for keeping the classroom/laboratory in proper order. The area must be in order **BEFORE** students leave the room. Each student is responsible for cleaning their immediate area and helping to maintain a safe, clutter-free environment. All equipment, models, texts, etc., must be used appropriately and returned to its proper place. Used laundry must be placed in the appropriate bin after use. Mats/tables should be wiped down after each use. Please no shoes on the mats/tables. Place all waste in appropriate containers.

As a student, you may be called upon to be a subject or patient simulator in lab or while in clinical experiences. Many of our courses require student to student and instructor to student physical contact. If the student is unable to participate, please contact the instructor immediately.

Americans with Disabilities Act

In keeping with the goal of the implementation of the Americans with Disabilities Act (ADA), all students for whom this act applies should notify the instructor no later than the second day of the course so that arrangements can be made for accommodations to meet your educational needs and maximize learning.

Cell Phones

Cell phones must be in vibrate mode during class. Testing during class or laboratory instruction is strictly prohibited. Violation of this rule will result in everyone being required to deposit their cell phones in a designated cell phone bin/area at the beginning of each class/lab. During tests all cell phones will be put away and not accessible by the student. Should cell phone usage interfere with the learning of the individual or other members of the class, the instructor retains the right to require cell phones to be turned off during class time. Computers used during class must be used for class-related material only.

Equipment

Equipment is available in the laboratory for student use. Electrical equipment is to be used only when a faculty member is available in the office or laboratory area. For the purpose of this policy, electrical equipment is defined as any equipment which requires an electrical connection or battery to function and includes superficial heat and cold equipment. Students may use other laboratory and non-electrical equipment for study if a PTA program staff member is present in the building.

Students may be permitted to use some small non-electrical lab equipment such as goniometer, or non-laboratory equipment such as books or audiovisual equipment outside of the classroom, the student must obtain permission to borrow the equipment from the course Instructor.

When using lab equipment:

- Be sure all parts of the equipment used is put back together and placed in the proper location
- Always unplug equipment by pulling on the plug NOT the cord
- Clean and put away all models, videos, and equipment after each use
- Be sure that all equipment is in the “off” position before applying it or removing it from your lab partner
- Practice universal precautions by sanitizing equipment before applying it to your lab partner
- Immediately report any improperly working equipment to the Instructor. All equipment is inspected for safety annually by a local company.

Accidents

Should a student be involved in an accident of any kind or be injured while on campus or at a clinical affiliation, the incident should be reported to the Instructor and/or Program Director immediately.

Laboratory Computer Use Policy

The computers in the PTA laboratory are for the use of faculty and students for activities directly related to the PTA program. Students should refrain from using the computer for personal activities. Priority is always given to students using computers for instructional activities. Because the computer is provided by SIU for PTA use, students must exercise appropriate judgment in exploring the Internet. No student should be exploring a web site if the student would be embarrassed to have another person, such as a faculty member, look at the screen. Additional computers are available in computer labs across campus. In addition, laptop computers will be allowed in the classroom as long as they do not interfere with class learning and participation.

Program Complaint Procedure

The PTA Program welcomes comments, suggestions, ideas, and constructive criticism as part of continuous and systematic program evaluation and improvement. Any complaint or concern about the PTA Program or one of its policies, faculty, staff, or students is requested to be in writing.

If the nature of the concern falls into the possibility of a formal complaint to the program's accrediting body, contact the Commission for Accreditation of Physical Therapy Education (CAPTE) to discuss the nature of the complaint and to determine what procedures should be taken. CAPTE can be reached by phone at (703) 706-3245, email at accreditation@apta.org, or by fax (703) 684-7343.

Complaints/concerns about a particular individual (faculty, staff, or student) should be addressed to that individual first. If the person with the complaint feels the situation remains unresolved, the person should meet with their advisor or Program Director and submit a written statement of their concern. Written complaints may also be made to the Program Director via email at jfrman@siu.edu or the Director of the School of Health Sciences at kscollin@siu.edu. If further action is necessary, the complaint/concern will be taken to the Director of the School of Health Sciences for further review and follow up. Complaints may be filed with any of the mentioned entities without fear of retribution.

Clinical Education

In order to obtain the minimal competency level, the student must participate adequately in the clinical experience. Schedules of clinical assignments will be distributed to students in advance. Students are expected to contact their clinical site two weeks prior to their first day at the clinic. When contacting the clinical site, the student should confirm the dates of the rotation, the hours of the days they will be working, the address of the site and the dress code.

Clinical learning experiences are an honor and a privilege and shall be treated as such. While in the clinic, students will treat Clinical Instructors with respect, will identify themselves as students to all staff and patients and will honor the patient's right to refuse treatment by students. Students are required to wear name tags identifying themselves as PTA students at all times while in the clinical setting.

Additional information on clinical experiences is found in the clinical course syllabi. Failure to successfully complete any clinical experience will result in the requirement to reapply to the PTA program. While the academic faculty has the final authority to assign grades, clinical faculty input is heavily considered. Please keep in mind that the clinical site may have a different attendance policy than that set forth by the Program.

Clinical Placement

Students will be assigned to clinical locations by the Director of Clinical Education (DCE)/Program Director. Assignments are based upon the availability of clinical facilities, the experience of Clinical Instructors within the available facilities, the student's educational needs (such as previous experience types completed), the student's prior academic performance, and the student's request for a specific facility type (such as hospital, outpatient, rehabilitation...). When placing a student at an off-campus location, every effort will be made to maintain a student's clinical placement within a 90-mile radius of either their home or campus.

Clinical Attendance Policy

Students are required to complete all clinical hours at each assigned facility. Missing clinical hours is not acceptable except in the event of an emergency or illness. Any hours missed must be made up. The make-up time will be determined by and at the convenience of the Clinical Instructor.

Any student having an unexcused absence may have his/her final grade dropped one letter grade. If a student is absent for three or more consecutive days due to illness, it is required that he/she obtain a statement from his/her personal physician attesting to the student's illness or injury, and his/her fitness to return to classes and clinical patient contact.

The student is expected to report to the clinical facility at their scheduled time. Tardiness is not considered responsible, professional behavior. Three late arrivals, each in excess of ten minutes, will be the equivalent of one unexcused absence for grade determination.

If extenuating circumstances are involved, a committee comprised of clinical and SIU faculty will review the situation and make any recommendations.

It is the student's responsibility to call the Clinical Instructor at least 60 minutes prior to the beginning of the clinical time period if you are not going to be present or if you are going to be late. Failure to do this will result in an unexcused absence, regardless of the circumstance, for grade determination.

Request for Time-Off

Students requesting time off for personal reasons must present this request to the Clinical Instructor at least two weeks in advance. If granted, students must arrange and schedule "make-up" time with the Clinical Instructor prior to the leave. It is the responsibility of the student to also communicate time off arranged with the Clinical Instructor to the course instructor.

All jury duty and time off to meet training requirements for any military service (Reserves, ROTC, etc.) must be made up.

Students are advised to schedule medical, dental, and other appointments outside of clinic **and** class hours to avoid grade implications.

Students with children are advised to have contingency arrangements made for childcare in case of illness or unforeseen circumstances.

Transportation

Students are responsible for transportation to and from school and the clinical facilities. Students may park only in designated areas, both at the University and clinical sites.

Communicable Disease Policy

Health care workers and students are at risk of contracting a variety of communicable diseases due to the nature of the profession. As such, they are also at risk of transmitting communicable disease to other patients and health care workers. If a student contracts a communicable disease, such as: Measles, Mumps, Rubella, AIDS, AIDS-Related Complex (ARC), Chicken Pox, Hepatitis B, Herpes, TB, Mononucleosis, COVID-19, flu.

It is the student's responsibility to inform the Clinical Instructor and Program Director of such disease and treatment. Current program policy and University policy toward communicable disease will be followed. Students are advised to utilize Universal Precautions at all times, especially in the clinical setting, such as hand washing and use of personal protective equipment to minimize risk of transmission.

Medical Insurance

Each student is required to have medical coverage via the Student Health Center or by a private insurance company. All injuries sustained by students at the clinical site or on-campus must be reported to the Physical Therapist Assistant Program Director/ACCE. Failure to report accidents and complete the required paperwork within 10 days from the time of the injury may result in a rejection of the claim by the student's insurance company or the Student Health Center. Students are responsible for any and all medical expenses resulting from injury in off-campus clinical sites.

Incidents and Accidents

Following every accident or incident involving injury or possible injury, the student is to notify his/her Clinical Instructor immediately. Upon notification, the Clinical Instructor is to arrange to have the student medically evaluated. An incident report should be completed. The University Injury Report and the University Bloodborne Pathogens Exposure report are included.

Assessing and Documenting Student Progress in the Clinical Setting

The Clinical Performance Instrument (CPI), developed by the APTA, is used by Clinical Instructors during the two spring and summer clinical experiences. This method of documentation has been effective in measuring the progress, or lack of, in a concise and accurate manner. Specific grading criteria will be described in the course syllabi.

Clinical Site Grievance

If a student has a grievance related to a clinical site, the student must contact the site's Clinical Instructor and/or the Program Director within three (3) working days. The Program Director may choose to involve the School Director as well as the clinical site's CCCE depending upon the nature of the problem. The program faculty will make every effort to resolve the student's problem, within the confines of their authority. Program faculty will notify the student of any decision or action to be taken, within three (3) working days of the reported incident.

Confidentiality

Patient Information: Students are to keep all information about patients/clients strictly confidential. All information is to be treated in a professional manner. Information is to be shared only to the benefit of the client, and only if explicit permission has been granted by the client. The client's name must not be used in case studies or reports completed in class. Initials (not the client's) or a pseudonym are to be used. Information that includes identification of the client should not be shared with anyone except the clinical facility. Students are required to follow facility policy when sharing information within the facility. Failure to maintain confidentiality may result in disciplinary procedures in the program and legal action on the part of the client.

Facility Information: Students are also advised that they may become aware of facility business practices while performing a clinical rotation. This information **MUST** be treated as confidential and **MUST NOT** be shared with other students or facilities. Sharing such information may result in disciplinary action on the part of the Program. In addition, a student should remember that discussing this information with another site may be deemed unprofessional and could adversely affect their ability to gain employment after graduation. This does not prevent the student from discussing such issues with a faculty member.

Student Information: Students should be advised that pertinent performance issues may be given to Clinical Instructors before that clinical rotation. This information will only pertain to necessary skills needed to pass the rotation and will not include personal issues that do not concern safety or

performance on site. If the Program Director decides that additional information needs to be relayed to the next Clinical Instructor, the student and Program Director/faculty member will have a conference prior to the clinical rotation.

Disciplinary Offenses

A student may be placed on clinical suspension or be immediately dismissed from the clinical education site by the Clinical Instructor or Program Director, or may be dismissed from the PTA program for any of the following reasons:

1. Insubordination to clinical or college personnel
2. Failure to comply with the policies, rules and regulation of the clinical site or University
3. Unprofessional conduct – See APTA’s Standards of Ethical Conduct for the Physical Therapist Assistant
4. Unauthorized schedule changes
5. Leaving the clinical site while on the time clock and/or without notifying the CI
6. Falsifying documents, including but not limited to time logs, patient examination logs, medical records, etc.
7. Failing to immediately report any adverse or unusual incident involving a patient
8. Any action that places a patient or coworker in jeopardy on injury or causes injury
9. Use of drugs or alcohol while at a clinical site
10. Other infractions as outlined in the Student Handbook

Clinical Education Placement and Schedules

Clinical placements are determined by the program Director of Clinical Education (DCE) and may change at any time. In the event a clinical experience is cancelled, the DCE will work to reassign the student to another facility.

Every effort is made to honor student preferences for the type of practice setting for the terminal internships but is not guaranteed. By the completion of the program, students will have a variety of experiences and complete one inpatient experience (such as hospital based or long-term care facility) and one outpatient experience. Occasional exceptions to this may exist and are guided by program goals and the academic needs of the student.

Clinical placements are based on several criteria including but not limited to: placement in the program (first or second year student), type of experience needed, clinical instructor experience, and facility availability. While driving distance is considered, it is not a primary criterion for placement.

The clinical schedule (hours worked) is determined by the clinical facility and confirmed by the DCE. Students are expected to follow the clinical instructor’s schedule and may include but are not limited to: early or late hours, weekends, and/or holidays. Students are not permitted to alter the clinical schedule without DCE involvement.

Employment and the Clinical Facility

In order to provide students with unique and fair learning experiences, students will not be allowed to participate in clinical experiences at a clinical site in which they have previously or are currently employed in the department of physical therapy or have already committed to employment as a PTA upon graduation. The student should meet with the DCE if there are any concerns regarding conflicts of interest.

Travel Expectations

While every effort is made to minimize travel to clinical facilities, students should expect to travel up to 90 minutes, one way, to the assigned clinical site. This time will vary based on other circumstances such as inclement weather or traffic conditions.

Affiliation Request

If a student has a request for a clinical experience at a facility not already established with the program, the student should discuss this option with the DCE first. Students are not to contact agencies/facilities to arrange clinical experiences.

Student Supervision

PTA students may be supervised by a licensed PTA or PT. When a licensed PTA is the clinical instructor, a PT must be onsite for the duration of the clinical education experience. Students are not allowed to provide patient interventions when a PT is not onsite. If the assigned CI is absent, the facility must provide an alternative person to supervise the student. If the student arrives to the clinical facility and there is not a PT onsite, the program DCE is to be notified immediately to discuss the situation.

Patients Right to Know

Patients have the right to know the identity of those involved in their care. This includes the knowledge that any individual involved in their care is a student. The patient has the right to refuse treatment by a student or have his/her treatment observed by student without fear of retribution. Students are required to wear an identification badge and introduce him/herself to patients as a student.

Student Immunization Records

Upon entry into the program, each student must provide current immunizations (TB, MMR, Hep B, varicella, T-Dap, and any other vaccine required by the clinical site). These records and clinical files are kept in a locked file in the Program Director's office and will be provided to the clinical site upon request. Privacy of all individuals' files is guaranteed according to the Federal Privacy Act.

Criminal Background Checks

Prior to beginning clinical hours, students are required at their own expense, to complete a criminal background check. These records and clinical files are kept in a locked file in the Program Director's office and will be provided to the clinical site upon request. Privacy of all individuals' files is guaranteed according to the Federal Privacy Act.

Drug Screens

Some clinical affiliation sites may require a drug screen from the student prior to beginning a clinical rotation. Some facilities may provide drug screens to students at the expense of the clinical site. Others may require the student to provide the drug screen at their own expense. The student is responsible for meeting the requirements of the clinical site which they have been assigned.

CPR Certification

Prior to beginning clinical hours, students are responsible for receiving CPR certification and maintaining current certification for the duration of their enrollment in the PTA program. A copy of their CPR certification will be provided to the Program Director/DCE and made available to clinical facilities upon request.

Maintenance and Destruction of Records

All records will be maintained in a locked file in the Program Director's office for the duration of the student's enrollment in the Program. Records will be sent to assigned clinical sites upon the request of the CCCE. All student records will be destroyed upon graduation or withdraw from the PTA program.

Clinical Experience

During each of the 4 semesters the students have course work in general core curriculum (psychology, English, etc.) as well as in physical therapy.

- Spring, 2nd semester, PTH 204, Practicum I – Observation of advanced skills, practice of introductory skills with additional basic skills application such as massage, ultrasound, ROM, documentation in an assigned physical therapy department.
- Spring, 4th semester, PTH 234 Practicum II – Application of previous skills and more complex techniques in off-campus settings.
- Summer, 5th semester, PTH 321a and b Clinical Internships - Two full-time, six week internships located at two facilities away from campus. Didactic training has concluded and students are refining skills. At the conclusion of internships, the students should be competent as entry level PTAs.
- TOTAL CLINICAL HOURS = 648 HOURS

*** Prior to clinical application of treatment procedures, students have received didactic instruction, check-offs, and practical exams demonstrating competence in the lab setting. In addition to demonstrating skill competence, the student learns indications, contraindications and precautions, treatment progressions, and safety measures.**

*** If a clinical instructor teaches a student data collection or an intervention technique that has not been presented or practiced in the academic setting, the clinical instructor is responsible for determining that the student is safe in applying the procedure to a patient within the clinical setting.**

PTA Course Descriptions

The curriculum of the Physical Therapist Assistant program is a combination of technical and core curriculum requirements.

PTH 107 Introduction to Physical Therapy Practice and Procedures Students will be introduced to the historical background, professional, ethical and legal aspects of the physical therapy profession as well as the relationship of physical therapy to total health care. Restricted to PTH majors.

PTH 123A Physical Agents I Theory Students will be able to describe the theories and physiological effects of interventions such as superficial and deep heat, cryotherapy, hydrotherapy, massage and laser therapy. Co-requisite: PTH 123B. Restricted to PTH majors. \$16 fee to cover expenses associated with equipment and maintenance of accreditation.

PTH 123B Physical Agents I Application Students will be able to safely and effectively apply physical therapy interventions such as superficial heat and deep heat, cryotherapy, hydrotherapy, massage, and laser therapy. Co-Requisite: PTH 123A, Restricted to PTH major. Lab fee \$10.

PTH 203 Pathology Students will be able to describe the fundamental basis of disease including inflammation, cardiovascular diseases, vascular diseases, orthopedic conditions and repair of bone and soft tissue injuries. Emphasis will be placed on those conditions treated through physical therapy interventions. Prerequisites: AH 241 or PHSL 201 and 208. Restricted to PTH majors.

PTH 204 Physical Therapist Assistant, Practicum I Students will be able to carry out routine physical therapy interventions with select patients. They will be able to demonstrate skills in the application of heat, cold, radiant energy, range of motion, therapeutic exercise, activities of daily living, hydrotherapy and massage. Students will also assist in maintaining records and equipment. Course includes clinical experience. Prerequisites: PTH 107 and 123A with a C, 123B with a Pass, Restricted to PTH majors.

PTH 205 Physical Therapy Science Students will be able to describe selected medical and surgical conditions from the standpoint of etiology, clinical signs and symptoms, and their impact on physical therapy intervention. Prerequisites: AH 241 or PHSL 201 and 208. Restricted to PTH majors.

PTH 207 Neuromusculoskeletal Anatomy Students will be able to describe and identify the structure, function, and integration of the component parts of the skeletal, muscular, and nervous systems of the human body.

PTH 209 Functional Kinesiology for the Physical Therapist Assistant Students will apply their knowledge of musculoskeletal anatomy to the science of human movement. Emphasis is placed on the integration of structure and function of the neuromusculoskeletal systems during functional movements and activities of daily living. The course applies biomechanical principles and analysis to normal movements and movement patterns as well as compensatory movements and their implications. The concepts of locomotion, biomechanics, forces, and levers will be introduced. This is a foundation course for PTH 210 A/B and PTH 220 A/B. Restricted to major.

PTH 210A Introduction to Therapeutic Exercise Theory This course is an introduction to therapeutic exercise theory. Students will apply basic neuroanatomy and theoretical concepts related to therapeutic exercise and identify treatment interventions and special tests associated with specific orthopedic conditions. Co-requisite: PTH 210B. Prerequisites: PTH 207 with a minimum grade of C. Restricted to PTH majors.

PTH 210B Introduction to Therapeutic Exercise Application This course is an introduction to therapeutic exercise application. Students will be able to palpate anatomical landmarks, perform length tests and manual muscle tests to individual muscles and muscle groups. Students will also learn to select, instruct, and perform

exercises to improve flexibility and muscle performance. Co-requisite: PTH 210A. Prerequisites: PTH 207 with a minimum grade of C; Co-requisite. Restricted to PTH majors. Lab fee \$7.

PTH 212A Physical Rehabilitative Theory Students will be able to understand and explain the need for and concepts involved in physical rehabilitation interventions that assist patients in obtaining a state of optimal function. Co-requisite: PTH 212B, Restricted to PTH majors. \$16 to cover expenses associated with equipment maintenance and accreditation.

PTH 212B Physical Rehabilitative Application Students will be able to demonstrate competency in performing physical rehabilitative patient care skills and interventions that assist in obtaining a state of optimal function. Interventions covered include: range of motion, goniometry, transfers, chest physical therapy and utilization of assistive devices. Co-requisite: PTH 212A, Restricted to PTH majors. Lab fee: \$20.

PTH 215 Physiologic Assessment for the Physical Therapist Assistant This course will introduce the Physical Therapist Assistant student to the normal physiological and biochemical processes related to physical activity and the implications of deviation from normal as it relates to treatment of the physical therapy patient. Emphasis is on physiological principles at the cellular, tissue, organ, and system level and clinical assessment of systems at rest and response to exercise in health and disease across the lifespan. Prerequisite: PTH 207, AH 241. Restricted to major.

PTH 220A Neurologic Therapeutic Exercise Theory Students will understand the principles of advanced therapeutic exercise for patients with neurologic dysfunction. Theories behind motor control, motor reflexes, motor learning, sensory integration, motor development, and utilization of synergies are covered. Students will be able to identify the need for adaptive equipment for individuals with neurological dysfunction. Co-requisite: PTH 220B. Prerequisites: PTH 210A with a minimum grade of C and 210B with a Pass. Restricted to program majors.

PTH 220B Neurologic Therapeutic Exercise Application Students will be able to demonstrate, through supervised application, advanced therapeutic exercise interventions such as sensory integration, motor reflexes, motor development, and utilization of synergies for specific clinical neurological conditions. Co-requisite: PTH 220A. Prerequisites: PTH 210A with a minimum grade of C and 210B with a Pass. Restricted to PTH majors.

PTH 230A Advanced Orthopedic Therapeutic Exercise Theory Students will understand the relationship of neuroanatomy to proprioceptive neuromuscular facilitation, peripheral joint and soft tissue mobilization, muscle balancing, and body mechanics. Co-requisite: PTH 230B. Prerequisites: PTH 210A with a minimum grade of C and 210B with a Pass. Restricted to PTH majors.

PTH 230B Advanced Orthopedic Therapeutic Exercise Application Students will be able to safely administer advanced therapeutic exercise interventions for specific orthopedic conditions through demonstration and supervised application proprioceptive neuromuscular facilitation, peripheral joint and soft tissue mobilization, muscle balancing, and stabilization exercises. Co-requisite: PTH 230A. Prerequisites: PTH 210A with a minimum grade of C, 210B with a Pass. Restricted to PTH majors.

PTH 233A Physical Agents II Theory Students will understand and describe the physiological effects, indications and contraindications for electrotherapy, traction and intermittent compression. Students will also explain the different theories and mechanics of pain. Co-requisite: PTH 233B. Prerequisite: PTH 123A with a minimum grade of C, 123B with a Pass. Restricted to PTH majors. \$16 fee to cover expenses associated with equipment maintenance and accreditation.

PTH 233B Physical Agents II Application Students will be able to demonstrate the safe and effective application of compression units, traction, electrical currents, electrical muscle stimulation, electrotherapy for pain and healing functions. Students will administer standardized questionnaires, graphs, behavioral scales or visual

analog scales for pain. Co-requisite: PTH 233A. Prerequisites: PTH 123A with a minimum grade of C and 123B with a Pass. Restricted to PTH majors. Lab fee \$30.

PTH 234 Physical Therapist Assistant, Practicum II. Students will be able to perform the skills acquired in Practicum I as well as more complex physical interventions with selected patients. They will demonstrate skills in therapeutic exercise, application of physical agents, and record keeping. Course includes clinical experience. Prerequisite: PTH 107, 123A, 203, 204, 210A, 212A, 233A with a minimum grade of C; PTH 123B, 210B, 212B, 233B with a pass. \$35 fee for online practice examination.

PTH 321A Clinical Internship. Students will be able to apply previously learned theories and perform interventions of patient care through closely supervised internship experiences in two separate physical therapy facilities. First six-week internship. Must be taken in A, B sequence. Co-requisite: PTH 322. Prerequisite: PTH 220A, 230A, 233A, and 234 with a minimum grade of C; PTH 220B, 230B, and 233B with a pass. \$23 to cover expenses associated with use of CPI Web for clinical evaluation.

PTH 321B Clinical Internship. Students will be able to apply previously learned theories and perform interventions of patient care through closely supervised internship experiences in two separate physical therapy facilities. Second six week internship. Must be taken in A, B sequence. Co-requisite: PTH 322. Prerequisite: PTH 321A with a minimum grade of C. Restricted to PTH majors. \$23 to cover expenses associated with use of CPI Web for clinical evaluation.

PTH 322 Clinical Seminar. Students discuss with the program director or faculty member of their internship patient care experience. They will complete weekly assignments via D2L as well as two educational presentations at their assigned clinical affiliation site. Students will evaluate their clinical internship experience as well as their academic preparation at Southern Illinois University by survey. Students will complete the course by taking the PEAT examination on-campus with a minimum required score of 600. Co-requisite: PTH 321A and 321B. Prerequisites: PTH 220A, 230A, 233A, and 234 with a minimum of a C; PTH 220B, 230B, and 233B with a pass.

PHYSICAL THERAPIST ASSISTANT CURRICULUM

FIRST YEAR CURRICULUM: Semester 1

Course Number	Course Title	Credit Hours	Lecture Hours	Lab Hours
PTH 207	Neuromusculoskeletal Anatomy	3	3	
PH 334	First Aid and CPR	3	3	
AH 105	Medical Terminology	2	2	
AH 241	Human Anatomy & Physiology	4	4	
PTH 107	Introduction to Physical Therapy Practice and Procedures	3	3	
PTH 123a	Physical Agents 1 Theory	2	2	
PTH 123b	Physical Agents 1 Application	1		2
	TOTAL	18		

FIRST YEAR CURRICULUM: Semester 2

Course Number	Course Title	Credit Hours	Lecture Hours	Lab Hours
ZOOL 115	General Biology	3	2	1
PTH 209	Functional Kinesiology for the PTA	3	3	
ENG 101	English Composition	3	3	
PTH 212a	Physical Rehabilitative Theory	2	2	
PTH 212b	Physical Rehabilitative Application	1		2
PTH 204	P.T. Assistant Practicum I	2		4 clinic
	TOTAL	15		

SECOND YEAR CURRICULUM: Semester 3

Course Number	Course Title	Credit Hours	Lecture Hours	Lab Hours
PSYC 102	Introduction to Psychology	3	3	
PTH 210a	Therapeutic Exercise Theory	2	2	
PTH 210b	Therapeutic Exercise Application	1		2
PTH 215	Physiologic Assessment for the PTA	3	2	2
PTH 233a	Physical Agents II Theory	2	2	
PTH 233b	Physical Agents II Application	1		2
PTH 203	Pathology	2	2	
	TOTAL	14		

SECOND YEAR CURRICULUM: Semester 4

Course Number	Course Title	Credit Hours	Lecture Hours	Lab Hours
SPCM 101	Intro: Oral Communication	3	3	
PSYC 301	Psychology (or PSYC 303, 304, or 305)	3	3	
PTH 205	Physical Therapy Science	2	2	
PTH 220a	Neurological Therapeutic Exercise Theory	2	2	
PTH 220b	Neurological Therapeutic Exercise Application	1		2
PTH 230a	Orthopedic Therapeutic Exercise Theory	1	1	
PTH 230b	Orthopedic Therapeutic Exercise Application	1		2
PTH 234	P.T. Assistant Practicum II	3	1	7 clinic
	TOTAL	16		

SECOND YEAR CURRICULUM: Semester 5 (Summer Term--12 weeks)

Course Number	Course Title	Credit Hours	Lecture Hours	Lab Hours
PTH 321A	Clinical Internship	4		240 clinic
PTH 321B	Clinical Internship	4		240 clinic
PTH 322	Clinical Seminar (mandatory pass/fail)	2		
	TOTAL	10		

Licensure

All states require licensure or certification to legally practice as a PTA under the direction and supervision of a licensed physical therapist. It is the student's responsibility to know the requirements to apply for licensure/certification and the practice act and laws which govern physical therapy in the state they plan to practice. For the State of Illinois, the Department of Financial and Professional Regulation (IDFPR), is responsible for issuing licenses to PTAs. Additional information can be found online on the IDFPR website, www.idfpr.com. The current fee for a two-year PTA license in the State of Illinois is \$100 (2016). Fees provided are approximate and may change without notice.

The licensure examination is a computerized national exam intended to assess basic entry-level competence of the candidate who has graduated from an accredited program for PTAs or has met equivalent requirements set by a licensing authority for PTAs.

The Federation of State Boards of Physical Therapy (FSBPT) is the organization which writes the licensure examination and maintains examination scores. The National Physical Therapy Examination for the Physical Therapist Assistant (NPTE-PTA) is administered on fixed-dates throughout the year. To view information on examination dates, deadlines, and fees visit the FSBPT website, www.fsbpt.org/FixedDateTesting. After successfully passing the examination, to practice as a PTA in the desired state, the candidate must submit a state licensure/certification application, meet that state's specific requirements, and submit all fees.

Professional Behaviors Policy and Procedures

Policy: Students are expected to demonstrate professional behaviors while engaged in program and class/lab activities. Any infringement will be addressed by the instructor. Continued infringement of professional behavior expectations will require program chair notification, with necessary steps taken to remediate. Failure to resolve will constitute reasonable cause for prevention of progression through the program.

Procedures:

1. Faculty will make clear to students that professional behavior expectations are a component of each course and that students will be held accountable to demonstrate such behaviors.
2. If a student exhibits unprofessional behaviors the faculty member is expected to speak to the student about this. This is considered a verbal warning. The faculty member must complete an “incident” report and give this to the program director, with a copy to the student.

This incident report becomes a part of the student’s PTA record, which is kept in a locked file cabinet in the program director’s office.

3. A second infringement in the same class requiring a second incident report is considered a written warning. The faculty member must complete an “incident” report and give this to the program director, with a copy to the student.
4. If the program director receives more than one verbal warning (i.e. more than one instructor has issues a verbal warning to the student), or if the professional behavior infringement in one class results in a written warning, the program director will meet with the student to address the issue, via a programmatic written warning. If the behavior continues a second written warning will be issued along with a remedial/action plan implemented.
5. Failure to complete the remedial/action plan and/or another warning will result in the student being withdrawn from the program.
6. The student has the right to appeal any withdrawal through the University’s Student Conduct Code.

**Southern Illinois University
Physical Therapist Assistant Program**

**Professional Behaviors
Incident Report**

Student Name: _____

Date of Incident: _____

Faculty completing report:

Date Student notified: _____

Type of Incident Report:

___ Oral Warning

___ Faculty Written Warning

___ Program Warning

___ 2nd Program Warning

Describe Professional Behavior Problem: *(use additional sheets and attach if necessary)*

Plan of Action:

Faculty Signature/date

Student Signature/date

Program Director/date received

Date student provided with a copy _____

Informed Consent to Act as a Simulated Patient

Students are expected to participate in classroom and lab activities as both the “PTA” and the “patient” in order to:

1. apply and understand therapeutic interventions and data collection methods
2. understand and practice the role of the PTA and patient
3. activities may include but not limited to:
 - a. massage or other hands-on techniques
 - b. palpation techniques
 - c. therapeutic exercise
 - d. modalities and electrotherapy
 - e. respectful exposure of appropriate body parts
 - f. simulated patient/therapist scenarios: each student is expected to serve as a practice subject (patient simulator) for other students while in the program.

If a student objects to or is unable to participate in an activity, the student:

1. should have a legitimate reason and submit a written request for reasonable accommodation to faculty.
2. must notify program faculty of any condition or reason they are unable to participate in a technique prior to the demonstration or practice of the skill.

I, undersigned, have read and understand the above participation policy and understand there is some risk of injury resulting in my participation. If I have any pre-existing conditions or injuries that may make me susceptible to injury, I will report such conditions or injuries to the instructor prior to the activity.

Printed Name

Signature/Date

I hereby acknowledge that I have read and understand the contents of this student handbook.

Printed Name

Signature/Date

**Physical Therapist Assistant Program
Southern Illinois University
Clinical Education Agreement**

I, _____ acknowledge that I have read and understand my responsibilities as a student assigned to a clinical education site as part of the required curriculum of the Physical Therapist Assistant Program at Southern Illinois University. These responsibilities are outlined in the Clinical Education Manual provided to each student in hard copy as well on the Program web page at <https://sah.siu.edu/undergraduate/physical-therapist-assistant/>. Sections include the following:

- Performance Expectations for Clinical Courses (p 19)
- Responsibility and Obligation of the Student to the Clinical Facility (P 21)
- Professional Conduct (p24)

I also understand that I may be permanently removed from any clinical education experience, at any time, if deemed necessary by the Academic Coordinator of Clinical Education/Program Director, Course Instructor, Clinical Instructor, and/or Clinical Coordinator of Clinical Education. Removal may be for violation of any Program policy, facility policy, and/or it is determined that the student will not be able to pass the current clinical affiliation experience based upon assessment criteria in CPI Web used for evaluation or feedback provided by the Clinical Instructor. Removal from a clinical education experience will result in a failing grade for that clinical experience and subsequent failure to progress through the program sequence.

Student Signature

Date
