



Kankakee Community College

Division of Health Careers

Physical Therapist Assistant Program

2023-2024

PTA STUDENT GUIDEBOOK

A Guide for Success

Kankakee Community College
100 College Drive
Kankakee, IL 60901



To the Physical Therapist Assistant Student:

Congratulations! You are beginning a new phase in your life. Kankakee Community College, faculty, and your fellow PTA students would like to welcome you to the Physical Therapist Assistant (PTA) program at Kankakee Community College.

This PTA Student Guidebook was prepared for orientation to the PTA program and contains essential information you will need throughout the program. It can serve as a *guide* and resource for you regarding program standards and the expectations of you as a PTA student at Kankakee Community College and its clinical affiliates. This Guidebook also provides valuable information regarding study habits, licensure, professional organizations as well as guidelines for your new career.

The information, policies and procedures in this Guidebook are specific to the PTA program and are supplemental to the KCC College Catalog. As a PTA student, you are governed by the policies and procedures outlined in the Kankakee Community College Catalog as well as the policies and guidelines in this PTA Student Guidebook. It is your responsibility to become thoroughly familiar with the contents of these publications and understand all content. Your success in college and the PTA program will be enhanced if you are knowledgeable regarding expectations, policies, and procedures. Please ask for clarification where and when needed, and use these resources to progress successfully through the program.

This Guidebook is updated annually to ensure quality and currency of the information. However, we have the obligation and reserve the right to add or revise policies as necessary during the academic year. Changes or revisions to any established guidelines and policies will be given to you as a written memo which may be added to this Guidebook.

Physical Therapist Assistant education represents your initial commitment to professional service and life-long learning in physical therapy. Your admittance into the program acknowledges your agreement to assume the role as an active learner in the PTA program. With this role comes the important responsibility to actively participate in the ongoing program improvement, assessment, and the accreditation process. KCC's PTA program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) and is designed to meet and exceed the expectations of CAPTE and all governing agencies.

Program faculty serve to facilitate your learning and are available for the duration of your educational experience in the PTA program as well as after graduation as you become employed and work as physical therapist assistant. Faculty are also committed to making your professional growth a memorable and enriching experience. It will take everyone in the learning team, especially *you*, the active learner, to make this a successful academic experience in your preparation for the physical therapy profession. We are excited to be on this journey with you and request your feedback, suggestions and ideas along the way. While we can guide and mentor you, we cannot learn for you. What you get out of this program will be directly proportional to what you put into it as an active learner.

You are embarking on a career path that is challenging, yet rewarding. We sincerely hope you will find this program to be the same. Physical Therapy is an amazing and wonderful healthcare field. As a PTA you will have many opportunities for personal and professional development while making a difference in the lives of others. We wish you success in attaining your goals and home

Onward!
Kim Libby, PT, DPT
PTA Program Director

Acknowledgements

I can no other answer make, but, thanks, and thanks.
- William Shakespeare

The development of an exceptional, high-quality, current, and technically-oriented curriculum cannot be realized without the profound influence of others and a great deal of team work. The Physical Therapist Assistant Program is the culmination of many thoughts, hopes, and ideas of Kankakee Community College, community health care partners and stakeholders, and interested students.

The PTA program faculty is grateful for all the many other program directors and faculty of several PTA programs who shared their knowledge, experience, information and stories to support physical therapy education, specifically in education of Physical Therapist Assistant students. We are particularly grateful to those who have been very gracious with their time through site-visits, emails, and phone calls - you know who you are; we truly couldn't have developed this program without you. Thank you for providing positive examples through your service and leadership to the physical therapy profession and community.

Thank you for your help. We look forward to serving as examples, mentors, and teachers, and offering our time, knowledge, and experience to other developing and existing programs just as you have done for us.

The PTA Program faculty also wishes to thank KCC Administration, staff, and faculty for supporting the development of the PTA Program as this was clearly not a stand-alone effort, but rather a team endeavor. It is also a continuous process, so we thank KCC for the ongoing support of the PTA Program to meet and exceed the College standards, CAPTE guidelines, and student expectations and to continue to fulfill our mission:

Enhancing quality of life through learning by committing to academic excellence in physical therapy education; developing entry-level physical therapist assistants who function effectively in an ever-changing healthcare environment; and providing exceptional services to our academic, professional, and community partners.

Kankakee Community College
PTA STUDENT GUIDEBOOK
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Congratulations!

Today is your day.

You're off to Great Places!

You're off and away!

Oh the Places You'll Go! By Dr. Seuss

LEADERSHIP AND ADMINISTRATION OF THE PROGRAM

The Physical Therapist Assistant (PTA) program is located on the main campus of Kankakee Community College (KCC) in Kankakee, Illinois. The mailing address for the program is:

Kankakee Community College
Physical Therapist Assistant Program
100 College Drive
Kankakee, IL 60901

The KCC PTA program's web site is linked to the KCC home page and is a valuable site for information about the program. Students are encouraged to become familiar with this site.

Kankakee Community College: <http://www.kcc.edu>

PTA Program: <http://www.kcc.edu/future/choosing/healthprograms/pta/Pages/pta.aspx>

The Health Careers Center for Excellence (HCCE) houses the Division of Health Careers and includes several academic programs. A listing along with more information regarding the Health Career programs can be found at <http://www.kcc.edu/future/choosing/Pages/default.aspx>. The HCCE is an impressive facility with state-of-the-art technology and will undoubtedly enhance the learning experiences of our students and support KCC's commitment to one mission: *Enhancing quality of life through learning.*

PTA Program Faculty

CORE FACULTY

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ADJUNCT FACULTY

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Jill Grieff, PTA
Email: jgrieff@kcc.edu

Faculty Office Hours

Faculty are available to meet students during regularly-scheduled office hours and by appointment. The office hours of each faculty member will be posted outside the respective office and also in the course syllabus. Students are expected to refer to those postings to determine when a faculty member is available. Changes to posted office hours will be noted on the faculty member's office door schedule. Part-time faculty and lab assistants will provide students with the most appropriate method of contacting them.

Health Careers Division - Administration and Staff

Associate Dean of Health Careers

Chris Gibson
Office: M107
Office Phone: 815-802-8826
Email: cgibson@kcc.edu

Health Careers Division Office, W102

Administrative Assistant:

815-802-8800/ 8805

Division Office Fax Number:

815-802-8801

Division Office Hours:

Hours are posted outside the office

College – Administration and Staff Contact Information

President

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Vice President, Instructional and Student Success

Sheri Cagle
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Vice President, Student Development and Student Services

Meredith Purcell
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Student Services

PTA Program Advisory Committee Members

The following are members of the PTA program advisory committee and the organizations they represent.

Chris Deschand, PTA	ATI Physical Therapy
Linda Wyss, PT	Bourbonnais Elementary School District #53
David Diers, Ed.D., MHS, PT, ATC	Governor's State University, Department Chair
Izzy Vallejo, PTA	Iroquois Memorial Hospital
Angie Bury, PTA	JointPro Physical Therapy
Amy Kearney, PTA	Presence St. Mary's Hospital
Becky Schiltz, PT, MHS, MBA	Riverside Medical Center, VP of Post Acute Care
Bryan Hack PT, DPT	Riverside Medical Center, Rehab Director
	Riverside Medical Center, Inpatient Manager
Karen Grube, PT, MS	Silver Cross/Rehabilitation Institute of Chicago
Michael Marshall	Franciscan St. James, Rehab Director
Shane Stachura	Gibson City Hospital
Melissa Gregoire	High School Chemistry Teacher
Monica Johnson	KCC, Academic Advisor (Health Careers)
Chenille Evans	KCC, Academic Advisor (Health Careers)
Chris Gibson	KCC, Associate Dean of Health Careers
Sheri Cagle	KCC, Vice President - Instruction and Student Success
Student Representatives	PTA Student Representative – Current PTA Cohorts

PTA Program Facilities

KCC has state-of-the-art facilities available to all students. In addition, the PTA program has designated spaces that are located in the Prairie Building and the Health Careers Center for Excellence, both located within KCC’s main campus.

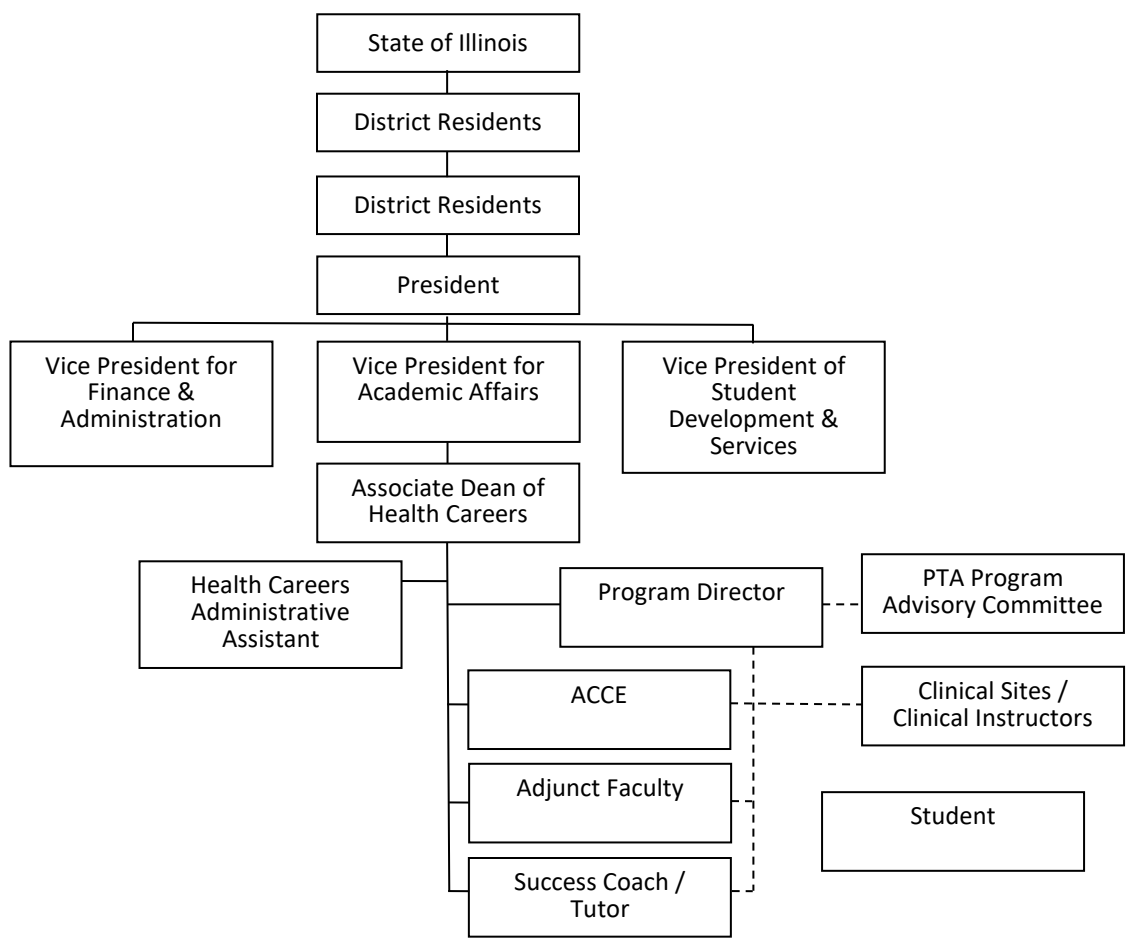
Within the main building, the following areas include:

- PTA Laboratory/Classroom (Prairie Room) - W109
- PTA Laboratory – W108
- Classrooms - HCCE
- Health Careers/Business and Technology Division Office (faculty mailboxes) - W102
- PTA Program Office - M132

An important area for PTA students to check for program updates and information is the PTA student bulletin board located in the PTA laboratory.

PTA Program Organizational Chart

This chart serves to supplement the KCC organizational chart approved by the KCC board of trustees. The KCC organizational chart can be found online at <http://www.kcc.edu/FacultyStaff/departments/hr/Pages/OrganizationChart.aspx>



PTA PROGRAM OVERVIEW

This program prepares students to be entry-level physical therapist assistants who function effectively in an ever-changing healthcare environment. This two-year Associate in Applied Science program consists of five consecutive semesters of classroom and clinical education with a strong emphasis on professional standards. As a cohort, students progress from classroom to clinical experiences in a variety of physical therapy settings. Graduates are eligible to take the national licensing examination. This degree typically is not designed for transfer.

Degree Awarded: Associate in Applied Science (AAS) degree

Accreditation

The Physical Therapist Assistant Program at Kankakee Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org/>.

CAPTE is the accrediting body for all Physical Therapist (PT) and Physical Therapist Assistant (PTA) education programs. The PTA program is designed to meet and exceed the standards of CAPTE to ensure the program quality necessary for successful operation and continuous quality monitoring and improvement.

Mission Statement, Core Values, and Philosophy

PTA Program Mission Statement

Enhancing quality of life through learning by committing to academic excellence in physical therapy education; developing entry-level physical therapist assistants who function effectively in an ever-changing healthcare environment; and providing exceptional services to our academic, professional, and community partners.

Core Values

The PTA Program endorses and promotes the core values of the College (respect, excellence, learning, integrity, and collaboration) and the core values of the American Physical Therapy Association which represents that of the profession (accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility).

PTA Program Philosophy

Faculty of the Physical Therapist Assistant (PTA) program is committed to providing the educational experiences necessary to equip students to graduate with entry-level skills competitive for the physical therapy profession and the demands of the changing health care environment. Students are prepared to function as Physical Therapist Assistants who function under the direction and supervision of physical therapists as responsible members of the health care team.

The curriculum for the Associate of Applied Science degree in physical therapy is designed to meet and exceed the standards of the Commission on Accreditation in Physical Therapy (CAPTE), the professional standards of the American Physical Therapy Association (APTA), and the expectations of the student.

Intended to support and integrate the College philosophy of learning, the PTA program believes in general education as well as specialized studies resulting in a comprehensive academic program. We believe such a program develops students who are flexible and holistic in their approach to patient care and assists them in becoming contributing members of society by providing them with an opportunity to explore personal and professional values, ideas, and bodies of knowledge and apply and integrate this with new information.

The two major components of the Physical Therapist Assistant professional education curriculum are academic and clinical experiences. We believe the two components should be planned and implemented to be interdependent and to reinforce one another. Educational objectives are developed to provide an atmosphere that integrates didactic instruction and laboratory practice in the technical aspects of physical therapy with clinical experiences. The PTA program is a five consecutive semester program. Once admitted to the program, students must progress through the courses corresponding to the curriculum model. To facilitate student success, the curriculum is designed to progress students along a learning continuum from basic clinical skills and knowledge to terminal clinical experiences. The

curriculum encompasses the three learning domains; cognitive, psychomotor and affective, and emphasizes professional behaviors and communication. Achievement of program goals and learning outcomes are assessed using a wide range of methodologies to meet the objectives of a personalized educational experience, prepare for students to successfully pass the licensure exam, and ultimately experience rewarding careers as Physical Therapist Assistants.

Learning is an individual and life-long process. Learning also is an active process requiring participation of both the teacher and the student in a collaborative and supportive learning environment. A commitment to open communication and mutual respect between faculty and students fosters an environment where students are responsible for their own learning through seeking and providing information, feedback and guidance, and maintaining an openness to learning; and faculty ensures program quality, evaluates student performance and behavioral expectations consistently and fairly, and provides feedback to the students regarding their performance. The faculty also provides a positive example to students through service and leadership to the physical therapy profession and community.

Life is a journey - and every individual has the potential to make a positive difference and be an effective change agent in society. For some, the PTA Program is a starting point, for others it is a change in career or life journey. Graduates of the PTA program at KCC will have the opportunity to change lives and impact others, the physical therapy profession, and health care as a whole. The PTA program embraces each student's story and hopes to contribute in a meaningful way in their journey to become effective and successful Physical Therapist Assistants. Likewise, it is the purpose of the PTA Program to instill this philosophy in the students so they may in turn continue and make memorable differences in the lives of their patients and others along the way.

PTA Program Goals and Objectives

1. Demonstrate academic excellence in physical therapy education

Objective 1A: Exceed required student achievement measures as demonstrated by actual program outcomes

Measure: Graduation rate is at least 80% annually [CAPTE standard is 60%, averaged over two years]

Measure: Ultimate licensure pass rate is at least 90% annually [CAPTE standard is 85%, averaged over two years]

Measure: Employment rate is at least 90% annually for those graduates seeking employment as a PTA within 1 year following graduation [CAPTE standard is employment rates are at least 90%, averaged over two years.]

Objective 1B: Admissions and program enrollment meet program needs and expectations

Measure: Enroll a full cohort of students annually who meet admissions criteria and prerequisites

Measure: Graduation rate is at least 80% annually. [CAPTE standard is 60%, averaged over two years]

Objective 1C: Retain qualified and effective faculty that meet program and curricular needs

Measure: 100% of PTA program core faculty and adjunct faculty have contemporary expertise in assigned teaching areas, including holding a current license to practice as a PT or PTA in Illinois

Measure: 100% of PTA program core faculty demonstrate College or professional service in accordance with the full-time faculty contract

Measure: 100% of PTA program core faculty and adjunct faculty will be formally evaluated in accordance with College policies and receive recommendation for retention by the Associate Dean of Health Careers or Program Director, or the individual faculty member will have an action plan in place to address noted deficiencies

Measure: 100% of PTA program core faculty and adjunct faculty develop an annual professional development plan linked to the evaluation of the individual faculty member and to program improvement

Measure: 100% of PTA program and adjunct faculty will be rated at least 3.0 (1-5 scale) on the global index about the professor on all completed *Student Evaluations of Instruction* course evaluations

Measure: 100% of clinical instructors are licensed physical therapists or physical therapist assistants with a minimum of one year of full-time (or equivalent) post-licensure clinical experience

Measure: 90% of clinical instructors will receive ratings of 3.0 or higher (1-5 scale) in their provision of clinical instruction as rated by students using APTA's Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction

Objective 1D: Provide sufficient resources to meet current and projected program needs

Measure: The PTA Program annual budget will reflect sufficient funds for supplies, faculty, maintenance and acquisition of equipment, and other operational costs for of the program identified in short- and long-term planning

Measure: 80% of respondents consisting of current students will rate 3.0 or higher (1-5 scale) indicating that both the equipment in the lab and the lab space are adequate for the completion of course assignments for each PTA technical course with a lab component, using completed *Student Evaluations of Instruction*

Measure: 80% of respondents consisting of program graduates will rate "Satisfied" or "Very Satisfied" on 2.3 (Equipment, facilities, and materials specific to the PTA program) and 5.1-5.16 (Service Areas)

Objective 1E: Develop and utilize policies and procedures designed to meet the mission, goals and objectives of the program

Measure: 100% of program, and relevant College, policies and procedures are reviewed annually by PTA program faculty who make additions and changes, as deemed necessary, with input from others affiliated with the program (i.e., Advisory Committee, students, graduates, administration)

Measure: Meet or exceed all student achievement measures in Objective 1A

2. Graduate competent entry-level Physical Therapist Assistants who function effectively under the direction and supervision of a Physical Therapist

To meet this goal, graduates will:

Objective 2A: *Communication, Education, and Documentation* – Collaborate effectively as members of an interprofessional healthcare team by communicating in ways that are congruent with situational needs in all interactions within the role and responsibilities of the Physical Therapist Assistant.

Measure: 100% of graduates will obtain entry level rating in PHTA2234 Clinical Practicum III using the final PTA PAS Criterion #3 (Communication) and Criterion #8 (Documentation)

Objective 2B: *Patient/Client Care and Management* – Incorporate sound clinical reasoning and problem solving to provide evidence-based and patient-centered care to diverse populations across the lifespan by effectively and efficiently carrying out the physical therapy plan of care as competent Physical Therapist Assistants under the direction and supervision of the Physical Therapist.

Measure: 100% of graduates will obtain entry level rating in PHTA2234 Clinical Practicum III using the final PTA PAS Criterion #4 (Clinical Reasoning) and Criterion #6-7 (Interventions)

Objective 2C: *Participation in Health Care Environment and Practice Management* – Contribute to high-quality practice management in both patient care and non-patient care activities in an ever-changing healthcare environment.

Measure: 100% of graduates will obtain entry level rating in PHTA2234 Clinical Practicum III using the final PTA PAS Criterion #1 (Safety), Criterion #4 (Clinical Problem Solving), and Criterion #9 (Resource Management)

Objective 2D: *Behavior and Conduct* – Exhibit expected clinical behaviors in a professional and culturally competent and sensitive manner and that are consistent with established core professional values and established ethical and legal guidelines.

Measure: 100% of graduates will obtain entry level rating in PHTA2234 Clinical Practicum III using the final PTA PAS Criterion #2 (Clinical Behaviors), and Criterion #3 (Interpersonal Relations and Communication)

Objective 2E: *Career Development and Lifelong Learning* – Pursue lifelong personal and professional development through self-assessment, career development and lifelong learning opportunities to improve knowledge, skills, and behaviors.

Measure: 100% of graduates will obtain entry level rating in PHTA2234 Clinical Practicum III using the final PTA PAS Criterion #2 (Self-Assessment and Lifelong Learning)

Objective 2F: Social Responsibility – Enhance quality of life and health and wellness of the community by promoting an awareness of social responsibility, citizenship, and advocacy.

Measure: 100% of graduates will demonstrate promotion of social responsibility, citizenship, and advocacy through reflection on their 20 hours or more of service while a PTA student.

3. Provide exceptional services to our academic, professional, and community partners

Objective 3A: Support the mission of the College and meet the needs of the community through a mission, goals and objectives that reflect contemporary physical therapy education and practice

Measure: The program’s mission, goals and objectives are compatible with the College and reflect contemporary physical therapy education and practice for the preparation of physical therapist assistants upon annual assessment by the PTA faculty and Advisory Committee

Objective 3B: Take a convening leadership role to strengthen and sustain community partnerships

Measure: Provide quality training and continuing education annually for clinical instructors and physical therapist and physical therapist assistants based on identified needs

Objective 3C: Offer a quality, accredited program

Measure: Maintain full CAPTE accreditation in accordance with all Rules of Practice and Procedure and the Standards and Required Elements for accredited physical therapist assistant programs

PTA Program Outcomes

The PTA Program is proud of its success in consistently meeting required student achievement measures and its mission, goal and objectives as demonstrated by actual student outcomes, including graduation rates, ultimate licensure pass rates, and employment rates.

Graduation Rates*

Graduating Class	Number of students admitted to the original cohort	Number of students who graduated at the normally expected time	Number of students who graduated within 150% of the normally expected time	Graduation rate (% completing within 150% of the normal expected time)	Combined Average over two years
2016	20	16	1	85.0%	
2017	20	17	0	80.9%	82.5%
2018	19	13	1	93.8%	76.9%
2019	16	12	2	87.5%	71.4%
2020	18	13	0	72.2%	73.5%
2021	18	12	0	66.6%	69.4%
2022	15	9	0	60%	63.3%
2023	7	5	1	85.7%	72.9%

Data as of 5/2023

*CAPTE accreditation standard: At least 60%, averaged over two years.

Licensure Examination Pass Rates⁺ and Employment Rates[^]

Graduation Year	Number of graduates	First-time pass rate: number of graduates passing the licensure exam on the first attempt	Combined Average over two years First-time pass rate	Ultimate pass rate: number of graduates passing the licensure exam	Percent of graduates who sought employment that were employed within 1 year following graduation	Combined Average over two years Employment
2016	16	16 (100%)		16 (100%)	100%	
2017	17	16 (94.1%)	97%	17 (100%)	100%	100%
2018	13	12 (92%)	93%	13 (100%)	100%	100%
2019	14	13 (93%)	93%	14 (100%)	100%	100%
2020	13	11 (92%)	89%	12 (100%)	100%	100%
2021	12	7 (58%)	72%	11 (92%)	100%	100%
2022	9	8 (88.9%)	73.5%	8 (88.9%)	88.9%	94.5%
2023	6	TBD	TBD	TBD	TBD	TBD

Data as of 5/2023

+CAPTE accreditation standard for ultimate licensure pass rates: At least 85%, averaged over two years.

^CAPTE accreditation standard for employment rates: At least 90%, averaged over two years.

Program Curriculum and Educational Principles

The PTA curriculum has been arranged to reflect the progression in course content from simple to more complex information. The general education courses provide important foundational information that you need to incorporate into the PTA core technical courses. The rigor of the PTA program is high throughout the program but does increase as you progress through the program and develop increased skill and knowledge in physical therapy.

The program curriculum is established on the standards and required elements set forth by CAPTE and places equal emphasis throughout the program on didactic/theory, technical skills (lab and clinical education), and professional behavior in order to develop competent entry-level physical therapist assistants.

- Theory: The classroom portion of the curriculum is taught in traditional face-to-face, online, and/or hybrid format. This requires students to have computer and web access. At a minimum, content includes the curricular content required of accredited PTA programs.
- Technical Skills/Lab: The lab portion of the program aids students in learning the technical skills of a PTA. Once concepts and interventions are learned in the classroom, they will be practiced in the lab setting as appropriate. Students are required to demonstrate proficiency in select skills and interventions prior to entering the clinical setting.
- Technical Skills/Clinical Education: Clinical Education and Integrated Clinical Experience (ICE) gives students exposure and “real world” experience in physical therapy with a clinical instructor who is a physical therapist (PT) or physical therapist assistant (PTA). Students develop the PT/PTA relationship and apply learned knowledge, patient skills and interventions, and professional behaviors in the clinical environment under the direction and supervision of a PT. Clinical practicums will be held in a variety of physical therapy settings to meet the needs of each student and overall learning objectives.

The program’s philosophy reflects the educational principles of the curriculum. These educational principles and how they translate into the learning experience include:

High expectations

- Learning experiences are designed to meet/exceed CAPTE standards, professional standards of the APTA, and expectations of the students. Establishing and maintaining high expectations in the classroom, lab, and clinical experiences allows students to rise to their greatest potential.

An integrated and comprehensive curriculum

- The integration of general education and core technical courses provides students with opportunities to explore personal and professional values, ideas, and bodies of knowledge and apply and integrate this with new information.
- Learning objectives that are aligned with learning activities and assessments are developed to integrate didactic instruction and laboratory practice with clinical experiences and reflect a curricular plan where academic and clinical education are interdependent and reinforce each other.
- Designed to progress students along a learning continuum from basic clinical skills and knowledge to terminal clinical experience.
- Learning activities support a curriculum plan that encompasses the three domains of learning: cognitive, psychomotor, and affective with emphasis on professional behaviors and communication.

Active learning

- Students are responsible for their own learning. Learning experiences throughout the curricular plan are built on strong andragogical principles. This is reflected in the “flipped” classroom and activities that focus on independent, self-directed, and cooperative learning activities that get students interacting with what they are learning – write it, discuss it, relate it, and make it part of their role as a PTA.

Collaborative learning with student and faculty interaction

- Learning experiences foster collaboration among students and increased involvement in the learning process. Small and large group activities encourage the sharing of information where students can share their own ideas and respond to others’ ideas in a safe learning environment to improve critical thinking and problem solving skills.
- Faculty facilitate an open and collaborative learning experience and provide feedback and guidance throughout the curriculum.

Lifelong learning

- Personal and professional development is incorporated into the curriculum through self-assessments and career development activities.

A greater good

- The program strives to develop graduates who are poised to be effective change agents by positively impacting the lives of their patients, the physical therapy profession, and health care as a whole. This philosophy is built into instructional activities.

Few things help an individual more than to place responsibility upon him, and to let him know that you trust him. ~Booker T. Washington

Degree Requirements and Suggested Course Sequence

This program prepares students to be entry-level physical therapist assistants who function effectively in an ever-changing healthcare environment. This two-year Associate in Applied Science program consists of five consecutive semesters of classroom and clinical education with a strong emphasis on professional standards. As a cohort, students' progress from classroom to clinical experiences in a variety of physical therapy settings. This degree typically is not designed for transfer.

Physical Therapist Assistant					
Associate in Applied Science Degree – PTA.AAS.C30					
PHTA courses must be completed in the order shown in the course sequence. All courses must be completed with a grade of C or better. Refer to the College Catalog for course descriptions, including course prerequisites.					
1st YEAR					
FALL SEMESTER				Contact Hours	
Course	Course Title	Credit	Lecture	Lab	
ENGL 1613	English I	3	3	0	
BIOL 2644	Anatomy & Physiology I	4	3	2	
PHTA 1101	Introduction to Health Care	1	1	0	
PHTA 1103	Kinesiology I	3	2	2	
PHTA 1115	PTA Fundamentals I	5	3	4	
PHTA 1172	Pathology I for the PTA	2	2	0	
	Total	18			
SPRING SEMESTER					
BIOL 2654	Anatomy & Physiology II	4	3	2	
COMM 1553	Introductory Speech	3	3	0	
PHTA 1133	PTA Fundamentals II	3	1	4	
PHTA 1243	Manual Therapy for the PTA	3	1	4	
PHTA 1203	Kinesiology II	3	2	2	
PHTA 1272	Pathology II for the PTA	2	2	0	
	Total	18			
2nd YEAR					
INTERIM/SUMMER SESSION					
PHTA 2001	Professional Standards of the PTA	1	1	0	
PHTA 2053	PTA Clinical Practicum I	3	0	0	
PSYC 1813	Introduction to Psychology	3	3	0	
	Total	7			
FALL SEMESTER					
PHTA 2145	Orthopedics for the PTA	5	3	4	
PHTA 2156	PTA Fundamentals III	6	4	4	
PHTA 2185	PTA Fundamentals IV	5	3	4	
	Total	16			
SPRING SEMESTER					
PHTA 2293	PTA Fundamentals V	3	2	2	
PHTA 2224	PTA Clinical Practicum II	4	0	0	
PHTA 2234	PTA Clinical Practicum III	4	0	0	
PHTA 2201	Current Issues in PT Practice	1	1	0	
	Total	12			
	Program Total (minimum credit hours for completion)			71	

Program Assessment

KCC is a member of the Academic Quality Improvement Program (AQIP), which is an accreditation model of the Higher Learning Commission of the North Central Association. KCC prioritizes continuous quality improvement.

In addition, the PTA program prioritizes continuous program development, quality, and effectiveness. Students in the PTA program are encouraged to take an active role not only in the accreditation process, but also in quality improvement of the program. Course, instructor and clinical partner evaluations, as well as other methods to obtain input regarding the program are means to determine the effectiveness of instructional materials, content, and techniques to ensure students achieve their educational goals and the program fulfills its mission, goal, and objectives most optimally. Whether formal or informal, student feedback is encouraged from current students as well as program graduates and others affiliated with the program.

Projected Program Costs

Following are the projected financial costs of the program. Costs in most cases are estimates and are subject to change. A minimum of 71 credit hours are required for completion. Total costs include PTA technical courses as well as required general education courses.

Program Cost effective Summer 2023:

Tuition and fees (\$165.00/ credit hour)	\$ 11,715.00
Course fees	\$ 2,700.00
Books (visit Hammes Bookstore on KCC's website for the most up-to-date textbook prices)	\$ 1,384.00
Supplies	
PTA Student Kit*	\$ 0.00
KCC PTA polo shirts (recommend 1 minimum)**	\$ 30.00
Photo ID badge (1 st free, replacement - \$5)	\$ 0.00
Additional Program Costs	
A2 Entrance Exam Fee (per attempt) - part of application process/requirement	\$ 54.00
CPR Certification – Basic Life Support for the Health Care Provider	\$ 54.00
Background Check and Drug Screening	\$ 77.00
Physical Examination/Tests	\$ 350.00
APTA Student Membership (Includes IL chapter dues)	\$ 90.00
Additional End-of-Program Costs	
Graduation fees	\$ 25.00
	<u>\$16,479.00</u>

* Ordering information provided by PTA Program Director. Prices may vary if student purchases items elsewhere or purchases items separately.

** Ordering information provided by PTA Program Director. Prices may vary if purchased separately. Students are also expected to have dress casual dark or khaki pants and appropriate shoes. Clinical sites may have different or additional dress code requirements which are the expense of the student.

*** If more than two attempts to pass the PEAT successfully are required, students must purchase an additional test through an approved organization.

NOTE: Upon graduation, application and licensure fees are the responsibility of the graduate. For testing in Illinois, dual application and testing fees include: FSBPT = \$485.00, Exam (CTS) = \$107.00, Prometric = \$82.60. After successful completion of examination, notification of the \$100.00 licensing fee will be received by IDFPR. Listed costs do not include applicable processing fees. Licensure is required to practice as a physical therapist assistant in many states, including Illinois.

Class Structure

Students progress through the PTA program as a cohort. Given the small class size, students have much opportunity to collaborate and interact to optimize the learning experience. Students are encouraged to bring suggestions, recommendations and/or concerns to the attention of the faculty or Program Director. If the faculty or students desire a more formal process to communicate, which is initiated in writing and submitted to the Program Director, the PTA Connection Committee provides a formal opportunity to address these needs. The committee for each cohort is made up of:

Chairperson	Program Director
Standing Members	ACCE
Student Members	Two PTA class members (elected co-chairs)

Student officers (co-chairs) are elected by the class during the cohort's first semester of the program. Meetings will be conducted on an as needed basis.

STUDENT RIGHTS AND RESPONSIBILITIES

Students in the PTA program should expect to be treated fairly, professionally and with mutual courtesy and dignity. Students have the right to privacy, confidentiality and non-discrimination. Students also shall not endure any form of harassment or misconduct on the part of the faculty or the clinical instructor and staff of a clinical facility. Students have the right to a safe practice environment in the lab and clinical setting.

Students are responsible for knowing and abiding by all College regulations, together with federal, state and local laws. These are enforced by appropriate civil, state, or College authorities. If a student is in doubt about any particular matter related to the respective Health Career Program, the student should consult the Program Director. [A copy of the Illinois Physical Therapy Practice Act can be found at [Physical Therapy Practice Act](#). Students should be familiar with their rights and responsibilities, as well the academic standards, policies, and procedures that apply to them as students in the PTA program. Students must acknowledge their understanding and acceptance of these rights, responsibilities, and academic standards contained within the *PTA Student Guidebook* by signing the PTA Student Informed Consent Signature Form ([Appendix A](#)).

Accepting enrollment to the PTA program acknowledges the student's commitment to the intensive, rigorous, and comprehensive training period that is required. To signify this commitment, students must read the [PTA Student Commitment Statement](#) and sign the [PTA Student Commitment Contract](#) ([Appendix B](#)) acknowledging willingness and ability to commit to put forth the effort, dedication, resources and time to meet all of the expectations and requirements of the PTA program.

Professional Standards Policies

KCC is an educational and collegiate environment and thus has the obligation to adopt rules and regulations that both respect and protect the rights of all students.

The Health Careers Division will strictly enforce all KCC standards and guidelines as outlined in the Code of Campus Affairs and Regulations located within the college catalog. Specific attention should be paid to the "Code of Conduct" and "Disciplinary Procedures."

The faculty may remove a student from any situation for exhibiting unprofessional behavior at any time that does not reflect the standards and expectations of the Health Careers Division, professional legal and ethical guidelines, or the respective profession. If faculty/an instructor feels further action is warranted or feels that a student's behavior justifies dismissal from a course, program, or the College, the matter will be taken to the appropriate individuals for recommendation and action.

Professional Conduct

Honesty, integrity, and civility are fundamental characteristics expected of all Health Career Students. Each individual student is responsible for his/her own actions and must inform the program faculty and clinical instructor of any error or accident that occurred related to his/her role as a student within a program in the Health Careers Division. Students are to complete assignments and interventions accurately following principles learned in the classroom and the policies and procedures of the clinical facility. Students should not willfully perform or assist with any procedure or act which is detrimental to the safety or well-being of the patient. Students should only perform those procedures in which they have been adequately prepared. Students should maintain trust and confidentiality of patients at all times.

PTA students are also guided by the *Standards of Ethical Conduct for the Physical Therapist Assistant* [Standards of Ethical Conduct](#) and *Guide for Conduct of the Physical Therapist Assistant* [Guide of Ethical Conduct for the PTA](#) of the American Physical Therapy Association (APTA). Students should be able to recognize, identify and abide by these standards. Failure to do so will be considered a violation of professional behavior resulting in disciplinary action leading up to and including dismissal from the program.

Confidentiality

Students are expected to maintain confidentiality in all situations related to the classroom, laboratory setting, and

clinical experiences according to HIPAA and FERPA policies. Confidentiality is important to maintain the integrity of the program as well as the trust of others. Students in a Health Career Program are expected to abide by the following Confidentiality Policies and understand the Confidentiality Agreement.

HIPAA Policy

Patients have rights to privacy and confidentiality. Under the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the only communication about patients that is necessary to provide, manage, and coordinate care is permitted. To ensure that students and faculty of the Health Careers Division understand the importance of this law that requires patient/client information to be kept confidential, the following HIPAA policy is enacted:

1. Students participating in clinical education are in facilities for the purpose of learning, and function under the direction and supervision of a clinical instructor or clinical faculty. When KCC students are functioning within a facility for the purpose of education, they are to follow the confidentiality policies and procedures of the facility.
2. Information gathered during clinical education experiences, ICE, field trips, or patient/student interaction and interviews in the laboratory setting are to be treated as confidential and in accordance with HIPAA guidelines.
3. Discussion between students and instructors about classroom and clinical experiences are expected to occur so that students may learn from the experiences of others. These discussions are basic to the education of a Health Careers student and are not considered to be unethical - providing that the rights and dignity of the patient are maintained and limited to appropriate learning situations. Patient specific information should not be discussed with anyone outside the facility, among employees of the clinical site, or among students unless information is required directly for the care of the patient or as a learning tool within the educational setting. Unauthorized disclosure of patient information may result in civil and/or criminal liability under Federal or State laws.
4. Confidentiality must be maintained for all patient information that is taken from the clinical facility. Students need to make sure that all identifying information is blackened out. Taking any paper documentation with patient identifiers out of the facility building is strictly prohibited.
Protected patient information includes but is not limited to: name, address, phone, dates (birth date, admission date, discharge date, date of death), fax number, email address, SSN and driver's license number, medical record number and health plan beneficiary number, and any other identifying information.

Highly confidential information (must have patient's/client's authorization for release) consists of but not limited to: mental health notes/treatment/disability, alcohol and drug abuse, HIV/AIDS; venereal disease, genetic testing, child abuse or neglect/adult abuse, sexual assault.

5. Students must complete required training and documentation for HIPAA prior to entering the clinical setting for field trips or clinical practicum experiences. KCC requires that every student in the PTA program will complete the training, including completion of a HIPAA exam and read and sign the [Statement of Confidentiality](#). Students may also be required to complete specific clinical facility training.

It is the responsibility of every student to maintain the confidentiality of patient information, personnel information, and competitive information regarding a clinical facility's plans and operations at all times. Failure to abide by the HIPAA policy will result in disciplinary action which may lead up to and include dismissal from the program.

Confidentiality Agreement

I have been informed and understand that information concerning care and treatment of patients/clients in any clinical setting is confidential and is not to be disclosed to any person or entity without appropriate client authorization, subpoena, or court order. As a student, I agree not to directly or indirectly disclose said information without proper authorization and specifically agree with the following requirements:

1. I will avoid any action that will provide confidential information to any unauthorized individual or agency.
2. I will not review medical records, files, or computer data for which I have no authorization or designated responsibility to review in the performance of my student duties.
3. I will not make copies of any medical records or data except as specifically authorized.
4. I will not remove any confidential identifying information in the form of records, reports or other files from the clinical facility except as authorized in performance of my student duties.

5. I will not discuss in any manner, with any unauthorized person, information that would lead to identification of individuals described in the medical record.
6. I will not provide my computer password to any unauthorized person.
7. If I observe unauthorized access or divulgement of confidential records or data to other persons, I will report it immediately to my instructor. I understand that failure to report violations of confidentiality by others is just as serious as my own violations.

As a student, I understand that breach of confidentiality may be cause for immediate dismissal from the Physical Therapist Assistant program.

FERPA Policy

In compliance with the Family Educational Rights and Privacy Act (FERPA) and all amendments, students at KCC are guaranteed certain rights with respect to their educational records. Refer to the [KCC College Catalog](#), Code of Campus Affairs and Regulations, Section 12.0-12.2 for detail of these rights.

Authorization and Consent for Release Agreement

As part of Health Career Program requirements, students will be scheduled for educational opportunities outside of the classroom. These include clinical practicum experiences, observation experiences, fieldtrips, ICE and other educational requirements outside of the KCC facility. The facilities/agencies where students complete these experiences may require that KCC release the following student information as a condition for placement.

As an actively enrolled student within a Health Careers program at KCC, I authorize KCC to release the following information, in addition to information deemed appropriate and necessary by the program faculty, to any facility/agency that may be required to complete the educational program. This information includes, but is not limited to:

1. Criminal background check results
2. Drug screening results
3. CPR certification documentation
4. Health & Immunization records
5. Proof of Professional Liability Insurance (Malpractice) coverage
6. Information related to student strengths and weaknesses, including student profile information, for the purpose of successful completion of the clinical experience

This permission extends for the duration of my active enrollment in a program within the Health Careers Division at KCC. I understand that the information disclosed pursuant to this authorization, may be subject to disclosure by the recipient facilities/agencies. I also understand that failure to agree to this release of information may prevent me from participating in a clinical experience, and thus completing the necessary program requirements for graduation.

Social Media

Students should recognize that they are on the brink of entering a profession and should use good judgment about what is posted in these forums at all times. The preservation of patient and client confidentiality is of utmost importance; students found to have breached this confidence are not only subject to dismissal from the Health Career Program they are currently enrolled, but may find themselves open to legal action as well.

Enthusiasm, Cooperation, and Participation

Enthusiasm, cooperation and participation are stimulating factors which contribute to interpersonal relationships, learning, and good working conditions. Students are expected to participate in all aspects of learning; whether in the classroom, laboratory, clinical setting, online, or other program related event to the best of their ability. Student may be interviewed, photographed, and/or audio/videotaped related to their participation in PTA program learning experiences. Students are requested to read and sign the [Consent and Release of Media Materials for Interview, Photographing, Audio/Videotaping and/or Website Use](#) statement on the PTA Student Informed Consent Signature Form (Appendix A).

Additionally, students are expected to demonstrate and practice physical therapy skills on each other. Students will

serve as practice subjects (patient simulators) for other students to perform select physical therapy procedures and interventions on each other. Treatments will include but are not limited to massage, palpation, therapeutic exercise, modalities/electrotherapy procedures and data collection. Students unable to fulfill this requirement should submit a written request with a legitimate reason for reasonable accommodation to the Program Director. Students must notify program faculty of any contraindications to a technique prior to the demonstration or practice of the skill. If students choose not to participate, it may jeopardize their ability to safely complete the course and they may have to withdraw from the course.

Participation in clinical education with interventions on real patients/clients under the direction and supervision of a clinical instructor or clinical faculty is expected and required of all students to complete the necessary requirements of their respective program. Students must be able to touch and be physically touched consistent with professional protocol and responsibilities in patient care.

Platinum Rule

Most people are familiar with the fundamental morale value of the Golden Rule which is “Do unto others as you would have them do unto you.” This is an important value in patient care in order to prevent harm, and is applied well to values, ethics, honesty, and consideration of patients in physical therapy. Although abiding by the Golden Rule heightens your empathy, it is one sided. So, the PTA program also embraces the Platinum Rule, which is “Do unto others as they would have you do onto them.” In other words, treat others the way they want to be treated and talk in ways that it makes them want to listen. The Platinum Rule encourages attention to the other person’s expectations, needs, and preferences by being more culturally aware and sensitive to the diversity of people. Both Rules add value in all interactions, and especially those between the patient and caregiver. Be willing to take it one step further and even anticipate the needs of others and exceed their expectations.

Professional Behaviors

Professional Behaviors are attributes, characteristics, or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills, but are nevertheless required for the success of the profession. Developed at the University of Wisconsin in Madison, the ten Professional Behaviors will be utilized by the PTA program faculty as a method of assisting students to develop these professional skills. Students are not expected to automatically demonstrate advanced skills in all areas of the assessment, but basic behaviors are expected from students at all times in the classroom and the clinic. Students are expected to develop these behaviors as they progress through the program. ([Appendix C](#))

Self-Assessment: Students will utilize the Professional Behaviors tool, using a form adopted by the PTA program, as a means of self-assessment. Throughout the program, all students will have multiple opportunities to complete a Professional Behaviors self-assessment. Students experiencing difficulty in developing professional behavior will be expected to assist faculty in identifying ways to further their development. Inability of a student to demonstrate satisfactory development may lead to dismissal from the PTA program.

Assessment by Academic Faculty: Faculty may expect students to demonstrate all or some of the Professional Behaviors as part of class participation or during lab activities. Faculty will use the descriptions of the Professional Behaviors to communicate with students about expectations as well as provide feedback of student self-assessment.

Assessment by Clinical Faculty: The Professional Behaviors assessment tool may be used by clinical faculty at any time during a clinical practicum. Additional self-assessments may occur during clinical practicum experiences to serve as a development tool for students.

Policy for Health Career Programs Student Dismissal

See Health Careers Guidebook for further details.

Personal Appearance Standards

Students in a Health Career Program at KCC are expected to present themselves professionally at all times, including in the classroom, lab, and clinical experiences. Personal appearance is an important component of professionalism.

Students should use sound judgment when choosing attire to be worn. Attire must be in compliance with the policies of KCC and the health care facilities. Attire should always present a positive image at all times.

Program dress codes may be superseded by those of a particular clinical facility where a student is assigned. Also, an instructor may modify the standards to meet the needs for a particular experience. The program or clinical faculty reserves the right to dismiss a student from a planned learning experience if the student is not in compliance with the personal appearance requirements or if personal appearance or hygiene is deemed unacceptable at the discretion of the instructor. The dismissal from a particular learning experience due to inappropriate professional attire will constitute an absence which must be made up when the experience permits.

Personal Hygiene

Good personal hygiene is a must. Special attention must be paid to the following:

1. Hair must be kept off of the collar and away from the face and eyes. Hair color should be of a natural tone. Streaks of distracting colors will not be allowed. Beards and mustaches must be neatly trimmed. Stubble growth of a beard is not acceptable.
2. Fingernails must be short, neat and clean.
3. Makeup may be worn in moderation and should be discreet and complimentary to natural features.
4. No body odors. The student's body and clothing should be clean and free of all odors. The use of deodorant is strongly encouraged. The use of perfumes and after-shave lotions are discouraged. Strong scents which may be offensive to patients are not allowed.
5. Students are allowed to wear wedding or engagement rings, watches, and simple earrings. Jewelry must not impede patient care, safety, or contaminate the patient or equipment. Members of religious orders should confer with the Program Director if special considerations are needed.
6. Tattoos and hickies must be covered.
7. Health Career students are expected to exemplify a life of health and wellness. Smoking is viewed as an unhealthy practice and is not allowed on the KCC campus and/or the premises of clinical facilities.
8. Good oral hygiene is a must. Avoid foods that leave a pungent odor during the clinical day.

Dress Code

Professionalism not only includes abiding by appropriate attire and hygiene expectations in accordance with the Personal Appearance Standards of the Health Careers Division and following the policies and guidelines of the individual Health Career program, but it also includes presenting oneself positively through attitude and behavior. There is an important link between how one dresses and their attitude – to present a positive image one must not only look the part but feel the part. Students who present themselves professionally have been found to be more successful academically as well as in the clinical setting.

Attire worn in a classroom and clinical environment, whether a uniform or street clothes, should be clean, wrinkle free, without holes or tears, and the garment's original color. In the classroom, students must wear KCC polo shirt with professional dress casual attire when guest speakers/lecturers are present, or when asked by the faculty for a specific learning experience. Professional dress for clinical practicums may vary between clinical settings and clinical facilities. The KCC student ID badge must be worn at all times during clinical. Students will be asked to leave the clinical facility if they are not properly identified as a KCC Health Careers student.

Dress Code for Laboratory/Classroom Setting

Students will be asked to work on one another to role-play as a patient as well as study the science of human movement. The student/patient attire will require women to wear an appropriate swimming suit top or sports bra/tank top and shorts and the men to wear a tank top/t-shirt and shorts. Because each student will assume the role of the patient in lab practice, modified attire may be required to allow for adequate body visualization and treatment. The program provides hospital gowns which may also be worn if a student does not have the appropriate attire for lab.

A lab coat and/or appropriate professional attire may be required for laboratory classes and practical exams when assuming the role of the clinician. Lab coats are available to borrow if needed. Shoes must be clean, in good repair and conducive to mobility, safety, and the maintenance of a quiet environment. Athletic type shoes may be

acceptable if they are rubber soled and well-fit with laces tied. No sandals, open-toed shoes, clogs, mules, crocs or high heels are permitted in the class/clinical setting.

Dress Code for Clinical Practicums and Experiences

1. KCC student photo ID name badge - The ID badge will be distributed to students by program faculty and is a part of the professional dress attire. If a replacement badge is needed, the student must inform the Health Careers Division's administrative assistant and a new one will be ordered at the expense of the student. The name badge must be worn at all times during all clinical experiences and should be worn near the shoulder area so that it is clearly visible to others. This ID badge is not to be worn to any other classes other than clinical practicums or when requested by the program faculty during field trips or other program related activities. An ID badge provided by the clinical facility may be worn in lieu of the KCC ID badge. Students will be asked to leave the clinical facility if they are not properly identified as a KCC Health Careers student.
2. KCC PTA Program Polo - Each student is required to purchase a KCC PTA program polo. The student is responsible for the care and maintenance of the polo.
3. APTA membership is part of the student's obligation to professional growth. Association patches or pins may be worn.
4. Professional dress casual is expected of all students, which includes dress slacks (solid color) with a KCC PTA Program polo, unless otherwise stated by the clinical facility. Scrubs may be worn if in accordance with the clinical facility's dress code
5. No jeans, t-shirts, shorts, leggings, jogging suits, short skirts, hats, or other casual apparel may be worn when in the clinical setting unless requested by the clinical facility.
6. Shoes must be clean, in good repair and conducive to mobility, safety, and the maintenance of a quite environment. Athletic type shoes may be acceptable if they are rubber soled and well-fit with laces tied. No sandals, open-toed shoes, clogs, mules, crocks or high heels are permitted in the clinical setting.
7. Socks or stockings will be worn at all times.
8. Students must abide by clinical safety rules and observe standard and blood borne pathogen precautions. Personal protection equipment must be worn in accordance with facility policy and procedures.

Essential Functions of the PTA Student

Kankakee Community College Degree signifies that the degree holder has been educated to practice physical therapy as a physical therapist assistant and apply for licensure. A healthcare professional's education requires assimilation of knowledge, acquisition of skills, and development of judgment through patient care experiences in preparation for semi-autonomous, collaborative practice and making appropriate decisions required in such practice. The practice of physical therapy emphasizes collaboration among allied health care professionals, patients, and staff.

The curriculum leading to the degree from KCC requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential healthcare practitioner skills and functions. These can function in unique combinations of cognitive, affective, psychomotor, physical, and social abilities. In addition to being essential to completing the degree's requirements, these functions are necessary to ensure patients' health and safety, fellow candidates, faculty, and other healthcare providers.

The essential qualifications necessary to acquire or demonstrate competence in a discipline as complex as Physical Therapy and needed for successful admission and continuance by candidates for the Associates in Applied Science in Physical Therapist Assistant, in addition to the standards of behavior and academic conduct outlined in the KCC code of conduct, include, but are not limited to, the following skills, competence, abilities, and behaviors. Reasonable accommodations can be made for some disabilities in certain areas, but PTA students must perform in a reasonably independent manner.

Students should be familiar with the [Essential Functions of a PTA Student \(Appendix D\)](#) and acknowledge their understanding by signing the [Essential Functions Statement](#) on the PTA Student Informed Consent Signature Form ([Appendix A](#)). Students must be capable of all physical and functional requirements throughout the program. Students who are unable to perform these Essential Functions of the PTA Student, with or without reasonable

accommodations, may be unsafe in the clinical environment and thus will likely be unsuccessful in the program.

Americans with Disabilities Act

If a student has a documented disability and will require a reasonable instructional accommodation, it is the student's responsibility to contact the Office of Disability Services at 815-802-8632, or online at www.kcc.edu/disabilityservices, as well as notify the PTA Program Director.

Equal Opportunity / Affirmative Action

KCC is an equal opportunity/affirmative action employer and complies with applicable federal and state laws prohibiting discrimination, including Title IX of the Educational Amendments of 1972, Section 540 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Please refer to the current [KCC College Catalog](#) for details.

Guidelines for Student Development and Success

The PTA program faculty believes in a student-centered teaching/learning style where students must be capable of self-direction and willing to assume accountability for their own learning and where faculty/instructors serve more as facilitators of student learning. This can only happen when the learner is intrinsically motivated, has sufficient intellectual capacity, and actively participates in the learning process. The faculty will work to create an environment which is conducive to meet individual learning needs in order to provide students ways to develop good study habits and the positive qualities and characteristics that are important not only for student success, but as future PTAs. It is ultimately the student who must take responsibility for his/her own learning – the value the student gets from his/her academic preparation and clinical experiences will be directly proportional to the investment the student puts into them.

Online Learning Management System

The PTA program utilizes a web-based learning management system and technology (i.e.: Canvas) for all PTA courses for things such as grades, as a document repository, a resource for learners, and/or a delivery mode for select course learning and/or assessment activities. Such technology can function as a compliment to traditional courses as well as a site for distance learning. It is the student's responsibility to become familiar with using the online management system. Faculty may post announcements related to a particular course online. Students are expected to check for course announcements on a regular basis.

If assistance is needed, students may contact the KCC Help Desk at helpdesk@kcc.edu or 815-802-8900. Students must maintain a current KCC email address for Canvas communication issues.

Email Communications

To ensure a student's privacy under all applicable education laws and to facilitate timely interactions, two College-authorized methods of electronic communication exist: KCC-issued student email accounts (using the domain name of .student.kcc.edu) and the Canvas Learning Management System. Students are expected to regularly check their KCC email accounts and Canvas for important incoming communication from the college or from individual instructors. Students understand that emails they send from personal email accounts (other than those listed above) may not be delivered to the KCC recipient, and students should have no expectation that such messages will be answered.

While actively enrolled in the PTA program, students are expected to check their KCC email a minimum of once daily during scheduled classes and clinical practicum experiences, and periodically when classes are not in session.

Professional standards and expectations apply to electronic communication, including emails.

Electronic Devices

Electronic devices such as cell phones, texting devices, pagers, smart watches or other smart accessories, and iPods or MP3 players are strictly prohibited during exams/tests/quizzes and are not permitted during class or labs unless otherwise requested by the faculty/instructor. Cell phones should be turned off during class, or kept on vibrate, pending permission for unusual circumstances. If a phone rings or a student is noted to be texting during class, the student may be asked to leave for that class session. Texting is not permitted during class, labs, or tests/exams. Breaks

may be used for these purposes. Although such devices are common place, they can be disruptive to other students' learning experiences.

Electronic devices are permitted for the purposes of note taking and may be used during designated times. The PTA laboratory is equipped with additional outlets at the tables to accommodate such devices. Students interested in audio-recording or videoing lectures or lab must first obtain consent of the instructor and may only be used during designated times.

Student Services

Student Services at KCC provides assistance to students in attaining their educational and personal goals. A complete listing and description of student services can be found in the KCC College Catalog or visit the website at www.kcc.edu .

Conferences

Learning is an active process requiring participation of both the faculty and the student in a collaborative and supportive learning environment. PTA program faculty suggest that students and faculty hold conferences at periodic times during the year regarding student status, progress, and experience. Faculty are responsible for guiding students along their learning journey, which may include coaching, mentoring and counseling. Either the student or the instructor may request a conference at a mutually agreed upon time and frequency. Faculty will record conversations and/or formal/informal interactions to maintain written documentation of such conferences. Coaching/ Mentoring and Documentation of Student Behavior and Documentation of Student Conferences will be maintained in the student's file.

Academic Advisement

PTA program faculty are committed to the success of students in their learning journey at KCC. Any student who feels he/she/they is having difficulty in any part of the program should make an appointment to talk with the class instructor or program faculty and share any concerns BEFORE problems escalate. If the problem is in an area beyond the faculty/instructor's expertise, the faculty/instructor will direct the student(s) to an appropriate college service or individual.

Should an instructor identify a student as having academic difficulties, the instructor may refer that student to KCC's office of Learning Services or Student Services for further assistance/advisement. Students referred for additional services may participate voluntarily. Students are encouraged to take advantage of available resources at KCC to assist with overall success in the program.

Students wishing to voluntarily withdraw themselves from the PTA program should first seek advisement from the Program Director. Students are encouraged to make all reasonable attempts to rectify the situation and set a journey for success in the PTA program before withdrawal occurs.

Learning Services – Academic Success Center

Tutoring Services Tutoring assistance is free to all currently enrolled KCC students. Our tutor program is certified by the College Reading and Learning Association (CRLA). For schedules, resources and other helpful information, go to www.kcc.edu/tutoring.

Office of Disability Services KCC works closely with students and instructors to accommodate individual student learning needs. For the services they offer, their contact information and other helpful information, go to www.kcc.edu/disabilityservices

Miner Memorial Library The Miner Memorial Library provides a variety of services free to students. For the services they offer, their hours of operation and other helpful information, go to www.kcc.edu/library.

Financial Aid

Financial Aid, L200

815-802-8550 www.kcc.edu/financialaid

Student Computer Labs

Several computer labs on the KCC campus are available for student use. The computer lab in the Health Careers division is located in M120 and W110. Students are encouraged to use the computer labs for their academic needs. Please refrain from using the College's computers for personal use. Please contact the KCC Helpdesk, located in Room L364, at 815-802-8900 or <http://helpdesk.kcc.edu> with any Information Technology questions.

Student Activities, PTA Club, Professional Association, and Social Responsibility

Student Activities: Students are encouraged to participate in College student activities. However, activities that require missing classes or being away on extended trips must be avoided. If a student is uncertain about participation in an activity, club, or sport, please see the Program Director for guidance. A complete listing and description of student activities can be found in the KCC College Catalog or visit the website at www.kcc.edu.

PTA Club: The KCC PTA Club is made up of current PTA students, students interested in future enrollment in the PTA program, and graduates of the PTA program. The PTA Club exists to serve students, the College, and the community through education, social responsibility, and excellence.

Like most college clubs/organizations, the activities of the PTA Club are governed by KCC Student Activities by-laws. Officers of the committee will often include the class co-chairs; and all officers will be elected each year. Every 2nd year PTA student will be a member of the PTA Club; however, ALL PTA students are encouraged to participate.

Professional Association: Students in the PTA program are eligible for student affiliation membership in the American Physical Therapy Association (APTA). Membership of the APTA includes automatic membership in the Illinois Physical Therapy Association (IPTA) as well. Participation demonstrates aspects of student professionalism and is required as part of PHTA1101. Students are then encouraged to maintain their student membership annually and take advantage of membership benefits which can be utilized in classroom assignments. Students are also encouraged to actively participate in events and meetings sponsored by the District, IPTA, and APTA.

Social Responsibility

Consistent with the expectations of CAPTE and the physical therapy profession, the PTA program emphasizes development of social responsibility in students so that upon graduation students demonstrate an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.

The PTA Program and PTA Club organize and sponsor several service and community projects and volunteer opportunities, both inside and outside of the classroom, for students to participate in throughout the program. PTA students are expected to complete 20 service-oriented volunteer hours during the course of the PTA program. These hours may be obtained through activities and projects facilitated by the PTA Program and/or PTA Club, or students may include hours spent in community, church, or other service/volunteer work performed on their own. While students are encouraged to volunteer more than 20 hours, a minimum of 20 hours must be documented and submitted to the PTA Program Director using the *Social Responsibility Service Log* ([Appendix F](#)) and a one page reflection on each of the activities as part of the requirements of the student's Professional Portfolio. Forms will be maintained in the student's file as well as included in the Student's Professional Portfolio. Students should obtain approval for activities not sponsored by the PTA Program and/or PTA Club to ensure they are appropriate and permissible to include for the required hours for social responsibility.

- 2 hours must be obtained by attending a professional meeting this can be but is not limited to any of the following: IPTA state/district meeting, Third Thursday, APTA meeting.
- 18 hours may be obtained through activities and projects facilitated by the PTA Program and/or PTA Club. Additional hours need to be approved by a PTA faculty member =

Employment

While in the PTA program, employment may be possible on a part time basis, but full-time employment is discouraged. Past experience has demonstrated that those students who are employed more than 20 hours a week and going to school more than part time suffer academically, physically, and emotionally. Employment is strongly discouraged during clinical practicum experiences since clinical practicums are full-time (40 hour per week) experiences. A student who is employed must still meet all of the requirements and objectives of the program. Faculty will remain objective in evaluating all students upon the same criteria. Being late or leaving early from a class or clinical experience due to employment is not acceptable behavior.

Behaviors of a Successful Student

A Attitude – Our Attitude plays a major role in our learning, relationships with others, and our success in everything we do. You can change the course of the day, event, or experience simply by changing your attitude. With the right attitude and an “anything's possible” outlook, you can enjoy a truly successful life. This is also true in learning – you must be willing to learn and seek new information. The faculty will share with you their knowledge, skills and experiences, but you must be open and receptive to their ideas, help, praise, and criticism.

S Study – Each student accepted into the PTA program has demonstrated that they are an excellent student. Many have come to expect high grades and have developed satisfactory study habits to achieve these grades. Despite this fact, often students need to develop new habits to be successful, especially in a standards-based performance system. Teamwork is a large part of physical therapy and it is advised that teamwork in the class begins early. Developing support networks and study groups may be the single most effective way to improve performance.

Find a study strategy that works for you. One strategy may be: SQ4R¹

Survey – *Skim through the chapter or material to become familiar with the material before you read/study, and activate any prior knowledge you have of the subject.*

Question – *As you read, turn each topic heading into one or more questions to make the studying process a critical thinking exercise and focus your attention on what information you need to get from the reading. Asking questions helps you read with a purpose.*

Read – *As you read, look for answers to the questions you asked; comprehending information is necessary in order to master the course material. While you read, you can incorporate a motor activity of **writing** important concepts and information down. This will give you review notes and you will better establish information into your long-term memory.*

Recite – *After reading a small amount, you should pause and **recite** or **rehearse** by mentally answering your questions. Better yet, **recap** (summarize) what you just read in brief notes. *Activating long-term memory storage is aided tremendously by hearing and verbalizing the material. If you can explain the concepts to another, you have mastered the material.**

Reflect – *This is a metacognitive activity to make you a more self-aware learner. It also enhances long-term memory storage for successful retrieval at a later date. To reflect on new material, relate new facts, terms, and concepts to information you already know well or to your own experiences. This may be the most important step to the SQ4R method.*

Review – *When you're done reading, skim back over the section or the entire chapter, and read your notes. This will help show you what you know and don't know, so you can continue to recite and quiz yourself to fill the gaps.*

It is expected that a minimum of two (2) hours of outside study will be invested for every one (1) classroom contact hour and that one (1) hour of outside study time will be invested for every two (2) laboratory or clinical practicum contact hours.

U Understand the importance of reading – Reading is Knowledge. Knowledge is Power. Read with purpose; constantly question what you read; relate what you are reading to your own experience and knowledge; highlight/mark the text, make notes, write questions; and learn how to identify main ideas, important details, and conclusions; and summarize. The material may be scientific and complex at times. Read for understanding, comprehension and retention. Faculty select required books and make recommendations on additional readings and materials based on whether they themselves would buy the book for their own personal library. Buy and keep your books – this is your professional library. A library is a wise investment that all faculty members value highly.

You should have a standard dictionary and medical dictionary in your personal library to help you understand terms which are unfamiliar to you. Many resources and medical dictionaries can be found online!

C Communicate Effectively - Communication, effective communication, is not only key, it is critical. Communication consists of not only verbal communication (actual spoken words), but nonverbal communication (the tone and vocal elements as well as our facial expressions, actions, gestures, posture, etc.). It is not always what is said that makes the greatest impact but how it is said. Communicate with sensitivity and respect toward yourself and others, and support open communication between yourself, other students, and faculty/staff. Be sure to communicate frequently and keep your faculty and classmates informed. Also, keep in touch with friends and family. They can provide you with much of the support you need to get through the program.

Physical therapy is not just a science, it is an art. Human beings are innately complex – the body, mind and soul are inseparable, interrelated and dependent on one another. Therefore, patients must be treated as a “whole.” The faculty will encourage “people first” language and thought in the treatments of patients we serve. How we talk affects how we think and act. Communicate with respect for the human experience in all interactions.

C Collaborate – Some students find it helpful to discuss the material they have learned with other students. This allows students to ask each other questions, test themselves, receive clarification, and to compare notes and areas of importance. Remain focused with the objective to study – your time is valuable.

Collaboration with the PTA program faculty is also critical. Please share your constructive feedback. Your opinions are essential to maintain an excellent curriculum. Interaction with the faculty through both formal and information opportunities are provided and encouraged to allow you to voice your opinions and suggestions. You may also make individual appointments with the faculty to share your views. Remember, faculty need to hear compliments as well as constructive criticisms, and both are welcome.

Students will be expected to participate in and facilitate the learning of their fellow PTA students. PTA students are strongly encouraged to seek out opportunities to interact not only with other PTA students, but other students in Health Careers programs and other students in Clinical Practicums; especially those of other disciplines. Establishing early links with other health professionals will help to prepare the PTA student to refer appropriate patients/clients for their individual services.

E Exemplify Professional Behavior

Attend class, lab and clinical practicums regularly

Make the investment you are putting into your future career worthwhile. Your commitment to your patients starts now. All faculty expect students to attend class, labs and clinical experiences. Classroom discussion and lab participation will enhance what can read in a book and develop your understanding of

the topics being studied. Class participation and clinical experience will form the basis for your developing sound clinical judgment. At times attendance in class will be absolutely mandatory. Absenteeism is a reflection on your reliability and an indication of your work habits in the future. Students may record class sessions only with the prior approval of the instructor.

Be prepared in advance for class, lab and clinical practicums

When everyone is prepared for class, classroom time can be spent effectively for questions and addressing true areas of confusion, rather than general lack of knowledge. Your classmates can learn from your questions just as you can learn from theirs.

Be prompt

It is your professional responsibility and a courtesy to the faculty and your classmates, as well as a benefit to you to be on time to class, clinical experiences and meetings. Not only will it allow you to avoid penalties, which may affect your grades, it will help you keep on time for other commitments.

Be courteous

Lead by example in word and deed through actions which reflect the mission and philosophy of the College, the PTA program, and the standards of the physical therapy profession.

At all times, even in times of stress, students are expected to be courteous when interacting with others. Students are expected to speak in a professional manner and to address others appropriately. Discourteous behavior will not be tolerated in the classroom, lab or clinical setting under any circumstance and may be subject to disciplinary action.

Examples of discourteous behaviors, which are not acceptable, include but are not limited to: use of cell phones, using instant text messaging or e-mail at inappropriate times; wearing hats, sleeping or talking during lectures; interrupting lectures excessively; being late to arrive or in returning from break; packing up early; using non-verbal behaviors which would commonly be judged as impolite; using ineffective communication characterized by loudness, profanity, yelling, and/or other unprofessional behaviors.

Students must be respectful of facilities and equipment. Please take care of the equipment for students who need to use it after you. Safe and careful use of all equipment in the classroom, lab and clinical settings is required.

S

Stay Balanced –PTA education is intense and requires long hours and hard work. A little stress can be helpful in motivating you to work hard, stay involved and allow you to get the most out of your education. Be careful, however, not to become over-stressed. To help stay balanced:

Keep up with your studies – not only will you be better prepared for exams, your stress level may be lower throughout the semester. When your stress level is lower your studying will be more efficient.

Be proactive – keep a calendar and plan your semester in advance so you can anticipate the required work load. When you anticipate a problem or when problems occur, communicate with faculty appropriately and seek help. Avoid the snowball effect.

Keep and use your sense of humor! – Humor will not only brighten your day as well as other people's days, it will contribute to your health and sense of balance in your life.

Stay healthy – Your success will be hampered, not helped, if you work yourself to a frazzle or get ill by ignoring your basic needs of your body, mind, or spirit. Maintaining Life Balance is an important part in your success not only as a student, but in all aspects of your life. No matter what, learn how to relax and keep doing what you enjoy doing.

- When exhausted, rest. Get adequate sleep.
- Eat nutritious food.
- Participate in physical activities and exercise regularly.
- Avoid over-scheduling your life.
- Avoid excessive use of alcohol.
- Allow time for relaxation and recreation.

S Seek advice and help when you need it – If you find yourself being overwhelmed with the demands of the program or your living environment, seek help from others – your friends or classmates, your faculty, or the Student Services at KCC. Keeping yourself healthy, both mentally and physically, serves as a role model for your patients and is necessary for your success and the ability to care for patients effectively and safely.

F Function as an Active Professional

Be active in the profession as a member of the APTA/IPTA

It is highly suggested that all students become student members of the APTA during their first year in the program and continued membership is highly encouraged. By joining the APTA, also includes membership with the IPTA. Membership provides students with opportunities and privileges not afforded to non-members. Being a student member has special financial benefits once you graduate and become a regular member.

Students are highly encouraged by faculty to attend local district meetings and other state or national meetings if possible.

Each class appoints an APTA representative to serve as a liaison to the faculty and to the PTA students/committees at the District and State levels.

Be active in the PTA program

Becoming a PTA is much more than classroom experiences and textbook readings. Be willing to volunteer and to work with the staff and faculty of the program. Such opportunities help develop leadership skills, encourage socialization among students, and help prepare you for your chosen profession. Your contributions improve the quality of the program and your experience in the program. Students are also encouraged to get involved in College activities and community events through involvement in the PTA.

U Use College Resources - Resources, such as the Tutor Lab, Testing Center, Minor Memorial Library, Office of Disability Services, Counseling referral, and other support services can be invaluable, and many of them are free. You are responsible for your own learning - KCC is here to help you! Reach out and contact the Office of Learning Services or Student Services.

L Listen – Real listening is an active process which requires hearing what the other person is saying, understanding what the other person is saying, and applying judgment to the information. Clarify understanding by repeating back what you have heard. After you understand what the speaker has said, think about whether it makes sense, and apply it to your own experiences.

Listening is an important part of effective communication. It is also a key aspect to living a balanced life. Listen to yourself and your needs. Be sure to act on what you learn during the quiet moments of active listening.

S Seek Purpose – Whether it is studying, reading, or practicing your skills, you will gain greater meaning and understanding when you believe in what you are learning, doing, or pursuing. If you do not understand, ASK!

T Take Notes – Each student had his/her own method of note-taking and should continue to use the method(s) which has been successful in the past. Effective note taking requires studying ahead of time, writing down only relevant and important concepts, clarifying any questions, organizing thoughts, identifying points the faculty emphasizes, and discriminating between essential and non-essential points.

U Utilize Time Management Skills - Balance your home life, work and school. Take time for what is important. Time is a finite resource! Use a time-management planner to organize how you will use your time. Prioritize. You may have to manage the minutes and not just the days when life gets hectic! To best manage your time, you must demonstrate self discipline. Discipline is a critical characteristic to student success; it is easier to

KEEP UP than to CATCH UP! It takes discipline to prepare yourself both physically and mentally:

- allow yourself a specific time and place to study that is conducive to your learning needs
- assemble everything you are going to need before you settle in to study
- take short breaks routinely, especially when your attention span is diminishing
- create an organized and sequential pattern to your studying
- when you feel you can no longer study – quit. You accomplish nothing when you are exhausted. Go back and study later when your mind and body are refreshed and relaxed.

D

Do Your Homework - It sounds easy enough, but when you get busy with life, homework can get pushed back when it shouldn't. Be willing to do more than that which is expected of you. Practice your skills as often as you and/or the faculty feel is necessary to become comfortable and efficient. Excel as a result of your practice.

E

Engage in the Learning Process - Attend class regularly and on time, with necessary materials, ready to think and learn. Many students enter a professional training program and are shaken by the volume of information that must be addressed. A significant challenge that faces students as they transition to the PTA program is moving from the "known" where there are "correct answers" to a place that is more consistent with reality. In general education courses, knowledge is often stable, irrefutable, and certain. However, in technical courses, we learn that when human beings are involved there is less that is certain or absolute fact. You may learn what to do, but just memorizing technique will not be enough. You will have to use your mind to critically think and problem-solve to get the most from the interventions you will learn. When you miss class, you miss out on a lot of information needed and the chance to ask questions. Work hard to stay engaged with the faculty and participate in class discussions. Participate in class and program assessment along the way. A key component to success in the PTA program is the willingness to accept the responsibility of directing one's own learning.

You can better engage by utilizing your preferred learning style and further developing other learning styles for a more comprehensive learning experience

HESI Admission Assessment (A2) Exam – Learning Style Explanation²

Visual – Learn best by seeing. Pictures in textbook and skills book are helpful. Will do well in clinical labs after observation. Associate pictures and skills to concepts in your mind. Write and use flashcards to study. Create pictures when studying. Write information down and take notes. Sit in the front of the class. Visualize the information obtained in lab settings and in clinical and relate this information to theory. Spend time observing others and plan before taking action. Journalizing stimulates thinking.

Auditory - Learn from general concepts to specific content. You like lecture courses. Read books and study materials aloud. Put facts into a song. Recite and repeat information. You will like the step-by-step clinical skills. You like verbal instructions. Help teach others as you learn. Focus on the end of each chapter's summary to help you tie information together.

Kinesthetic - You like to experiment with the knowledge you obtain and you learn best by being involved. You will enjoy and do well in skills labs and clinical. Practice tests are helpful to your learning; develop tests for yourself to practice for exams. Design movements to remember facts. Study for short periods of time, then move around. Set specific goals. You learn best when you are active.

Cognitive - You like obtaining information that has a personal meaning for you. You need to find ways to make classroom and clinical content meaningful to you. You will enjoy both lecture and clinical and you can identify relevant information well. You need to think concepts through and relate the information into your own words.

Analytical - You like things done in an orderly manner, i.e., step-by-step. You pay attention to details and like to be prepared. You also like to know what to expect and you focus your attention on meeting your goals. You value facts over feelings. You like to finish one thing at a time and you are logical, self-motivated, objective, and consistent. You need to know not only the "how" but also the "why" of

content. You enjoy learning and like tests because they break information into parts.

Global - You are sensitive to others and flexible. You have a tendency to "go with the flow". You learn best by discussing and working with others. However you need reassurance and reinforcement because you work hard to please others. You have a tendency to take criticism personally. You see the big picture and can read between the lines. You have a sense of fairness and avoid competition and conflict. You like to give and receive praise. You need to relate knowledge to life. You are sometimes threatened by tests and may need to seek help with test-taking skills.

N

Never Give Up - "Our greatest glory is not in never falling but in rising every time we fall." ~ Confucius. Being a student in a rigorous program can be challenging and frustrating at times. Diligence, commitment, and perseverance are essential characteristics to every student's success. Remember: To "never give up" does not mean to not quit – it just means to not give up on your goals and dreams.

T

Triumph as a Life-Long Learner - Learning is an individual and life-long process. Once you accept that knowledge is a self-directed journey and not a destination, the experiences you will have along the way will be a much more rewarding.

References

1. The Psychology of Studying. Cengage Learning. http://www.cengage.com/resource_uploads/downloads/0495599115_214603.pdf
2. HESI Admission Assessment (A2) Exam. Learning Style Explanation. http://docs.hamptonu.edu/student/HESI_A2_Personality_Profiles_20140205141059.pdf. Accessed May 9, 2023.

ACADEMIC STANDARDS, POLICIES, AND PROCEDURES FOR PTA AND KCC HEALTH CAREERS DIVISION

Academic Regulations

Students in the PTA program are governed by the academic regulations of the College as found in the KCC College Catalog, as well as by the academic standards and guidelines adopted by the faculty of the PTA program.

Standards and Policy Changes

KCC's PTA program faculty reserve the right to institute new program policies or policy changes, standards, or academic regulations as the need becomes evident. Students will be provided with the new or changed policies or standards as well as the date when the policy or standard is to become effective.

The PTA program welcomes any suggestions students may have in relation to new or current policies, procedures, standards or regulations. Suggestions should be given to PTA program faculty in writing.

Methods of Teaching/Instruction

The learning needs of students require that information be presented so that opportunity is given to experience or apply learnings as soon as possible, making the integration of classroom, laboratory, and clinical experiences critical in the learning process. Not all students learn the same way; therefore, information will be presented in various ways. Methods of teaching/instruction for student achievement may include but are not limited to: feedback/performance-based instruction, lecture, discussion/debate, demonstrations, laboratory and clinical experiences, role playing, case presentations, conferences, written assignments, reading assignments, audio-visual aids, field trips, and computer assisted instruction.

Academic Calendar

Refer to the KCC College Catalog or the KCC website. Please note that the PTA program course dates may deviate from KCC's academic calendar year. Students will be provided course dates and times well in advance to make the necessary accommodations. Students are responsible for being familiar with course syllabi as relates to the course calendar and requirements.

Attendance Policy

All of the following attendance procedures apply to classes/labs on campus as well as clinical education experiences. Students are expected to report to the classroom, lab, or clinical facility on time, properly dressed, and prepared to carry out the learning experience. A student's performance in a course is reflective of attendance, professionalism, and participation. Students should communicate with the instructor about any extenuating circumstances or needs as soon as possible.

Regular attendance at all scheduled classroom, laboratory sessions, and clinical practicum experiences is expected and mandatory. Attendance at all clinical practicums and field trips will be strictly enforced. Online/hybrid courses will follow attendance policies for online/hybrid courses. Refer to each course syllabus for specific attendance and work expectations. The instructor will determine the validity of absence(s) and whether the student will be allowed to make up class work and/or exam/test/quiz. Students are encouraged to use sound judgment when traveling in all weather conditions.

Inclement Weather/Campus Closure: Students will be notified of campus closure due to inclement weather or other circumstance. In the event of campus closure during a clinical practicum experience and the clinical site is open and/or not affected, students should attend despite a campus closure. If a student does not attend a clinical day(s) when expected, the student is responsible for notifying their clinical instructor and course instructor. Students must complete all required hours for clinical practicum experiences and will be required to make up missed days. Classes held on campus that are canceled due to campus closure may be made up at the discretion of the instructor and students.

KCC will make closing announcements as far in advance as possible in cases of severe weather, utility outages, or other circumstances. As a general rule, KCC operates in inclement weather. Through its School Messenger service, KCC provides students and staff with phone, text, and email alerts for emergency and weather closings. Phone and email alerts are sent for class cancellations and student services related notifications.

Other text and email alerts can be received in the event of a non-scheduled KCC closing using the following services:

- **Sheriff's alert** – [free text and email alert system](http://www.sheriffalert.com/), in conjunction with the Kankakee County Sheriff's Office. To subscribe, go to <http://www.sheriffalert.com/>. **Subscribers receive emergency notifications via text, email, or both.** The service is free; however, cell phone providers may charge for receipt of text messages.
- **Chicagoland Emergency Closing Center** - The Chicagoland [Emergency Closing Center](http://www.emergencyclosings.com/) at <http://www.emergencyclosings.com/> will post KCC closing information. Visitors to the site can register their e-mail addresses to receive will post KCC closing information. **Visitors to the site can register their email addresses to receive a notification** if KCC announces a closing or schedule adjustment.
- **KCC Home page and Facebook** - The [KCC home page](#) and [Facebook page](#) will carry an announcement in the event of a college closure.
- **Radio announcements** – A notice to cancel classes and close KCC will be broadcast over radio stations as listed below. Students are not to phone the radio stations or KCC but are to listen for the regularly scheduled announcements.

Chicago	Kankakee	Wilmington/ Joliet	Pontiac	Hoopston
WBBM – FM 96.3	WVLI – FM 95.1	WRXQ – FM 100.	WJEZ – FM 98.9	WHPO – FM 100.9
WBBM – AM 780	WONU – FM 89.7	WJOL – AM 1340	WTRX – FM 93.7	
WLS – AM 890	WIVR – FM 101.7	WSSR – FM 96.7	Watseka	
WMAQ – AM 670	WKAN – AM 1320	WCCQ – FM 98.3	WGFA – FM 94.1	
WGN – AM 720	WXNU – FM 106.5		WGFA – AM 1360	
	WYKT – FM 105.5			

Absence/Illness/Injury Policy Statement

Students are expected to exercise sound judgment regarding attending any class or clinical experiences when ill for the protection of patients/clients, peers, and personnel of the health care facility. The faculty reserves the right to request that a student leave the patient care area if it is felt that the condition of the student can endanger the health and welfare of the student or others.

In the event of an unforeseen emergency, illness or unavoidable circumstance, **the student or another assigned person must notify the appropriate instructor(s) with reason for absence as soon as possible and prior to the scheduled class, lab, or clinical practicum/experience.** Please refer to course syllabus for contact information. Students are also responsible for obtaining CI and clinical facility contact information and preferred method of contact.

Appropriate instructor means:

1. In the classroom/lab setting the appropriate instructor is the primary instructor for the course.
2. During a clinical practicum experience the student must contact **BOTH** the Clinical Instructor (CI) and the course instructor for the course.

If the student is unable to get a hold of the instructor(s), a message should be left at the clinical facility.

Except for extenuating circumstances, the student's final grade will be reduced due to absences. **Absences in excess of one clock hour per course credit hour enrolled (or more than one day if a clinical experience) may result in a reduction of a full letter grade, with progressive deductions for subsequent absences. Absences in excess of one day in a clinical experience must be made up, unless otherwise determined by the course academic instructor, or may result in an "incomplete" grade.** If absences remain a problem, the student will be required to meet with faculty and/or PTA Program Director to determine a course of action.

The student is responsible for obtaining materials from the missed class/laboratory session. Make-up work and assignments will be determined at the discretion of the instructor. Clinical facilities may not observe the same holidays as KCC. It is the student's responsibility to complete the clinical practicum requirements through a mutually agreed upon schedule with the CI and ACCE/course instructor, including any make-up days. The academic calendar is published well in advance to allow planning for personal events.

If a CI is absent/not available for the day, the CI must make arrangements for appropriate supervision of the student; if such an individual is not available for supervision, the clinical facility must notify the student and the ACCE or course instructor that the student should not report to the clinical site that day. Students must still complete the required clinical hours. The ACCE and/or course instructor will review the circumstances on a case-by-case basis should this occur for an extended period of time and affect the student's experience for learning and meeting practicum objectives.

In the case of pediatric or school affiliations; school improvement, faculty inservice and school holidays are known in advance of the Clinical Practicum assignment and make-up days may be coordinated between the CI and student, with approval of the ACCE or course instructor.

A faculty member or clinical instructor may request a student whose behavior is disruptive or unsafe to leave the classroom or clinical area, which may result in that student being considered absent for that session. If the faculty feels that the student's behavior justifies dismissal from a course, program, or the College, the matter will be taken to the appropriate College administrative official(s) for consideration, recommendation, and action.

A student who has a change in his/her health status that impacts his/her ability to participate in class, lab or clinical must immediately notify the course instructor as well as the Program Director and/or ACCE. The PTA program or clinical facility/clinical instructor reserves the right to request a medical release form by a physician, or other health care professional as allowable by law, in any situation in which there is a possible threat to the health and welfare of the student, others, or the absence is longer than three consecutive days. Upon request, the **Change in Health Status and Medical Release to Return to Lab/Clinical Practicum** form ([Appendix G](#)) and any follow-up documentation must be submitted to the PTA Program Director or ACCE before the student may be allowed to resume attendance in program lab activities or clinical experiences respectively. Students may not participate in clinical activities and/or select lab activities with any type of restriction.

A student's progression in the program may be affected as a result of acute or chronic physical or emotional

problems. The faculty will consider the student’s status on an individual basis and make every attempt to consider the student schedule, but the student must meet all course requirements to receive a passing grade and progress in the program. In the case of an “extenuating circumstance” an incomplete grade may be considered to allow the student additional time to complete the course requirements.

Tardiness

Students are expected to be present at the beginning of class, lab, or clinical practicum and remain until the scheduled session and responsibilities are complete. Being late or leaving early (without permission) will be considered tardy. Students should notify the instructor and/or clinical instructor out of common courtesy if he/she/they is going to be late. Three tardies are equivalent to one absence. Tardies will be monitored at the discretion of the course faculty. If tardiness remains a problem, the student will be required to meet with the course faculty and/or Program Director to determine a course of action.

Student-Athletes and Scholars

The main goal of any college student is to obtain a degree. KCC and the PTA program is committed to helping students toward this goal. Students actively recruited to KCC by scholarships or other means because of their talents and skills in a variety of areas are valued and add to the quality student population at KCC. It is understood that students who participate in activities such as academic scholars, student leadership, and athletics, may require them to leave campus to attend school-sponsored official events as representatives of KCC.

All students are expected to attend all class sessions for every course. Student-athletes and scholars are held to the same attendance standards as all PTA students. Much like employment, participating in athletics as a student requires a huge commitment of time and energy. Students are highly encouraged to investigate whether or not participating in athletics or other activities while a student in the PTA program is doable and will permit what is needed to be successful in the program. Consistent class attendance is critical toward successful course completion, and ultimately successful completion of the PTA program. It is not permissible to miss class, leave early or arrive late to prepare or attend practice.

It may be necessary for student-athletes and scholars to miss a class due to travel or competition. It is important for the student-athletes and scholars to be responsible for the absences they may have. Student-athletes and scholars must notify the faculty/instructor prior to missing class due to a school-sponsored event. If notification is not given prior to being gone, do not expect to be able to make up missed work. Repeated class absence, even for a competition or conference, will not allow a student to be successful in the course.

Friday” Make-Up Days

For a majority of the program, PTA classes are not scheduled on Fridays. Students are asked to keep Fridays available for make-up days to recover lost instructional time caused by inclement weather, campus closures, or holidays. Fridays are also often used for open-labs and may be used for group work and projects. Occasionally other days of the week that do not have scheduled class may be used for such purposes. Faculty/instructors will notify students as far in advance as possible for changes in the schedule to accommodate students’ schedules.

Grading System and Policies and Evaluation of Student Performance

The following grading scale will apply to all PTA core (PHTA) courses:

93 – 100%	A	
84 – 92%	B	
75 – 83%	C	
66 - 74%	D	Non-passing grades
Below 66%	F	

Classroom and lab graded activities will constitute a mix of written, oral, computer-based and practical items. Each PTA course has specific grading and evaluation procedures that must be adhered to by faculty and students alike and are provided in the course syllabus. Students may obtain their grade at any time during the semester online using the online learning management system – please see the course faculty if questions arise.

As pertains to grades, the following are expectations of all PTA students to demonstrate satisfactory academic progress:

- Students who earn less than 80% on written exams are required to complete the remediation process. See exam remediation policy below.
- Earn at least 80% of the total points on each practical exam (in courses with a patient skills component) with demonstrated proficiency on all required skills for each core course.
- Earn a minimum grade of “C” for each PTA core course after exams/tests, practical exams and all other graded activities are averaged together.

Apart from the below classes, all PHTA classes are graded on total points.

In all clinical education classes, PHTA 2053, 2224, 2034 the following grading policy will be utilized:

- 60% of the final grade is from the Performance Assessment System Evaluation Tool
- 40% of the final grade is from the Clinical Education Portfolio

In all Pathology classes, PHTA 1172 and 1272 the follow grading policy will be utilized:

- 10% of the final grade is from Medical Terminology – see syllabus for further information
- 15% of the final grade is from Assignments
- 75% of the final grade is from Exams.

Faculty will utilize a variety of methods for evaluation of student performance and achievement of the skills and behaviors expected for each course. See specific course syllabi for details.

Written Exam/Test/Quiz Policy

- Written exams/tests/quizzes may cover a module/unit, an entire course, or the entire program and may consist of essays, definitions, fill in the blanks, multiple-choice, matching, true/false, short answer, other format, and in any combination of the above. All exam/test/quiz dates and times are outlined in specific course syllabi and are at the discretion of the instructor.
- Written exams for all PTA courses are computerized with very few exceptions. However, written exams/tests/quizzes may use paper format and may be given on campus or off campus at the instructor’s discretion.
- Students requiring special accommodations must discuss all needs with the Program Director and have a written documentation in place with the Office of Disability Services.
- Students are expected to take all exams (written and practical)/tests/quizzes as scheduled. If a student is absent the day of an exam/test/quiz is given, the student will receive a zero unless prior arrangements have been made with the course instructor. Special considerations may be determined on a case-to-case basis.
- Students arriving late to class when an exam/test/quiz is in progress may be allowed to take the exam/test/quiz but will not be given additional time.
- Make-up exams/tests for absences will be scheduled at the faculty member’s discretion and must be taken within one week of the missed exam/test. The make-up exam/test may be in an alternate format and scores may be reduced by 10% for each scheduled class day the exam is past due. Quizzes are typically not allowed to be made up. At the discretion of the instructor, exams/tests/quizzes may be taken early for a planned absence.
- It is the student’s responsibility to contact the instructor within 24 hours to arrange the make-up exam/test. **There will only be one make-up exam/test allowed per course per semester.**
- Students receiving below 80% on a written exam or test are required to remediate the content. It is the responsibility of the student to schedule a time to remediate by the next scheduled class period after scores have been posted. All remediation must be completed within one week, or sooner, from the date the examination results are available to students, unless determined otherwise between the instructor and student. Remediation activities are at the discretion of the instructor and may be required for grades better than 80%. Remediation is required to allow the student to

master the content. No grade change will be given for a remediation (including retest). In the event a retest of content is required by the instructor for remediation purposes, students must ultimately pass the retest(s) with a 80% or better. Remediation with grade change may be provided for extenuating circumstances on a case-by-case basis. A student who does not successfully pass a retake test on the second attempt or who demonstrates a consistent pattern of failed exams/tests will be placed on academic probation in the PTA program.

Practical Exam Policy (administered in courses with a patient skills component)

- Testing dates and times will be determined by the faculty. Skills tested on a practical exam may cover a module/unit, an entire course, or the entire program. Students may ask questions when clarification of the supervising physical therapist is indicated and necessary; however, once the student begins to solve the problem, there are to be no questions. It is the instructor's discretion to answer questions and/or supply students with additional information.
 - Prior to any lab practical exam, the student must have satisfactorily completed all Entry-Level Skills Checklists required for the particular practical exam. All completed check off sheets must be submitted to the instructor prior to taking the practical exam.
 - A role-playing situation will be established. Typically, students will work in two-person teams, one will assume the role of the PTA and the other will assume the patient role. Volunteers, lab assistance, and instructors may also serve as patients. The "patient" will not assist, discuss the problem, or indicate approval/disapproval of the student's performance during the testing and should try to simulate a patient to the best of their ability. The practical is not a cooperative effort – should cheating occur, both students will receive a zero for that practical examination.
 - Students in the role of the PTA will dress in professional attire, including PTA polo and photo ID badge unless otherwise instructed.
 - Instructors will observe and evaluate the performance of each student closely in the PTA role and assign points. Please see respective syllabi and grading rubrics for details.
 - All skills must be completed with classmates and/or instructor(s) under supervision of the instructor before they are done in the clinical setting on patients.
 - Students must perform all skills at the level of *meeting expectations for that course based on the curricular rubric* as well as pass the practical as a whole. Should **a student fail any psychomotor skills**, the entire lab practical must be repeated and the standard remediation policy will apply.
 - Practical exams may be videotaped as a means for self-assessment or review by an instructor and student
 - The student is to clean up the equipment and treatment area at the end of the practical exam as part of a complete and thorough performance.
 - The student will review their video (if applicable) and provide a self reflection.
 - Results of the practical exam will be discussed only after all students have completed the practical exam.
 - Remediation must be scheduled by the student by the next scheduled class time after scores have been posted. All remediation and re-take exams must be taken within **two weeks** of the original practical exam date unless otherwise determined between the instructor and student.

Practical Remediation Process:

- The student must make an appointment with course faculty to review the performance.
- The student must meet with course faculty to discuss self-reflection and practice any skills requiring improvement.
- Additional practice outside of class time will be required to ensure success on the second attempt of the lab practical.
- Lap practical retakes and all associated meetings will be scheduled within faculty office hours unless otherwise scheduled by the faculty.
- Students will be required to bring in their own patient in order to complete the lab practical retake.

Practical Exam Policy:

*A minimum grade of 80% must be achieved on each lab practical exam required for a course. If a student earns a score **below** 80% on the first lab practical exam, the student will have the responsibility of scheduling **ONE** re-take practical exam with the course instructor. In other words, the student will be allowed a total of two attempts to pass a lab practical exam. A re-take exam must be taken for a non-passing score below 80%. Remediation activities, as determined by the instructor, will be required prior to the student's eligibility to re-take the practical exam. An alternate version may be utilized for the re-take exam. In the event of an unforeseen extenuating circumstance (ie: student health, anxiety, emergency) during a practical exam or retake exam, the instructor may determine to terminate the exam and reschedule*

for a future date.

- If the student earns a passing score on the re-take practical exam, the maximum grade possible for the re-take exam is 80%, regardless of the student's passing score.
- If a non-passing score is earned on the re-take practical exam, the re-take score will be recorded and the student will earn a grade of "F" for the course. Receiving a non-passing score on a re-take practical exam will not meet program academic standards for progression in the course, and thus the student will not be able to continue in the course sequence. Please refer to the *Readmission to a Health Careers Program (Procedural Guidelines)*.
- Any lab practical exam can be failed automatically if a critical safety standard(s) is not met.
- ❖ Automatic Failures "0" grade value
 1. Failing to use a gait belt when indicated.
 2. Dropping a patient.
 3. Failing to utilize wheelchair locks/brakes at all times outside of chair mobility.
 4. Performing a contraindicated procedure or failing to ask if a patient has a known contraindication prior to treatment.
 5. Failing to recognize and appropriately respond to signs of distress or danger.
 6. Any action or event that poses significant risk to the patient, self, or others including but not limited to inappropriate guarding, improper use of equipment, or leaving a patient unattended or unsecured.
 7. Behavior or comments that reflects a lack of professionalism, sensitivity or concern for the well-being of others.
 8. Failure to maintain confidentiality
 9. Failure to demonstrate proficiency on any skill designated on the Entry-Level Skills Checklist or practical exam rubric as a **Critical Safety Skill** for a treatment to be delivered safely and effectively.
 10. Falsified documentation (time, charges/billing, performed interventions) which would be consisted with fraudulent documentation
- Any student who does not show for a practical exam or who does not present required Entry-Level Skill Checklists will receive a zero for the practical exam and will be required to schedule a re-take.
- The above stated policy pertains to all laboratory practical exams in all PTA core courses and is in place to ensure the student is safe and proficient prior to entering the clinical setting.

Oral Examination and Presentation

- Students will be required to prepare and present presentations throughout the program using PowerPoint and other presentation methods requiring students to be computer literate.
- Instructor's evaluation of student performance may include and is not limited to: evaluation of the speaker, presentation quality, presentation content, preparation, organization, use of technology, technical specifications, and overall presentation.
- Students may also be evaluated by peers/classmates.
- Please see individual course syllabi and rubrics for specifics.

Laboratory Class Sessions

- Students must be willing to work with both male and female lab partners.
- Students are responsible for cleanup of equipment and treatment areas at the end of each laboratory session.
- Learning in the lab occurs by working in groups and all students will have opportunities to be both patient simulators and the PTA (clinician). Students are to treat their "patient" with the same respect expected in the clinical environment. Over the course of a class, or even a unit, students will work with all members of the class. The assignment of lab partners is made at the discretion of the instructor.
- Laboratory work missed due to absence is difficult to make-up. It is the student's responsibility to practice all skills that were missed due to absence and obtain check off of skills from faculty prior to the due date of the Entry-Level Skills Checklist.
- Open laboratory sessions will be held regularly throughout the semester. It is highly recommended that students who have missed laboratory time due to absence attend these open labs. Practice outside of scheduled classes is expected for optimal student success.

Assignments

- All written work must be neat and legible or it may be returned to the student to be re-written or redone. Program faculty will provide students with guidelines and expectations, which may include rubric(s) for particular

assignments.

- Written papers:
- ✓ All papers written should be typed and double spaced using 12 point font and one inch margins. If the faculty has modifications to this standard for a particular course or assignment, the students will be notified of the expectations.
- ✓ All papers should include a cover page (unless otherwise instructed) and reference page.
- ✓ All papers will be graded for content as well as grammatical quality (sentence structure, spelling, etc.). Please refer to the Rubric for Writing Assignments
- Group collaboration is encouraged in most cases; however, the student must clearly demonstrate knowledge and individual expression in what he/she/they submits to be graded. Claiming credit for group assignments without making a significant contribution is a violation of KCC's Code of Conduct. Students are expected to demonstrate integrity and ethical responsibility for completing individualized and group work.
- Students must use AMA formatting and cite/reference sources accurately and sufficiently. Plagiarism, fabrication, misrepresentation, and academic dishonesty are considered severe offences and may result in a zero on an assignment or in a course.
- It is the student's responsibility to acquire missed lecture notes, assignments and materials from other students unless special arrangements have been made with the instructor.
- All assignments are due by the date and time specified by the instructor. **It is expected that students will complete and turn in all work to meet the objectives of the course. Late work will receive a zero unless the student has received an extension from the instructor.**
- Students desiring an extension of any deadline set by the instructor must seek granting of the extension no less than 24 hours prior to the specified time the assignment is due. Instructors are not required to allow extensions. If permission for an extension is granted, the assignment must be turned in by the date and time specified by the instructor, or that assignment will receive a zero.

Entry-Level Skills Checklist

▪ In courses with a patient skills component, an Entry-Level Skills Checklist is used to evaluate each student's knowledge, skill and safety in basic procedures and overall proficiency* in that skill; successful completion is required prior to participating in the laboratory practical, and absolutely before participating in clinical education experiences. Entry-level Skills Checklists are not graded, thus allowing for critical feedback from peers and the faculty on the student's current skill level. It is the student's responsibility to see that the skill is assessed/evaluated and completed by the designated date (typically the end of the unit) and turned in completed by the respective laboratory practical exam. If the Entry-Level Skills Checklist is not turned in, the student will receive a grade of "F" for the course and not progress within the program. The Entry-Level Skills Checklists are retained in the student's file in the PTA program.

*The PTA program at KCC delineates the difference between laboratory proficiency and clinical competency. These concepts are viewed as separate events. It is the philosophy of the Program that satisfactory skill in the laboratory setting does not necessarily indicate competency in the clinical setting with real patients. Therefore, the term utilized to denote demonstrated skill in non-clinical or laboratory setting is proficiency whereas demonstrated skill in the clinic with real clients or patients is considered competency based.

Professional Portfolio

As a culmination of the PTA program, students will develop a professional portfolio as part of the course requirements for PHTA 2201 to use to showcase themselves to future employers. The Professional Portfolio is an organized collection of relevant information and materials that showcase the student's talents, relevant skills, and outlines the student's academic and professional growth. The Professional Portfolio is unique to each student and may be presented as such; however, it must be in a professional manner in a portfolio folder.

The Professional Portfolio is the capstone for the PTA student. As such, completion of the Professional Portfolio is a requirement and will be graded. Students are informed at the start of the program regarding this requirement and instructed to purchase a portfolio, such as a 3-ring binder or portfolio folder, for this purpose. Additionally, it is the expectation that students will have been building this Professional Portfolio throughout the course of the program.

Clinical Practicum

- The Academic Coordinator of Clinical Education (ACCE) and/or academic instructor for a clinical experience makes the final grade determination for all clinical practicum experiences. Students will be assigned a letter grade based on the following:
 - PAS (Performance Assessment) completed by both the student and clinical instructor, including additional comments and supporting documentation from the student and/or clinical instructor
 - Clinical Education Portfolio (may include case study/in-service/project approved by the Clinical Instructor and ACCE and specified assignments.)
- The course instructor will have communication with the student and Clinical Instructor during each clinical practicum via an onsite visit or telephone contact. Ongoing communication between student, CI, and course instructor/ACCE is expected.
- Both the CI and the student will complete the PAS at midterm (only for Clinical Practicum II and III) and final of the clinical practicum to provide the student with evaluative feedback as well as identify any potential “red flags.” For Clinical Practicum I, the Clinical Instructor will complete an abbreviated assessment of student performance. The student and/or clinical instructor should notify the ACCE at time of evaluation if the student is in disagreement with, or there are significant discrepancies between the PAS.
- Each clinical practicum has a different grading scale due to different levels of student experience and performance expectations. Refer to the course syllabus for details.
- Failure to submit to the ACCE or course instructor all required materials by the due date will result in an automatic drop of one letter grade for the clinical practicum experience, unless, the student received prior approval from the ACCE for an extension.

PTA Clinical Practicum I:

- Requirement of a minimum of 200 hours for Clinical Practicum I experience.
- Faculty will provide students with grading expectations and standards for both the PAS and Clinical Education portfolio prior to start of the clinical practicum experience.

PTA Clinical Practicum II and PTA Clinical Practicum III:

- Requirement of a minimum of 240 hours each for Clinical Practicum II and Clinical Practicum III experiences.
- Faculty will provide students with grading expectations and standards both for the PAS and Clinical Education portfolio prior to start of the clinical practicum experience.

Comprehensive Program Final Exam Policy

Comprehensive Lab Practical Exam

A proficiency-based comprehensive lab practical is a component of the PHTA 2293 course. Successful completion of this practical exam is required prior to entering Clinical Practicum II and III. Although the comprehensive lab practical exam is pass/fail, a passing score of 80% or better is required. Refer to the Practical Exam Policy should a student not earn a passing score. Remediation to ensure safety and proficiency must occur before all/part of the comprehensive lab practical exam may be re-taken. All remediation must be agreed upon by the student and program faculty and successfully completed within the agreed upon time frame in order to successfully complete PHTA 2293.

Comprehensive Written Final Exam

A competency-based written final exam is a component of PHTA 2201 and is administered in the first month of the last semester on a pass/fail basis. This exam is entry-level competency-based and is meant to simulate the national physical therapy exam (NPTE) for the physical therapist assistant administered by the Federation of State Boards of Physical Therapy (FSBPT). This written exam is a tool that will help students comprehensively review content and give the confidence needed to pass the licensure exam on the first attempt. The exam is computer-based and timed. See PHTA 2201 course syllabus for details of passing criteria.

Students who do not earn a passing score on the first attempt using the PEAT Academic Version (Practical Exam and Assessment Tool), a product of the Federation of State Boards of Physical Therapy (FSBPT) will be given 1 additional attempt using the PEAT exam. Additional attempts will be at the expense of the student. Students who do not achieve a passing score on the first exam will not be allowed to take the NPTE in April. Students requiring further attempts will

need to purchase and successfully take the, Scorebuilders Online Advantage Academic Version, or pass the NPTE. Students who do not successfully complete the standardized assessment tool by the end of the course will receive an incomplete and must complete remediation activities which may include but are not limited to: remediation of exams and weak content areas and enrollment in a PTA exam review course (at the expense of the student) if not already done so. Students who do not successfully complete and pass a comprehensive written final exam or pass the National Physical Therapy Exam (NPTE) by October 1st will receive a letter grade of "F" for PHTA 2201.

Special note: It is prohibited for students enrolled in the PTA program to purchase student versions of exams from FSBPT (PEAT), Scorebuilders (Online Advantage), or O'Sullivan until cleared to do so by the PTA Program Director.

Curricular Rubric – Expectations of Student Performance Across the Curriculum in Core Technical Courses

The PTA program has adopted a set of standard course objectives that are used in each of the technical core courses, as applicable, based on the course's content. These course objectives were derived from CAPTE's curricular required elements for accredited PTA programs. These course objectives are statements that describe how students can demonstrate their mastery of required curricular content and represent what the students will know or be able to do as a result of learning activities.

While the same set of standard course objectives are utilized across the curriculum in the technical core courses, the objectives are leveled relative to each course within the curriculum. The curriculum has been structured to reflect the progression in course content from simple to more complex information through a curriculum designed to allow for introduction, reinforcement, and then mastery of curricular content.

The use of leveled course objectives was modeled after APTA's Clinical Performance Instrument (CPI). The methodology of the CPI has been adapted for the academic curricular content. Similar to how the CPI has a set of fourteen (14) performance criterion by which students are evaluated during initial, intermediate, and terminal clinical education experiences, the program has a set of course objectives by which students are evaluated throughout the curriculum. The program uses four performance dimensions; complexity, consistency, efficiency, and quality along a continuum of five levels of performance to evaluate student knowledge and skills throughout the curriculum. The levels of performance are: beginner performance, advanced beginner performance, intermediate performance, advanced intermediate performance, and entry-level performance.

PERFORMANCE DIMENSIONS

Complexity – refers to the number of variables that must be considered relative to the patient, skill, and environment.

- As a student progresses through the curriculum, the level of complexity of the required knowledge, skills, and behaviors increases from simple/lower order thinking to complex/higher order thinking along a continuum of increasing cognitive, affective, and psychomotor complexity, requiring greater critical thinking and problem solving skills.

Consistency – refers to the frequency of occurrences of the desired knowledge, skills, and behaviors related to the essential skills and behaviors and the course objective

- As a student progresses through the curriculum, consistency of quality performance is expected to progress from infrequently to routinely.

Efficiency – refers to the ability to perform in a cost-effective and timely manner

- As a student progresses through the curriculum, efficiency is expected to progress from a high expenditure of time and effort to efficient and timely performance.

Quality – refers to the degree of knowledge and skill proficiency demonstrated

- As a student progresses through the curriculum, quality should progress from demonstration of basic and limited skill and effectiveness to highly skilled and effective performance.

Proficiency – a significant, skillful, work-related activity that is performed efficiently, effectively, fluidly, and in a coordinated manner in the laboratory setting. Proficiency in the clinical setting is clinical competency.

- As a student progresses through the curriculum, proficiency is expected progress in consistency, efficiency, and quality from basic performance working with simple patient scenarios to mastery performance of both simple and complex patient scenarios in the laboratory setting. As a student progresses through the curriculum and clinical education, competency is also expected progress in consistency, efficiency, and quality from basic performance working with

simple patient conditions to mastery performance of both simple and complex patient conditions in a variety of physical therapy settings.

LEVEL DEFINITIONS AND DESCRIPTIONS

Beginner Performance

- PHTA 1101, PHTA 1115, PHTA 1172, PHTA 1103
- At this level, performance in required concepts and skills is performed given simple and prescriptive patient scenarios in a controlled laboratory setting.
- The student demonstrates inconsistency and inefficiency in completing simple concepts and skills, clinical problem solving, interventions, and related data collection.
- Safety is not compromised.

Advanced Beginner Performance

- PHTA1133, PHTA 1203, PHTA1246, PHTA1272
- At this level, performance in required concepts and skills is performed given simple and less prescriptive patient scenarios in a controlled laboratory setting.
- The student demonstrates consistency in developing proficiency with simple concepts and skills, clinical problem solving, interventions, and related data collection for previously learned concepts and skills and performs at a basic level demonstrating inefficiency and inconsistency in desired behaviors for new concepts and skills.
- Safety is not compromised.

Intermediate performance

- PHTA2001, PHTA2053
- At this level, performance in required concepts and skills is performed given simple and progressively complex patient scenarios in the laboratory and/or clinical setting.
- The student is proficient with simple concepts and skills, clinical problem solving, and interventions/data collection and is developing the ability to consistently perform more complex concepts and skills, clinical problem solving, and interventions/data collection.
- Safety is not compromised.

Advanced Intermediate Performance

- PHTA2145, PHTA2156, PHTA2185, PHTA2224
- At this level, performance in required concepts and skills is performed given progressively complex patient scenarios in the laboratory and/or clinical setting.
- The student is consistent and proficient in simple concepts and skills, clinical problem solving, and interventions/data collection and is progressing in consistency and proficiency with complex concepts and skills, clinical problems solving, and interventions/data collection.
- Safety is not compromised.

Entry-Level Performance

- PHTA2234, PHTA2293, PHTA2201
- At this level, performance in required concepts and skills is performed given simple and complex patient scenarios in a variety of laboratory and/or clinical settings.
- The student is consistently proficient and skilled in simple and complex concepts and skills, clinical problem solving, and interventions/data collection.

CURRICULUM RUBRIC

- The six student learning outcomes describe the essential aspects of physical therapist assistant education of a physical therapist assistant performing at entry-level.
- Course objectives are the component knowledge, skills, and behaviors necessary to achieve the student learning outcomes and are used to guide the evaluation of the student's proficiency. The essential skills provided are not meant to be an exhaustive list.
- Students are evaluated utilizing the Performance Assessment System (PAS) for clinical practicum experiences.
- For other core technical courses in the curriculum, the student is evaluated for each essential skill, behavior and course objective based on the expected level of performance (Beginner Performance, Advanced Beginner

Performance, Intermediate Performance, Advanced Intermediate Performance, and Entry-Level Performance) at the given point in the curriculum using the following performance dimensions and thresholds. Specific performance dimensions for the thresholds are included on grading rubrics, as appropriate.

- **Exceeds Expectations**
 - *Complexity* - substantially proficient for given complexity; exemplary critical thinking and problem solving
 - *Consistency* - strongly evident and highly routine
 - *Efficiency* - highly efficient and timely
 - *Quality* – mastered, optimal, highly skilled and effective
- **Meets Expectations**
 - *Complexity* - proficient for given complexity; proficient critical thinking and problem solving; self-corrects errors
 - *Consistency* - evident and within consistency expectations
 - *Efficiency* - within time expectations
 - *Quality* - moderately developed, appropriate, less optimal, skilled and effective
- **Needs Improvement**
 - *Complexity* - partially proficient for given complexity; insufficient critical thinking and problem solving; may identify errors but unable to self-correct errors
 - *Consistency* - somewhat evident, inconsistent/less consistent than expected
 - *Efficiency* - requires more time than expected; high expenditure of time
 - *Quality* - needs some modification, lacks skill and effectiveness
- **Unsatisfactory**
 - *Complexity* - not proficient for given complexity; lacking critical thinking and problem solving; unable to identify errors
 - *Consistency* - not evident; lacking or not present; highly inconsistent
 - *Efficiency* - well beyond time expectations; high expenditure of time
 - *Quality* – undeveloped, inappropriate, unacceptable; Critical Safety Skill not completed

Exam/Test Material Review

Test materials may be reviewed at the next regular scheduled class after the test is graded and all students have taken the test, or by appointment with the faculty member. When students are reviewing a graded exam, they need to have a cleared desk top (no papers, pens, etc.) unless completing remediation as instructed by the instructor. No notes about exam/test/quiz questions are to be made during or following the review. Students are also not allowed to discuss tests outside of the classroom. Completion of such notes or discussion will be viewed as cheating and will result in disciplinary action.

Should a student disagree with the answer of an exam/test/quiz question, the student may complete and submit a “Respectfully Disagree” – Request for Review of Written Examination/Quiz Question form to request review of the particular question/problem and potentially earn the respective point(s). All “Respectfully Disagree” forms must be submitted within one week, or sooner, from the date the examination results are available to students.

Recording of Grades

Students who wish to verify a grade received must do so within two weeks of the exam/test/quiz/assignment posted date. After that time, the grade recorded by the faculty will be the accepted grade. In addition, students must complete and submit any/all work to be graded on or before the last day of class, prior to the final exam or a grade of “zero” will be recorded for the respective assignment/requirement.

Academic Honesty

Use of AI: You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference.

Academic Probation

Probation serves as an academic warning for students whose academic performance does not meet the PTA Program’s requirement for good standing during a given semester. Probation in a sense is an early warning system for students and is designed to help establish a formal framework to set students up for success before it is too late. Students are placed on academic probation if they:

- Receive a grade below a 75% on a written exam in a course
- Do not successfully pass a retake test on the second attempt as part of remediation process for written exam/test. Student must still pass a retake test/complete remediation for the given content.
- Demonstrate consistent pattern of failed exams/tests (Guideline: two exams during a course or three exams in the program)
- Receive an average grade below a 75% on written exams at midterm
- Receive an overall grade below a 75% at midterm
- Behavior or conduct that is not severe enough to warrant immediate program dismissal, yet does not exude program/division standards and expectations consistently
- Students placed on academic probation for two consecutive semesters will automatically remain on academic probation the next semester

Once placed on probation, students must complete the **Academic Performance Reflection Form** ([Appendix H](#)) (must be completed for each instance of academic probation) and meet with the PTA Program Director and/or Faculty. Students on academic probation must meet with the course instructor(s) for course(s) which probation is indicated and/or the Program Director during scheduled office hours on a weekly basis. The purpose of these meetings is for academic advising to help evaluate the circumstances that lead to academic difficulty and assist students to develop and find strategies that may help them improve their academic performance. **Students on academic probation are strongly encouraged to take advantage of all the resources that exist for them at the College and within the PTA Program.**

Students placed on academic probation due to not passing one exam will remain on academic probation until the next exam if on the next exam they receive a passing grade. Otherwise, the period of probation extends to the end of the probationary semester during which time the student must return to good standing by successfully meeting all course requirements for program retention and progression. If students are unable to improve their academic performance and meet the conditions of their probation to return to good standing by the end of the semester, they will be subject to dismissal. Students on probation (academic or disciplinary matters) may not be candidates for, or hold, any elected or appointed officer positions in the program or PTA club.

Course Withdrawal and Changes

Procedures are outlined in the [KCC College Catalog](#). Students who wish to withdraw from the PTA Program need to do so through the PTA Program Director.

Program Retention, Progression, and Re-Entry

Students must earn a minimum grade of “C” in all courses required in the program curriculum to progress in the program and be considered as making satisfactory progress. Additionally, students are required to maintain an overall GPA of 2.0 or better on a 4.0 scale in order to remain in and graduate from the PTA program.

Students who have withdrawn from or earned less than a final grade of “C” in a PTA program specific course or general education course which is a prerequisite to continue in the curriculum may be eligible for re-entry. A student dismissed by the PTA program for any reason other than academic failure is not eligible for re-entry. Students seeking re-entry to the program must meet with the PTA Program Director prior to the end of the semester of withdrawal or academic failure to review the procedural guidelines for re-entry to a health careers program, including timeline and individual re-entry plan requirements. Re-entering students may be required to retake courses with a lab component. Students must complete the program within 150% of the normally expected time. Students must meet all PTA program and College requirements for re-entry and/or readmission. Re-entry to the PTA program will be on a space available basis.

Graduation Requirements

Students must meet both KCC and program specific requirements for graduation. Please refer to the KCC College Catalog (Code of Campus Affairs and Regulations, 11.0-11.9) for graduation requirements.

Clinical Education Policies and Procedure

Clinical Practicum Courses

Clinical Practicum	There are 3 clinical practicum courses: total of 680 hours.
PHTA 2053: PTA Clinical Practicum I	The student will be assigned to a clinical facility for 5 weeks; 40

Summer between 1 st and 2 nd year	hours/week (200 hours total).
PHTA 2224: PTA Clinical Practicum II 2 nd year - Spring Semester	The student will be assigned to a clinical facility for 6 weeks; 40 hours/week (240 hours total).
PHTA 2234: PTA Clinical Practicum III 2 nd year - Spring Semester	The student will be assigned to a clinical facility for 6 weeks; 40 hours/week (240 hours total).

Clinical Assignment

The ACCE at KCC has the administrative responsibility for determining that all student Clinical Practicum experiences provide a context for the attainment of educational objectives for students and overall objectives of the PTA program. Clinical practicum placements are based on availability as well as the student's educational needs as determined by the ACCE. The student's preference and individual needs will be considered whenever possible. It is the expectation of the PTA program that students will have a clinical experience in each of the following areas: an inpatient setting (defined as a clinical setting in which patients reside in the facility, short or long term) and an outpatient setting. Occasional exceptions to this may exist and are guided by the academic needs of the student. 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 been employed within the department of physical therapy, are currently employed, or have already committed to employment as a PTA upon graduation. In exceptional circumstances, the student may petition the ACCE to participate in a practicum at the site of a previous employer. The ACCE will make the decision to approve or deny this petition, which is final.

Most clinical practicums will be located in Illinois and may require student relocation for the duration of the experience. Students can expect to travel up to 90 miles (from KCC Campus) for clinical practicums. Students may request an affiliation be established with a clinical facility by providing the ACCE with a written request including the reason and/or benefit. Students are not permitted to contact agencies/facilities to arrange clinical experiences. Clinical assignments will not be arranged or rearranged based on student employment or other personal circumstances. Clinical arrangements may change due to clinical availability, clinical faculty changes, or based on the discretion of the ACCE. In the event a clinical practicum experience be cancelled, the ACCE will work with the student to reschedule the experience. It is the responsibility of the ACCE to inform the student and work with the student to optimize the clinical practicum experience.

Clinical Education-Student Responsibility Agreement

- A. Prior to beginning a clinical practicum, the student will:
1. Write an introductory letter to his/her assigned Clinical Instructor (CI) and complete the Student Information Form. These documents should be received by the CI no later than four to six (4-6) weeks prior to the clinical start date, which are included in the packet sent to the CI by the ACCE.
 2. Make contact with the CI no later than two to three (2-3) weeks prior to the clinical start date to verify placement and obtain information concerning: 1) appropriate dress code, 2) work hours, 3) availability for meals on the premise, 4) parking, 5) where to report the first day, and 6) any additional information important to start the clinical successfully.
 3. Have on file in the PTA program the following current information: Physical Health Exam form including immunization/titer records, result of drug screening and criminal background check, and current CPR card. Please submit a copy of each to the ACCE and maintain the original in your Professional Portfolio. Failure to provide the required materials by the required dates may result in delay, or even withdrawal, from attending the clinical practicum experience.
- B. Report to assigned CI at the appointed time each day. Tardiness and asking for days off is inappropriate and unprofessional. Special circumstances may exist with the prior approval of the CI and ACCE or academic instructor.
- C. Wear appropriate attire, including name badge, and/or uniform for the clinical facility and be neatly groomed.
- D. Conform to the work and holiday schedule of the CI/clinical facility.
- E. Abide by all PTA program standards and policies. Students should remember they are a guest in the clinical facility, and where different, clinical facility policies, rules and regulations will take precedence.

- F. Abide by the APTA *Standards of Ethical Conduct for the Physical Therapist Assistant* and *Guide for Conduct of the Physical Therapist Assistant*. If questions about ethics arise, students must contact the ACCE or academic instructor.
- G. Provide clinical information to family, spouse, or significant other so they may be reached in case of emergency. Personal calls are not allowed except for emergency situations or during assigned breaks.
- H. Students are not allowed in the clinical facility in a student capacity except during designated clinical hours.
- I. Carry out select skills and treatment interventions for which proficiency has been demonstrated. Such interventions are to be carried out under the direction and supervision of the Clinical Instructor. If a student is asked to carry out an intervention for which they have not had prior instruction or practice in the classroom/laboratory, it is the responsibility of the student to notify the Clinical Instructor before carrying out the intervention.
- J. Actively participate in the learning experience provided by the facility. It is encouraged students be exposed to as much as possible to enhance the Clinical Practicum experience; this includes new information which may have not yet been covered in class. Under these circumstances, the students will not be expected to perform the intervention or skills or be assessed for competency.
- K. Maintain open lines of communication between their Clinical Instructor at the facility and the ACCE and/or academic instructor at the College.
- L. Complete all required assignments and documentation required by the PTA program and/or facility. This may include but is not limited to completion of all course assignments/requirements, review of materials/skills/interventions prior to performing them on a patient, patient documentation, and charting that may be requested by the CI in accordance with facility procedures.
- M. Keep the clinical facility and educational program apprised of his/her/their current address, health status and contact information in case of an emergency.
- N. Be open to constructive criticism and feedback.
- O. Seek input from CI as needed if difficulties arise during patient care interventions and/or the Clinical Practicum. Ask questions and research information when clarification is needed. The student is ultimately responsible for his/her/their learning.
- P. Report problems or unusual patient reactions to treatment to CI immediately.
- Q. Complete Performance Assessment System (PAS) per course syllabus for purposes of self-evaluation (completed electronically online). Also review and sign the PAS completed by CI during formal evaluation conference.
- R. Complete Acadaware *PTA Student Evaluations: Student Final Assessment of Experience and Student Evaluation of CI*.
- S. Submit all required materials/assignments, including the completed PAS to the ACCE or academic instructor by the designated deadline.

Clinical Expenses

Students are responsible for all costs related to their clinical practicum experiences, including but not limited to: travel, housing, meals and uniforms. If a student chooses or is assigned a clinical site beyond a reasonable commuting distance, it is the student's responsibility to work with the clinical facility and/or ACCE to secure housing as necessary. Transportation to the clinical facility and related parking fees, as appropriate, is the responsibility of the student. The student should have a contingency plan for transportation in case of car problems or inclement weather. Students are expected to follow parking rules and procedures for the assigned clinical facility.

Student Status

Students participating in clinical practicum experiences shall not be considered employees of the facility, and shall receive no compensation for the services they may provide under the direction and supervision of the clinical instructor.

Physical Examination and Health Information (also applies to lab)

Students must be physically capable of performing essential functions required in the PTA program with or without reasonable accommodation, and be free from communicable diseases in the opinion of a qualified physician. A medical examination by a legally qualified physician or other health care professional as allowable by law is required. **The examination, along with titer results and immunizations must be complete and on file with the ACCE prior to the first day of classes.** Students who do not have all of the completed documentation on file by the date instructed in the acceptance letter and program orientation will forfeit their seat in the program. Physicals cannot be older than four months from the first day of classes. The PTA program requires an accurate, current, and complete student file for a student to participate in laboratory and clinical education. Records will be kept in the student's clinical education file.

Students must also retain all copies in their PTA Professional Portfolio.

The physical examination requires following titer and immunization information. Students are responsible for keeping this information current. Students should allow 5-7 days for approval after turning in any form/updated documentation, or submitting an updated physical form. When a student is readmitted to the PTA program, a new physical examination (within four months from re-entry) must be submitted and additional immunization/titer records may be required. A new criminal background check and drug screen will also be required.

For additional information for possible locations and costs for physicals and immunizations/titers for health careers students, an information sheet can be obtained in the Health Careers division office. The following are required for all PTA students:

- **Measles (Rubeola) Titer***
- **Mumps Titer***
- **Rubella Titer***
- **Varicella Titer***: In accordance with local hospital policy, a student who has not had Chickenpox must report a known exposure to chickenpox. The student may not be in contact with patients/clients between day 10 and day 21 after being exposed.
- **Tetanus Booster:** (Must be within the last 10 years)
- **QuantIFERON-TB Gold Blood Test** Student must complete this annually. Students who have a history of a positive TB test should contact the county health department for a screening process, which may include a chest x-ray. Students then must have an annual screen in lieu of an annual TB test.
- **Hepatitis B series – Must have all three injections or has initiated the sequence of injections**
Effective December 1991, the Occupational Safety and Health Administration (OSHA) issued a blood borne pathogen standard that requires employers to provide hepatitis B vaccination to employees who could be “reasonably anticipated” to face contact with blood and other potentially infectious materials. As a student enrolled in a health program at Kankakee Community College, it is recommended that you receive the hepatitis B vaccination series. The hepatitis immunization is a series of three injections. The injections are given over a six-month period; the first month, second month, and sixth month. The facilities noted above will administer the hepatitis B series to KCC health career students for an at-cost charge. Students will be expected to pay at the time of each injection, unless otherwise specified.

The Hepatitis B waiver form, included in the PTA acceptance letter packet, must be submitted and is retained in the student’s file. If the student opts not to get the hepatitis B immunization, he/she/they must sign the waiver. Please note: some clinical facilities require the Hepatitis B immunization. It is the student’s responsibility to meet facility requirements for clinical placement.

- **Influenza A vaccination:** Required annually, specifically received during flu season

*** Lab results must be attached with the physical form. If any titer result indicates Equivocal or Not Immune, the student must get the immunization and provide documentation.**

CPR Certification

Students are required to obtain CPR (Cardio-pulmonary Resuscitation) certification through the **American Heart Association – BLS for the Healthcare Provider**. Each student is expected to arrange for and schedule their participation in a CPR course at a time when not scheduled for classroom or clinical experiences. **Students must submit documentation (copy of certification card) to the PTA Program ACCE.** Students are responsible for maintaining a current CPR certification and submit a copy of the card to the ACCE to keep in the student’s file in the PTA program.

Drug Testing and Criminal Background Check Procedure

It is the policy of KCC to adhere to all policies of clinical facilities with which the College affiliates for student clinical education experiences. Some facilities require drug testing and criminal background checks for students enrolled in a health career program.

submitted and is retained in the student's file. If a student's health insurance status changes during the course of the program, the student should request a new form from the ACCE to update his/her file. Please note: some clinical facilities require the Hepatitis B immunization. It is the student's responsibility to meet facility requirements for clinical placement.

Health Status (applies to all components of the curriculum)

Students are expected to abide by the PTA program Absence/Illness/Injury Policy Statement during all clinical practicums and laboratory courses. The student shall notify the facility and the course instructor/ACCE of any health conditions that pose an identifiable risk to patients or any changes in their health status that is confirmed before or during the clinical practicum experience. In the event a student experiences a change in health status, the student must notify the PTA Program Director and/or course instructor immediately and submit a **Change in Health Status and Medical Release to Return to Lab/Clinical Practicum** ([Appendix H](#)) and any follow-up documentation completed by his/her physician/health care provider to keep on file in the PTA program. Students may not participate in clinical activities with any type of restriction.

Substance Abuse

Students who are suspected, in the judgment of KCC faculty and/or administrators, to be under the influence of drugs, alcohol or other behavior altering substances while in class, lab, clinical setting or other college-sponsored activities may be tested without notice according to Board-approved procedures. Failure to comply with the college procedure for testing will result in disciplinary action.

Any student who has been dismissed from a clinical facility by a Clinical Instructor must report to the ACCE prior to returning to the clinical experience. The ACCE will notify the Program Director. See Code of Campus Affairs & Regulations 17.0 in the KCC Catalog.

Medication

A student should take medication (prescription or over-the-counter) only as directed and upon the advice, prescription, and supervision of a physician or other health care provider allowable by law and should inform, and may be required to inform, the instructor, Program Director and/or ACCE when he/she/they is taking any drug so that the instructor is in a knowledgeable position should an emergency situation arise. Any medication that may affect the student's ability to think clearly and perform safely will result in the student being excused from the classroom, lab, or clinical until no longer taking the medication. A student will not be allowed in the clinical facility under the influence of a narcotic medication.

Students in KCC's PTA program are strongly encouraged to avoid the use of drugs which affect the central nervous system unless the drugs are taken under the prescription and supervision of a physician. Such drugs can affect one's psychomotor abilities and consequently jeopardize the welfare and safety of the patient/client and decrease your ability to behave effectively in the program. In accordance with the Standards for Ethical Conduct for the Physical Therapist Assistant, the PTA student shall not take any harmful drugs.

Pregnancy

Pregnancy should be reported to the ACCE and Program Director as soon as it is suspected or verified. Though the student's right to privacy is recognized and respected, it is important that the faculty be aware of the situation so as to inform the student of and give the best possible protection against the environmental dangers that may be encountered in the laboratory and/or clinical setting. The ACCE will consider the student's pregnant status when making clinical assignments. Students must be able to safely complete all clinical requirements within the practice setting; clinical placement is not guaranteed when pregnant.

A student who is pregnant and chooses to remain in the program will do so at her/their own risk. The student will be asked to sign a form verifying that she/they is aware of the possible dangers to herself/themself and the fetus, and to release cooperating health care facilities and KCC from all liability and damages that may arise by continuing in the PTA program while pregnant. The student will be required to obtain medical clearance to continue in the program [See the **Change in Health Status and Medical Release to Return to Lab/Clinical Practicum Form** in [Appendix G](#)]. Forms can be

obtained from program faculty.

Latex Allergy

Student with a latex allergy, or other known allergy that may affect their participation in a clinical practicum experience are responsible for notifying their Clinical Instructor prior to attending the clinical experience.

Standard Precautions (applies to all components of the curriculum)

The student will be instructed in the Federal OSHA (Occupational Safety and Health Administration) blood borne pathogens standards, standard precautions (preventing transmission) and TB precautions prior to potential risks. Clinical sites may require additional health records and training (further information provided in specific classes). Standard precautions should be maintained in the classroom and clinical setting at all times.

- In the event of a significant exposure (e.g. an occupational incident involving eye, mouth, other mucous membrane, not-intact skin, or contact with blood or other potentially infectious material including saliva), the student must report the incident immediately to their Clinical Instructor at the clinical facility as well as the PTA Program ACCE at the College.

Off-Campus Safety Procedures

Policy: It is the policy of the Physical Therapist Assistant program to ensure the safety of persons associated with the program which may include; faculty, staff, students, and visitors. All on-campus safety and professional conduct expectations hold true off-campus as well as on-campus.

I. Clinical Practicum Experiences

1. Students are expected to abide by all policies and procedures as outlined in the KCC College Catalog and PTA Student Guidebook.
2. In addition, students are expected to comply with all clinical facility specific policies and procedures, specifically as relates to safety of themselves and their patients.
3. Any incidents related to student safety and/or behavior during Clinical Practicum experiences should be documented using the Coaching/Mentoring Form and Documentation of PTA Student Behavior form which is available in the PTA Program office.
4. In the case a student has an injury/incident while participating in a Clinical Practicum Experience, the following procedures should be followed:
 - a. If a student is injured while participating in off-site clinical experience/practicums, the student will notify their Clinical Instructor and PTA program faculty immediately.
 - b. If the student is unable to notify the PTA program faculty due to the nature of the injury, the Clinical Instructor will notify the PTA program faculty as soon as possible.
 - c. The student and/or Clinical Instructor are responsible for any facility required reporting/documentation of the Injury/Accident/Exposure. The CI will provide the ACCE with timely and appropriate documentation of the occurrence and in accordance with the clinical facility policy.
 - d. If the facility does not have an injury/incident form for documentation purposes, the ACCE or course instructor will document the incident using the KCC Incident-Injury Report Form to keep on record in the student's file.
 - e. If the student requires or wishes to receive medical care, he/she/they will call and visit their health care provider or the emergency department. It is recommended that students maintain major health insurance throughout their enrollment in the PTA program and are financially responsible for any medical care, treatment, or examination the student may seek while a student in the PTA program.
 - f. Incident-Injury Report Forms will be used by the PTA program to identify causes of injury and address any pertinent corrective action by the student, clinical facility or PTA program.

II. Observation Experiences/ ICE/ "Field Trips"

1. Field Trips are planned learning experiences that are scheduled by program faculty and occur in clinical settings, facilities, agencies, and/or organizations not directly affiliated with Kankakee Community College for the purposes of "real-world" observation or laboratory practice of activities not available in the classroom or laboratory at KCC. Field Trips are typically scheduled during the regularly scheduled class session, and may meet in place of the regularly scheduled class/lab.
2. Field Trips are believed to enhance the academic experience and offer observation or laboratory practice of activities not available in the classroom or laboratory at KCC. Field Trips may also include activities such as professional

- meetings, seminars, courses, or conferences that are scheduled in place of and meet during the regularly scheduled class session. Direct patient care might occur in observing a health care worker such as a physical therapist, physical therapist assistant, orthotist/prosthetist, or other skilled health care provider in the clinical setting during direct patient care or providing direct care with 100% supervision from a physical therapist or physical therapist assistant
3. Field Trips do not include observations or activities outside of classroom/laboratory sessions for the purposes of out-of-class assignments.
 4. Program faculty are responsible for submitting a Request for Fieldtrip form for signature and approval.

During observation Experiences/ICE/Field Trips

The following procedure will be adhered to:

1. Program faculty are in charge and oversee the "Field Trip" experience.
2. Students are responsible for their own transportation to and from such experiences.
3. Program Faculty are responsible for learning the safety procedures specific to the site/agency being visited. These may include, but not limited to fire safety, severe weather procedures, unusual occurrence, and plans of egress.
4. Program faculty must inform all students of the pertinent and applicable safety procedures of the facility necessary to maintain a safe experience during the "Field Trip" experience.
5. Program Faculty and students are expected to demonstrate professional behavior and abide by KCC Code of Conduct and standards at all times.
6. All on-campus safety and professional conduct expectations hold true off-campus as well as on-campus.
7. Students should remember that when off-campus for learning experiences, we are guests of the facility and the facilities expectations will take precedence over those of KCC.

In the case a student has an injury/incident while participating in an off-site Observation Experience / "Field Trip," the following procedures should be followed:

1. If a student is injured while participating in a "Field Trip," the student, will notify the supervising instructor immediately.
2. The student and instructor will complete a KCC Incident-Injury Report Form as soon as possible after the incident/injury, but not later than 24 hours from the Incident/Injury, and return the form to the PTA Program Director.
3. If the student requires or wishes to receive medical care, he/she/they will call and visit their health care provider or the emergency department. It is recommended that students maintain major health insurance throughout their enrollment in the PTA program and are financially responsible for any medical care, treatment, or examination the student may seek while a student in the PTA program.
4. KCC Incident-Injury Report Forms will be used by the PTA program to identify causes of injury and address any pertinent corrective action by the student or PTA Program, or other corrective action/recommendation.

Personal Phone Calls

Students should inform their families and child care personnel where they are in case of an emergency. This includes the name of the clinical facility and the clinical instructor during clinical practicums. Students should not receive "non emergency" phone calls or visitors during a class or clinical experience time, nor should students make non-emergency phone calls from the clinical facility. Personal phone calls or checking messages should only be made during appropriate times, such as during break. Students should use their personal cell phone to make personal calls from clinical facilities. Students may not carry cell phones while treating patients/clients.

Clinical Supervision

Physical Therapist Assistant students may be supervised by a licensed physical therapist assistant (PTA) or physical therapist (PT). When a licensed PTA is the clinical instructor, a PT must be on-site (in some cases supervision by the PT must be line-of site) for the duration of the clinical education experience, per the Illinois State Practice Act. Students are not allowed to provide patient interventions when a PT is not on site or if the assigned clinical instructor is absent, unless other appropriate arrangements have been made. If the student arrives to the clinical facility and there is not a PT on site, the ACCE is to be notified immediately to discuss the situation and options.

Patient/Client Rights

Patients/clients have the right to know that they are being treated by a student and may refuse treatment by the student. The CI has the responsibility to obtain patient consent for treatment provided by the student and to introduce the student as such. Additionally, students are required to introduce themselves to patients/clients, staff and others as a "Student Physical Therapist Assistant" at all times and receive informed consent from the patient prior to treatment. Should a patient/client pursue their risk-free right to refuse treatment from a PTA student, this should graciously be acknowledged and communicated with the clinical instructor (CI). It is the student's responsibility to coordinate with the CI to develop an alternative plan for the patient's care.

Clinical Facility Rights

Any clinical facility has the right to refuse a clinical practicum schedule to students and program faculty. Students and clinical faculty may request to see the Clinical Affiliation Agreement developed between the clinical facility and KCC for further details regarding clinical facility rights. Such requests should be directed to the ACCE.

Termination of a Clinical Practicum Experience

A clinical practicum experience may be terminated for any of the following reasons, but is not limited to:

1. Unsatisfactory performance; including unsafe behaviors, attendance issues, or behavioral concerns.
2. Health status that is detrimental to the successful completion of the clinical practicum
3. Determination that continuance in the practicum is not in the best interest of the facility, KCC, or the student.

When a CI and/or ACCE or course instructor recommend a student be withdrawn from a clinical experience as a result of one of the situations listed above, the following procedure should be followed:

1. The CI will document the incident(s) using the Coaching/Mentoring Form and Documentation of PTA Student Behavior ([Appendix O](#)) and notify the ACCE or course instructor immediately.
2. The student will meet with the CI and/or SCCE and the ACCE and/or course instructor. A written document will be drawn up by the ACCE or course instructor defining the problem(s) with action plans within a given time. This document will be reviewed with the student and he/she/they must sign the document to acknowledge it has been reviewed with him/her/them. Failure to comply with the conditions set forth in the agreement may result in an additional clinical requirement or dismissal from the Clinical Practicum.

If a student is removed from the clinical setting, the ACCE or course instructor reserves the right to determine whether the student will be counseled/coached, tutored in problem areas, rescheduled in another facility, or recommended for dismissal from the Program. Students have the right to appeal this decision following the appropriate appeals processes for the College.

Please note: A Clinical Instructor has the right to withdraw a student from the clinical facility, but not from KCC's PTA program.

PTA Program Safety Policies and Procedures

Safety Policy Statement: A high priority of the PTA program is to ensure the safety of all students and all those associated with the PTA program during all classroom, laboratory, and clinical experiences. Students in the PTA program should be familiar with campus security procedures outlined in the KCC College Catalog while on campus, as well as the facility's safety procedures during field trips and clinical practicums. It is the instructor's responsibility to make students aware of facility safety procedures when off-campus. In the event of an incident on-campus, the instructor/faculty will notify the appropriate persons to report and document as required.

I. GENERAL PTA PROGRAM SAFETY GUIDELINES

1. Adhere to all Kankakee Community College safety policies.
2. Request additional help in lifting or transferring heavy or awkward objects, materials and supplies. Use proper body mechanics at all times including when lifting, pushing and pulling.
3. Use all equipment for its intended use only.
4. Report all defective equipment to the Program Director/Program Faculty who will then notify the Biomedical Technician or Maintenance/Physical Plant with work order for repair.
5. Remove malfunctioning/defective equipment from service; identify it as not in working order and notify the PTA program faculty.

6. All exits shall be identified as such, and will be accessible. Doorways shall remain unobstructed and fire doors shall be free from obstructions.
7. Storage areas will be kept neat, organized and orderly.
8. Shelving, files and heavy equipment will be properly anchored and secured to prevent tipping or falling.
9. Hazardous substances will be stored and disposed of in accordance with label and Material Safety Data Sheets (MSDS) instructions. MSDSs will be available for all hazardous substances in the work areas where they are used (if applicable).
10. All areas of faculty, staff, student and visitor traffic will be kept free of obstructions, wires or cords, with all exposed cords appropriately secured and maintained.
11. Any visitor to the PTA program is expected to behave in a manner that is considerate of KCC faculty and staff, pose no threat to faculty or staff and comply with the safety policies and procedures of Kankakee Community College. Visitors not willing to comply with KCC's safety policies and procedures will be asked to leave the premises.
12. Campus Security should be called immediately to assist with suspicious persons or visitors unwilling to follow KCC policies.
13. Program faculty will follow lock-up procedures established by Campus Security.

II. PTA SKILLS LAB (W108 and Prairie Room - W109)

The PTA Lab area is a very important learning area. Students are encouraged to seek opportunities to expand their skills through the safe use of the lab. To ensure safety and respectful use of the lab and equipment, the following policies have been identified:

1. A student should not be in the PTA lab alone without the prior knowledge and approval of the PTA program faculty.
2. Students may study in the lab, including the handling of equipment for studying purposes, but when practicing with mechanical equipment students must not press "start" or applied on oneself or each other without the instructor or a designated lab assistant/tutor present.
3. The lab is not a place for "horseplay."
4. All equipment is to be treated with respect. Any malfunction or safety concerns are to be reported to program faculty. Please tag-out the item (do not use and date) until the item/equipment can be assessed by program faculty.
5. All equipment should be unplugged and returned to its proper location after use.
6. The lab is to be kept neat and tidy; this is everybody's responsibility.
7. Tables and mats should be wiped down after lab learning experiences.
8. Only "dirty" linens are to be placed in dirty linen containers. Students are encouraged to reuse linens for their own use until soiled. Linens should not be used by multiple students or reused if the student is ill.
9. Students who tend to be "cold natured" are encouraged to bring a blanket or "throw" from home. PTA linens or patient blankets are NOT to be used in the classroom without permission from the instructor.
10. Students are not to have food/drink during lab learning experiences.
11. No equipment or supplies can be removed from the lab without written permission.
12. Students who are given written permission to use equipment or supplies outside of the lab area must "check-out" the equipment from PTA program faculty and become responsible for the equipment. Students must then "check-in" the equipment within the designated time. Students are responsible to replace lost or damaged equipment.
13. No children or guests in the lab area unless permission is obtained from the instructor.
14. Students should only practice skills and interventions they have previously learned in class or demonstrated on each other under the supervision of the instructor.
15. Students who have received check-off of a particular skill on the Skills Check-List may be asked to supervise and demonstrate techniques during class or open lab sessions.
16. Each faculty member and student is to follow standard precautions when patient contact, student contact, or educational situation requires it.
 - Faculty/students must wear gloves when handling any body secretions.
 - Faculty/students must wear appropriate personal protective equipment, including gowns and/or protective face device when the possibility of splash/spill of body secretions exist.
 - Faculty/students must demonstrate good hand-washing techniques.

17. The PTA lab is for your use. However, students must check with the PTA program faculty or Health Careers administrative assistant to determine when the lab is available, if not during scheduled lab or open lab sessions.

III. Campus Security (PTA/Health Careers Policy)

Security patrols the campus 24 hours a day, seven days a week. Emergency routes are posted in KCC classrooms and labs. Please refer to KCC's Emergency & Safety procedures for further details. Campus security information is also available online at www.kcc.edu/ by navigating to Community and then Campus Security. The following highlight emergency contact information for Campus Security:

- **Emergencies:** Police/Fire/Ambulance – 911, or dial ext. x5555 (security) from any campus phone or 815-802-5555 from an off-campus phone.
- **Non-emergencies:** Day: 815-802-8170, After 4:30 p.m.: 815-802-8100, Weekends: 815-939-7087.
- a. **Campus Security:** 815-802-8195; Security Office: 815-802-8199

IV. Incident/Injury (PTA/Health Careers Policy)

1. Visitor Incident/Injury
 - a. Faculty/staff must inform visitors of their rights/responsibilities prior to participating in any learning experience
 - b. Whenever a visitor sustains actual or possible injury while on KCC property within the PTA program, the instructor will be immediately notified who will then contact the Campus Security or Police/Fire/Ambulance (911) based on the nature of the injury.
 - c. Campus Security should be called to assist in the investigation of any visitor injury requiring immediate medical attention.
 - d. If the injured individual requires or wishes to receive medical care, he/she/they will call and visit their health care provider or an emergency medical provider. In the event the injured cannot make the call, an ambulance will be called for them.
 - e. Campus Security and/or Program Faculty are responsible for completing an Incident-Injury Report Form. (O:/Share/KCC/Human Resources/Incident-Injury-Report Form) as soon as possible after the injury, but not later than 24 hours from the Incident/Injury, and return the form to the PTA Program Director who will forward it on to the Director of Facilities and Campus Security.
2. Student Incident/Injury
 - a. If a student is injured while participating in classroom or laboratory practice, the student will notify the program faculty immediately.
 - b. If the student requires or wishes to receive medical care, he/she/they will call and visit their health care provider or an emergency medical provider. If the student is unable to make the call, an ambulance will be called for them. Students are responsible for maintaining major health insurance throughout the program and are financially responsible for any medical care, treatment, or examination the student may seek while a student in the PTA program.
 - c. The student and Program faculty will complete an Incident-Injury Report Form (O:/Share/KCC/Human Resources/Incident-Injury-Report Form) as soon as possible after the incident/injury, but not later than 24 hours from the Injury/Exposure, and return the form to the PTA Program Director.
 - d. The Incident-Injury Report Form will be used by the PTA program to identify causes of injury and address any pertinent corrective action by the student or PTA program.
 - e. All forms, whether completed by Campus Security or the PTA program will be submitted to the Director of Facilities and Campus Security.
 - f. The PTA Program Director should also be notified and a **Change in Health Status and Medical Release to Return to Lab/Clinical Practicum** form completed.

Channels of Communication and Problem Resolution (PTA/Health Careers Policy)

The faculty believes that the following of the proper channels of communication is conducive to good interpersonal relationships and the prevention or solving of problems. In addition, it is believed that problems are best resolved at the level on which they occur. The student is expected to follow the proper channels of communication when dealing with peers and faculty.

Should a problem occur between students, the students are expected to resolve the problem themselves. They may seek guidance from faculty or other KCC resources regarding how to handle the problem, but attempts at resolving the problem should occur between the involved students in an adult and professional manner. If after a reasonable attempt, the problem has not been resolved, the students should bring the problem to the attention of the appropriate faculty member. Should resolution of the problem not occur after faculty involvement, the Program Director and/or the Associate Dean of Health Careers should be consulted by the students and the involved faculty member.

Problems which occur between a faculty member and a student must first be dealt with by the student and the faculty member. If resolution does not occur after a reasonable length of time, the PTA Program Director and/or Associate Dean of Health Careers should be consulted. Either the student or faculty member may initiate involvement of the PTA Program Director/Associate Dean of Health Careers.

Problems which occur during a clinical experience between a student and Clinical Instructor, other staff member, or patient should also be attempted to be resolved between the involved individuals first. Such issues or concerns should be brought to the attention of the ACCE as soon as possible. The ACCE will provide the necessary guidance and/or leadership for resolution of the problem and consult the Site Coordinator of Clinical Education (SCCE) and PTA Program Director as needed.

The PTA Program faculty may involve the Associate Dean of Health Careers, Vice President for Instructional and Student Success, Dean of Student Services, Associate Dean of Health Careers and other appropriate college officials in any situation in which their involvement is deemed necessary.

Program Complaint Policy:

It is the policy of the Physical Therapist Assistant program to welcome comments, suggestions, ideas, and constructive criticism as part of continuous and systematic program evaluation and improvement.

Program Complaint Statement:

Individuals formally or informally affiliated with KCC have the right to express their concerns regarding the PTA program, or any of its affiliates. The PTA program supports the chain of command that encourages any individual with a concern, complaint, or problem to address the issue with the involved person first. Should a resolution of the problem not occur after reasonable attempt, or within a reasonable amount of time, the PTA Program Director should be notified. If the complaint pertains to the PTA Program Director, the complaint should be taken to the Associate Dean of Health Careers. If a complaint is related to the clinical education component of the curriculum, the Academic Coordinator of Clinical Education (ACCE) should be notified in addition to the Program Director.

The following procedures for formal complaints involving the PTA Program provide a means for individuals to share their complaints or concerns that fall outside of due process. For the purpose of this reporting requirement, the PTA program considers as formal complaints only those which are written and mailed or delivered to the offices of the PTA Program Director or the administrative office(s) responsible for the program.

If the nature of a concern falls into the possibility of a formal complaint to the program's accrediting body, contact the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 N. Fairfax St., Alexandria, VA 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org/>.

1. Students

The PTA program will follow the Formal Student Complaint Policy outlined in the KCC College Catalog and can also be found online at www.kcc.edu.

A student who wishes to file a formal complaint/appeal/ grievance regarding an issue pertaining to enrollment, attendance, or provision of services at Kankakee Community College shall first meet with the program division

associate dean/director to obtain the proper forms and be advised on the proper appeal process to be followed and the person with whom the process should begin.

2. Clinical Facility Complaint Procedure

A Clinical Instructor (CI) who feels they have a grievance concerning a student should first attempt to address the concern with the student and if the situation remains unresolved should then consult with the facility's Site Coordinator of Clinical Education (SCCE) and the program's Academic Coordinator of Clinical Education (ACCE). If a satisfactory solution cannot be reached, the complaint should be taken to the Program Director, Associate Dean of Health Careers, Vice President for Instructional and Student Success, or the college President, in that order. If the CI has a grievance concerning the PTA program, they should first address the concern with the ACCE and then with the Program Director.

3. Public Comment Policy

The grievance/due process policies at KCC provide a voice for current and prospective students, employees, and other affiliated persons. Individuals who do not have a formal affiliation with KCC or the PTA program also are welcome to provide comments or complaints according to the Public Comment Policy regarding concerns/complaints that fall outside of due process. This policy can be found online on the PTA Program page of the KCC website.

You can become an even more excellent person by constantly setting higher and higher standards for yourself and then by doing everything possible to live up to those standards.

~ Brian Tracy

PRACTICING YOUR CHOSEN PROFESSION

Graduates of the PTA program will ultimately be valued members of the community as they grow and recognize the importance of their roles in the patient-caregiver team and within the profession of physical therapy. Graduates have an opportunity to make an impact, and a memorable difference in the lives of others with every patient/client interaction, and ultimately produce change in the physical therapy practice, the profession, and/or society. This is not completed with graduation, but rather it is just the beginning. Life long learning is a responsibility we all have in the physical therapy profession.

Licensure

Licensure is the granting of a license (or a permission for someone to do something). For example, the granting of a license to a PTA allows him/her to legally practice physical therapy under the direction and supervision of a licensed physical therapist. The intent of licensure of PTs and PTAs in Illinois is intended to protect the public by assuring a minimum level of competence.

In Illinois, individuals must be licensed to practice physical therapy. Individuals who want to be licensed as a PT or PTA do so by completing specialized education and passing an examination, or by having their credentials accepted from another state where they have already been licensed.

The State of Illinois, through the Department of Financial and Professional Regulation (IDFPR), Division of Professional Regulation (DPR) is responsible for issuing licenses and disciplining licensees. IDFPR is the only agency that performs the functions of issuing licenses, verifying licensure and answering questions about the pending status of licenses in Illinois. Learn more about the roles and responsibilities of IDFPR online at www.idfpr.com

Applying for and Steps to Taking the NPTE-PTA

The physical therapist assistant (PTA) examination is intended to assess basic entry-level competence of the candidate who has graduated from an accredited program for physical therapist assistants or has met equivalent requirements set by a licensing authority for physical therapist assistants

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 and deadlines visit the FSBPT website, [http://www.fsbpt.org/SecondaryPages/ExamCandidates/NationalExam\(NPTE\)/DatesandDeadlines.aspx](http://www.fsbpt.org/SecondaryPages/ExamCandidates/NationalExam(NPTE)/DatesandDeadlines.aspx) . Candidates who do not meet a registration deadline or are not approved by the jurisdiction approval deadline must wait until the next fixed-date exam.

The PTA program prepares students to be eligible to take the licensure examination upon completion of the program but does not guarantee passing the licensure examination or licensure as a PTA.

For information regarding specific qualifications required of the applicant, application procedures, and licensure requirements and fees, an applicant must contact the licensing authority in the state in which he/she/they is seeking licensure. In Illinois, application for licensure is a dual application process through the Federation of State Boards of Physical Therapy [FSBPT] and Continental Testing Services [CTS]. For more information, applicants should contact the Illinois Department of Financial and Professional Regulation at www.idfpr.com. The Illinois Physical Therapy Association (IPTA) website at www.ipta.org also provides detailed information. Two important resources for application instructions include:

1. Candidate Handbook: <https://www.fsbpt.org/FreeResources/NPTECandidateHandbook.aspx>
2. Instruction Sheet: <http://www.idfpr.com/renewals/apply/forms/pt-ex-in.pdf>

Applying for the NPTE-PTA is a dual-step registration process.

- Register, including paying associated fees, from the licensing authority of the jurisdiction in which you are seeking licensure. For Illinois, this is Continental Testing Services: <http://www.continentaltesting.net/ProfDetail.aspx?Entity=2&ProfID=31> . ***The PTA program will complete and submit the ED-PT letter to Continental Testing Services. The student is responsible for all other application components.
- Register, including paying associated fees, for the examination on FSBPT's website at <http://www.fsbpt.org>.

- If you have a documented disability, you may request special accommodations to take the examination. Contact the licensing authority in the jurisdiction in which you are seeking licensure for details. You must request special accommodations at the time you register.
- Continental Testing Services or the jurisdiction licensing authority, will approve your eligibility and notify FSBPT.
- FSBPT will send you an "Authorization to Test" letter containing instructions on how to schedule an appointment with Prometric. Questions regarding registration processing may be directed to examregistration@fsbpt.org.
- Schedule an appointment for the examination with Prometric. You may schedule your appointment with Prometric by calling the number given in your "Authorization to Test" letter or you may schedule online at www.prometric.com. You must pay the associated fee to Prometric at the time you schedule your examination
- Sit for the examination at your chosen Prometric testing site. You must sit for the examination within your eligibility period as indicated on the "Authorization to Test" letter provided by FSBPT. If you do not sit for the examination, or withdraw your registration, within your eligibility, you will be removed from the eligibility list and will be required to begin the registration process again.

Applying for a PTA License in Illinois

Qualifications to apply for a license as a PTA in Illinois (According to the IL Physical Therapy Practice Act) (225 ILCS 90/8.1) (from Ch. 111, par. 4258.1)

- Must apply in writing, on forms prescribed by the Department (IDFPR), paid the required fees and:
 - Is at least 18 years of age and of good moral character. In determining moral character, the Department may take into consideration any felony conviction of the applicant, but such a conviction shall not operate automatically as a complete bar to a license;
 - Has graduated from a physical therapist assistant program approved by the Department and attained, at a minimum, an associate's degree from the program. In approving such a physical therapist assistant program the Department shall consider but not be bound by accreditation by the Commission on Accreditation in Physical Therapy Education. Any person who graduated from a physical therapist assistant program outside the United States or its territories shall have his or her degree validated as equivalent to a physical therapy assistant degree conferred by a regionally accredited college or university in the United States. The Department may establish by rule a method for the completion of course deficiencies; and
 - Has successfully completed the examination authorized by the Department. A person who graduated from a physical therapist assistant program outside the United States or its territories and whose first language is not English shall submit certification of passage of the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE) as defined by rule prior to taking the licensure examination.

Graduates who have had criminal charges against them, or have such charges pending, or other factors identified in their personal history or Health Care Worker Charged with or Convicted of Criminal Acts (CCA) form on their IDFPR Examination Application may not be permitted to take the licensure examination or practice physical therapy in the State of Illinois. Please refer to [Appendix P](#) to review the list of disqualifying offenses as well as [Appendix Q](#) for the personal history and CCA form questions on the Application for Examination.

In addition to the above information, applicants will be fingerprinted and photographed at the test taking site. Background checks may be done per the Health Care Worker Background Check Act (225 ILCS 461). If a student has questions about any of the above, contact the IDFPR before program completion:

State of Illinois, Department of Professional Regulation
 320 W. Washington
 Springfield, IL 62786
 217-782-8556 or 217-785-0800
www.idfpr.com

Practice Pending Licensure by Examination

According to the Illinois Physical Therapy Practice Act Rules

First time candidates making application for examination will receive notification from Continental Testing Services, Inc., advising them of the receipt and approval of their application for licensure. At that time, graduates of an accredited PTA program may practice in accordance with Section 90/2(2) of the Illinois Physical Therapy Act of 1987, so long that he/she/they has complied with all the provisions under Section 90/8 and 90/8.1, except taking the examination. Anyone **failing to pass examination shall not be permitted to practice physical therapy until such time as an examination has been successfully passed** by such person and has received the license to practice. You are required to take the examination within 60 days upon notification from the Federation of State Boards of Physical Therapy (FSBPT) of the Authority to Test (ATT). NO APPLICANT FOR LICENSURE PRACTICING UNDER PROVISIONS OF THIS PARAGRAPH SHALL PRACTICE PHYSICAL THERAPY EXCEPT UNDER DIRECT/ONSITE SUPERVISION.

Renewal

In Illinois, Physical Therapist Assistant licenses expire September 30 on odd numbered years and must be renewed through the Illinois Department of Federal and Professional Regulation (IDFPR). An individual, even a graduate of an accredited PTA program, cannot practice as a PTA in Illinois, and most states, without a license. Some states require evidence of a minimum amount of continuing education for a renewal of a license. It is the licensee's responsibility to be familiar with the state practice act and requirements for continuing education in the state(s) in which he/she/they is licensed. Remember also that continuing education is a professional responsibility of all PTAs. If practicing in Illinois, notify the Department of Professional Regulation of any address changes.

Credentials

In accordance with the Section 90/2 (2) of the Illinois Physical Therapy Act of 1987, after the effective date of the amendatory Act of 1990, no person shall practice or hold himself out as a physical therapist assistant unless he/she/they is licensed as such under this Act. A physical therapist shall use the initials "PT" in connection with his, her or their name, and a physical therapist assistant shall use the initials "PTA" in connection with his, her or their name to denote licensure under this Act.

Commonly, student physical therapist assistants use the initials "SPTA" to denote their student status for documentation purposes during clinical practicums.

State and National Professional Organizations

Membership in professional organizations is highly recommended as they provide a means for continued growth as a person and as a professional, continuing education, legal counsel, and many other benefits. Membership in the American Physical Therapy Association (APTA) which also Includes the Illinois Physical Therapy Association (IPTA) will begin your first semester in the PTA program. Once in the field, there are many professional organizations with which you may decide to become involved.

APTA

111 North Fairfax Street
Alexandria, VA 22314-1488
1-800-999-APTA (2782)
www.apta.org

IPTA

1010 Jorie Boulevard
Suite 134
Oak Brook, IL 60521
www.ipta.org

APTA Vision Statement for Physical Therapy

Physical therapy, by 2020, will be provided by physical therapists who are doctors of physical therapy and who may be board-certified specialists. Consumers will have direct access to physical therapists in all environments for patient/client management, prevention, and wellness services. Physical therapists will be practitioners of choice in patients'/clients' health networks and will hold all privileges of autonomous practice. Physical therapists may be assisted by physical therapist assistants who are educated and licensed to provide physical therapist directed and supervised components of interventions.

Guided by integrity, life-long learning, and a commitment to comprehensive and accessible health programs for all people, physical therapists and physical therapist assistants will render evidence-based services throughout the continuum of care and improve quality of life for society. They will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences.

While fully availing themselves of new technologies, as well as basic and clinical research, physical therapists will continue to provide direct patient/client care. They will maintain active responsibility for the growth of the physical therapy profession and the health of the people it serves.

APPENDICES

The following section contains supplement information to the content within the PTA Student Guidebook which should be valuable information for you. These appendices are not all inclusive. There is no way one Guidebook could present you all the information you will need to know to be successful in this program. Students are expected to search out answers to questions they have and research additional information to stay current. Forms are subject to be updated and changed from the date this Guidebook is printed. Please consult the PTA Program Director and/or faculty for any clarification and to ensure copies of the most current forms are obtained.

“Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful.”
-- Samuel Johnson

Student Printed Name: _____ KCC Student ID # _____

Student Guidebook Acknowledgement

I have received my copy of the PTA Student Guidebook and will become familiar with its contents. The policies, standards and guidelines as stated are acceptable to me and will give direction to my activities while in the PTA Program at Kankakee Community College. I have kept a copy for my future reference. I understand that the PTA Program faculty reserves the right to make additions or deletions to this Guidebook at any time. I will be given a written addendum to include in my Guidebook if any changes occur. Forms and Appendices in this Guidebook are also subject to change. I will consult the PTA Program Director as necessary for updated and current forms.

Signature _____ Date _____ Annual Review Initials _____ Date _____

PTA Student Commitment and Understanding of PTA Program Standards, Policies and Procedures

I have read and understand my Rights and Responsibilities as a PTA student, including the PTA Student Commitment Contract, and the program policies as stated in the KCC College Catalog and PTA Student Guidebook. I am responsible for all guidelines, policies, and procedures in these publications. It is my responsibility to ask for clarification where/when needed. I understand that failure to demonstrate professional conduct with honesty, integrity, and civility and to abide by these guidelines may result in dismissal from the PTA Program.

In addition, I understand that as a PTA student, I am expected to experience various physical therapy procedures and skills in the classroom, laboratory, and clinical settings. I am aware that KCC and program faculty will not be liable for any mental or physical consequences due to participation in laboratory or program activities. I also understand that the PTA program faculty reserves the right to change or amend this information at any time and will notify me accordingly.

Signature _____ Date _____ Annual Review Initials _____ Date _____

Statement of Confidentiality

I have been provided education on the Health Insurance Portability and Accountability Act (HIPAA) and have read and understand the contents in the HIPAA policy, Confidentiality Agreement, FERPA policy, Authorization and Consent for Release Agreement, Social Media, and the Standards of Ethical Conduct for the Physical Therapist Assistant of the American Physical Therapy Association. I have had the opportunity to ask questions. I understand that all KCC health career students and staff will be held accountable to maintaining the privacy of patients and confidentiality of patient information. In addition, I accept my responsibility and abide by the provisions of HIPAA and other governing confidentiality requirements.

Signature _____ Date _____ Annual Review Initials _____ Date _____

I authorize PTA program faculty to send necessary student information to assigned clinical facilities via mail, fax, email, or delivery.

Signature _____ Date _____ Annual Review Initials _____ Date _____

Consent and Release of Media Materials for Interview, Photographing, Audio/Videotaping and/or Website Use

I consent to interview(s), photography, and/or audio/videotaping related to my participation as a student at Kankakee Community College (KCC) and in the PTA program. I understand this material is property of KCC and may be used in present or in the future.

I waive any rights I may have to any claims for payment or royalties or to inspect or approve any of the materials taken by KCC, or the person/entity designated by it, in connection with the use of these materials, regardless of the purpose. I release KCC and/or its affiliate(s) from any liability by virtue of any blurring, distortion, alteration, optical illusion, or use in composite form whether intentional or otherwise, that may occur or be produced in the taking of the pictures, or in any processing toward the completion of the finished product.

Signature _____ Date _____ Annual Review Initials _____ Date _____

Essential Functions

I have read the Essential Functions of the Physical Therapist Assistant Student and hereby represent that I have the skills and abilities necessary to actively participate in the program to the fullest extent possible to meet program requirements. I understand that I must be capable of all physical and functional requirements throughout the program and I will notify the PTA Program Director and/or ACCE of any change in my health status.

Signature _____ Date _____ Annual Review Initials _____ Date _____

Clinical Education Agreement

I have read the Clinical Education-Student Responsibility Agreement and clinical education policies and procedures. I understand and comply with the requirements. Failure to comply could jeopardize my successful completion of clinical experience and the PTA Program.

Signature _____ Date _____ Annual Review Initials _____ Date _____

Program Progression and Policy for Health Career Programs Student Dismissal

I have read and understand the criteria for progression in and dismissal from the PTA program/Health Careers Division. I commit to ask questions and seek guidance from my instructors and program faculty as a self-directed learner to optimize my success in the program.

Signature _____ Date _____ Annual Review Initials _____ Date _____

If student under the age of 18: I, the parent/legal guardian of the above named student, have read the PTA Student Guidebook and understand the program standards, policies and procedures and the expectations of students in the PTA program.

Printed Name _____ Signature _____ Date _____

Kankakee Community College
Physical Therapist Assistant Program
PTA Student Commitment Statement

Prospective Physical Therapist Assistant (PTA) Student,

Kankakee Community College (KCC) values student success as it is a direct outcome of our mission *Enhancing quality of life through learning*. In addition, due to the demand for PTAs, both locally and nationally, and the limited seats available in KCC's PTA program, KCC places strong emphasis on the retention of students in the PTA program so that students' goals can be achieved and community demands for graduate PTAs can be met. It is very important KCC enrolls students who are motivated to become a PTA and able to successfully complete the program. Not only must students be able to handle the academic rigor, but students must also be able to balance the unique demands that come with PTA education.

The depth and breadth of a PTA education and the amount of knowledge and skills necessary to meet entry-level expectations are intense and high. Success in the PTA program requires effort, dedication, resources and time to meet all of the requirements. So that you may make a more informed decision regarding your acceptance to the PTA program, and in the spirit of full disclosure of the commitment to learning required by you to successfully complete a rigorous program, consider the following statements in order to ensure the PTA program is the best path for you at this time. If you cannot commit fully, it is suggested you reconsider your goals and options.

The following Commitment Statement with related clarification and details outlines each area of commitment you must have and show yourself, the faculty, fellow students, the KCC community and its health care partners. It is important you are able to commit to all areas without reservation to maximize your success in the PTA program.

Commitment Statement: **I am willing and able to commit to:** *(Must be able to check all boxes and commit to all areas.)*

An intense and rigorous, two year (5 semester) program of study with high academic standards

- Grading scale throughout the program: 100-93% A, 92-84% B, 83-75% C, 74-66% D, below 66% F. All courses must be completed with a grade of C or better.
- Written examinations require the application of learned information to various scenarios/situations. This requires a higher level of understanding of the material. Rote memorization of facts is not sufficient to effectively apply the material to real-life situations. In addition, students must earn an average score of 75% or better on ALL written exams and tests, or a 75% on the cumulative course final exam, in a core course before other graded activities are averaged into the course grade.
- Practical examinations must be passed with an 80% or better (two attempts maximum given per practical).
- Courses in the PTA program are not one and done – PTA courses build on foundational concepts and each other. Students are repeatedly required to use the information learned –integrating concepts and information from multiple courses/resources. Information learned in one course is fair game in any other course in the curriculum as it pertains to each course's content.
- Final exams are comprehensive and may cover one course or multiple courses. Students must successfully complete a Comprehensive Practical Exam in the final semester of the program prior to entering their intermediate/terminal clinical experiences. Students must also successfully pass a comprehensive written exam that culminates the entire program in order to graduate from the program.

Clinical education and excellence

- Locations and times vary. Students maintain the schedule of their clinical instructor.
- PTA Clinical Practicum I – Between 1st and second year, 3rd semester; 5 weeks; 40 hours/week (200 hours).
- PTA Clinical Practicum II – 2nd year, 5th semester (spring). 6 weeks; 40 hours/week (240 hours).
- PTA Clinical Practicum III – 2nd year, 5th semester (spring). 6 weeks; 40 hours/week (240 hours).
- Most clinical practicums will be located in Illinois and may require student relocation for the duration of the experience. Students can expect to travel up to 90 miles (from KCC Campus) for clinical practicums.

Studying effectively and completing the require work

- A proficiency-based curriculum often requires a new strategies of processing and learning information, new study skills and habits, and more effective test-taking strategies. Typically, reading and studying alone is not sufficient, and rote memorization will not lead to the level of understanding necessary to retain and apply learned information. Comprehension of the material and the ability to proficiently demonstrate knowledge and skills requires hands-on practice and group collaboration.
- Entry-level skills are expected to be practiced and refined. Entry-Level Skill Checklists and practicals are REQUIRED throughout the PTA program. Students are given time frames in respective courses to demonstrate proficiency in performing select skills. The majority of Entry-Level Skills Checklists occur outside of scheduled class time.
- Designated and committed study time beyond the classroom
 - Two (2) to four (4) hours of study time for each one (1) credit hour on a weekly basis. Typically, this breaks down to two (2) to three (3) hours of study for theory and one (1) to (2) hours of study for lab per each contact hour of class. (For example: PHTA1115 is a 5 credit hours and therefore plan to study 10 to 20 hours per week outside of class).
 - Additional time spent outside of the classroom/lab on a regular basis to master the necessary skills; a minimum of two (2) to three (3) hours per week. This may consist of occasional day, evening, and weekend hours.
- Students are highly encouraged to complete all assignments, ask questions and clarify information when needed, utilize faculty’s office hours, attend open skills labs regularly, and create weekly study goals that lead to academic success.

A standards- and proficiency-based curriculum

- Students must demonstrate proficiency (competency) of the knowledge and skills as they progress through the program. How and what is taught is determined by learning standards – and these standards are developed according to the standards and required elements set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE) for accredited PTA programs. According to CAPTE, students must demonstrate entry-level clinical performance prior to graduation (1C4) and meet the expected outcomes as defined by the program (1C5).
- Performance-based assessment requires students to use a higher level of problem solving and critical thinking skills, places the problem within a “real-world” context, either simulated or clinical scenario, and assesses the process and reasoning used to solve the problem as well as the attained solution.
- While most students are familiar with traditional grading systems with assignments and written exams, students in the PTA program are also assessed using practical exams, projects, and presentations. Students must not only have an understanding of the information but also be able to demonstrate the required skills to meet proficiency expectations.

Good physical and mental health

- Physical therapy is a physically- and mentally-demanding profession that requires clinicians to be in good general health and physically, mentally and emotionally able to perform the *Essential Functions*, with or without reasonable accommodation.
- Students must maintain accurate, current, and complete health records on file in the PTA program in accordance with the requirements of the program and/or assigned clinical facility in order to participate in laboratory and clinical education.
- Students must maintain good overall health, and notify the PTA ACCE and/or Program Director of any changes.
- Staying balanced is not only important for success in the PTA program but in LIFE! Celebrate the successes along the way and keep focused on the goal.
- Pursuing an education in physical therapy allows students to develop intellectually as well as emotionally for an overall well-balanced intelligence – both intellectual intelligence (IQ) and emotional intelligence (EQ) are essential to personal and professional success and well-being.
- A strong support system is important – not only must students be committed to the decision to go to school and pursue the goal of becoming a PTA, but they must have family, friends, and loved-ones who endlessly support their endeavor too.

Social responsibility

- Designed to meet the mission and objectives of the PTA program and aligned with the expectations of CAPTE and the physical therapy profession, students must demonstrate an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.
- PTA students are expected to complete 20 service-oriented volunteer hours during the duration of the PTA program.

Professionalism and academic excellence throughout the duration of the PTA program

-
- Students must be able to support the mission, philosophy, values, goal and objectives of the PTA program and KCC.
 - Students must be able to comply with the professional standards policies and ensure all conduct is guided by the *Standards of Ethical Conduct for the Physical Therapist Assistant* of the American Physical Therapy Association (APTA).
 - Students must be able to embrace the values of the APTA: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility.
 - Civility is one of the fundamental characteristics expected of all PTA students. Students must respect each other and work together. Students are also expected to demonstrate cultural competence and proficiency in all interactions with others.
 - Students must complete a criminal background check without any disqualifying convictions and have a negative drug screen – Random background checks and drug screens may be required.
 - Students can make the investment toward their future career more worthwhile by attending class, lab, and clinical practicums regularly, being prepared, being prompt, being engaged and enthusiastic, and striving for excellence.
 - Commitment to lifelong personal and professional growth is essential and students are expected to pursue this commitment through ongoing self-assessment, career development and lifelong learning opportunities to improve knowledge, skills, and behaviors.

Success in the PTA program requires being able to commit fully and whole-heartedly to each and every part of the commitment statement. A weakness in one area creates a weakness in the chain and affects all other areas. If you are unable to commit to all areas, we strongly ask you to reconsider your enrollment in the PTA program at this time and ask yourself the following:

1. Why am I not able to check the box? What is it that bothers me or prevents me from being able to commit?
2. Do I need to adjust or rearrange my work schedule and/or personal life to be able to meet the demands and time commitment of this program? If so, am I able to do so? Are there any barriers to adjusting my work schedule or personal life I have or may encounter? If so, what are they and can I overcome them?
3. Does fear limit me and prevent me from checking a box? Can I overcome this fear?

If you are able to promptly check all areas of the commitment statement, or after further thought and consideration you are able to answer the above questions positively, sign the *PTA Student Commitment Contract* which is to be maintained in your student file in the PTA program. If you sign the commitment contract and are sincere about becoming a PTA and putting forth the effort, dedication, resources and time to meet all of the expectations and requirements of the PTA program, we encourage you to begin making plans and implementing the necessary steps and accommodations you will need to put into place to be successful. Now is not too early to gear up and prepare yourself, your family and your support system for this new phase in your life. If you are not able fulfill this contract on a consistent basis, coaching and mentoring actions will be taken and your success in the PTA program may be compromised.

We are excited to assist you reach your educational and professional goals. We meet your commitment to the PTA Program by committing to model academic and professional excellence, maintaining the rigor and quality of an accredited PTA program, and supporting your success in the program and preparing you for success in the physical therapy profession.

Much success!

PTA Program Faculty

Kankakee Community College
PTA Student Commitment Contract
Physical Therapist Assistant Program

100 College Drive • Kankakee, IL 60901-6505 • (815) 802-8800 • FAX: (815) 839-5200

PTA Student Commitment Statement:

I, (print name) _____, having been accepted to the PTA program at KCC am willing and able to commit to the following as represented by my initials. My initials in a box acknowledges my understanding of the commitment statement and signifies my full commitment.

- A 2 year (5 semester) program of study with high academic standards
- Clinical education and excellence
- A standards- and proficiency-based curriculum
- Good physical and mental health
- Studying effectively and completing the require work
- Social responsibility
- Professionalism and academic excellence throughout the duration of the PTA program

As part of my commitment to the PTA program, I commit to put forth the effort, dedication, resources and time to meet all of the expectations and requirements of the PTA program. I take full responsibility for my learning and agree to be an active and engaged learner. I will work to fulfill my educational goals to the best of my ability in order become a competent entry-level Physical Therapist Assistant who functions effectively under the direction and supervision of a Physical Therapist. I will abide by all guidelines and policies of the PTA program and Kankakee Community College and guide my behavior and attitude, both through my words and my actions, in accordance with the *Standards of Ethical Conduct for the Physical Therapist Assistant* of the American Physical Therapy Association (APTA). This means I commit to maintaining excellent attendance, punctuality, and doing my best work with quality and integrity at all times, as well as contributing positively to the program in all situations to maximize the learning environment for myself and other students. I commit to respecting all other students, faculty, instructors, staff, and others with whom I interact in my role as a PTA student at KCC. I will maintain open communication with the faculty. In return I will count on the commitment of the PTA program faculty and the KCC community to respect the talent, effort, and ideas that I bring to the PTA program. In so doing, the PTA Program faculty will model academic and professional excellence, maintain the rigor and quality of an accredited PTA program, and support my success in the program and prepare me for success in the physical therapy profession.

Student Name (print)

Student Signature

Date

Instructions: Highlight (circle) all criteria under each ability that describes behaviors you demonstrate. Be able to give an example. Use the highlighted areas to determine the level at which you *primarily* function in each ability.

Kankakee Community College
PHYSICAL THERAPIST ASSISTANT PROGRAM
100 College Drive • Kankakee, IL 60901-6505 • (815) 802-8816 • FAX: (815) 839-5200

PROFESSIONAL BEHAVIORS SELF-ASSESSMENT

General Instructions - Student

1. Read description and definitions of Professional Behaviors - page 2.
2. Become familiar with behavioral criteria for each level - pages 3 & 4.
3. Self-assess your performance continually relative to the Professional Behaviors using the behavioral criteria. At time of assessment, *highlight (circle or underline) the sample behaviors you feel you have consistently performed.*
4. Based upon your self-assessment, complete pages 5 & 6 of the Professional Behaviors following the specific instructions on each page.
5. During all Clinical Practicum experiences, you must complete a Professional Behaviors Self-Assessment at the end of the experience, prior to your final evaluation. Ask your Clinical Instructor to review and discuss your self-assessment, then sign page 6, signifying that they agree with your assessment.
6. Complete your professional development plan on page 7 based on your self-assessment. You may include feedback from program or clinical faculty.
7. Return entire packet to the instructor, or the ACCE in your Clinical Education Portfolio for an assessment performed during a Clinical practicum experience.

PLEASE NOTE:

1. The criteria provide examples of behaviors required for competence at a given level.
2. It is NOT necessary for the student to demonstrate all of the criteria to be considered competent at a given level. However, if a behavior is not highlighted because it is a problem area, comments are required on page 5.
3. Students will also perform the Professional Behaviors Self-Assessment throughout the course of the PTA program. Students may be asked to complete an assessment at midterm during clinical practicum experiences, or at the discretion of faculty.

Instructions: Highlight (circle) all criteria under each ability that describes behaviors you demonstrate. Be able to give an example. Use the highlighted areas to determine the level at which you *primarily* function in each ability.

Student _____

(Please Print)

Professional Behaviors for the 21st Century

2009-2010

Definitions of Behavioral Criteria Levels

Beginning Level – behaviors consistent with a learner in the beginning of the professional phase of physical therapy education and before the first significant internship

Intermediate Level – behaviors consistent with a learner after the first significant internship

Entry Level – behaviors consistent with a learner who has completed all didactic work and is able to independently manage a caseload with consultation as needed from clinical instructors, co-workers and other health care professionals

Post-Entry Level – behaviors consistent with an autonomous practitioner beyond entry level

Professional Behaviors	Beginning Level Behavioral Criteria	Intermediate Level Behavioral Criteria (Builds on preceding level)	Entry Level Behavioral Criteria (Builds on preceding levels)	Post-Entry Level (Builds on preceding levels)
<p>1. Critical Thinking: The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.</p>	<ul style="list-style-type: none"> ☐☐Raises relevant questions ☐☐Considers all available information ☐☐Articulates ideas ☐☐Understands the scientific method ☐☐States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion) ☐☐Recognizes holes in knowledge base ☐☐Demonstrates acceptance of limited knowledge and experience 	<ul style="list-style-type: none"> ☐☐Feels challenged to examine ideas ☐☐Critically analyzes the literature and applies it to patient management ☐☐Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas ☐☐Seeks alternative ideas ☐☐Formulates alternative hypotheses ☐☐Critiques hypotheses and ideas at a level consistent with knowledge base ☐☐Acknowledges presence of contradictions 	<ul style="list-style-type: none"> ☐☐Distinguishes relevant from irrelevant patient data ☐☐Readily formulates and critiques alternative hypotheses and ideas ☐☐Infers applicability of information across populations ☐☐Exhibits openness to contradictory ideas ☐☐Identifies appropriate measures 	<ul style="list-style-type: none"> ☐☐Develops new knowledge through research, professional writing and/or professional presentations ☐☐Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process ☐☐Weights information value based on source and level of evidence ☐☐Identifies complex patterns of associations ☐☐Distinguishes when to think intuitively vs. analytically ☐☐Recognizes own biases and suspends judgmental
<p>2. Communication Skills: The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.</p>	<ul style="list-style-type: none"> ☐☐Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting ☐☐Recognizes impact of non-verbal communication in self and others 	<ul style="list-style-type: none"> ☐☐Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences ☐☐Restates, reflects and clarifies message(s) 	<ul style="list-style-type: none"> ☐☐Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups ☐☐Presents persuasive and explanatory verbal, written or 	<ul style="list-style-type: none"> ☐☐Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning ☐☐Effectively delivers messages capable of

Instructions: Highlight (circle) all criteria under each ability that describes behaviors you demonstrate. Be able to give an example. Use the highlighted areas to determine the level at which you *primarily* function in each ability.

Professional Behaviors	Beginning Level Behavioral Criteria	Intermediate Level Behavioral Criteria (Builds on preceding level)	Entry Level Behavioral Criteria (Builds on preceding levels)	Post-Entry Level (Builds on preceding levels)
	<ul style="list-style-type: none"> ☐☐Recognizes the verbal and non-verbal characteristics that portray confidence ☐☐Utilizes electronic communication appropriately 	<ul style="list-style-type: none"> ☐☐Communicates collaboratively with both individuals and groups ☐☐Collects necessary information from all pertinent individuals in the patient/client management process ☐☐Provides effective education (verbal, non-verbal, written and electronic) 	<ul style="list-style-type: none"> ☐☐electronic messages with logical organization and sequencing ☐☐Maintains open and constructive communication ☐☐Utilizes communication technology effectively and efficiently 	<ul style="list-style-type: none"> ☐☐influencing patients, the community and society ☐☐Provides education locally, regionally and/or nationally ☐☐Mediates conflict
<p>3. Problem Solving: The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</p>	<ul style="list-style-type: none"> ☐☐Recognizes problems ☐☐States problems clearly ☐☐Describes known solutions to problems ☐☐Identifies resources needed to develop solutions ☐☐Uses technology to search for and locate resources ☐☐Identifies possible solutions and probable outcomes 	<ul style="list-style-type: none"> ☐☐Prioritizes problems ☐☐Identifies contributors to problems ☐☐Consults with others to clarify problems ☐☐Appropriately seeks input or guidance ☐☐Prioritizes resources (analysis and critique of resources) ☐☐Considers consequences of possible solutions 	<ul style="list-style-type: none"> ☐☐Independently locates, prioritizes and uses resources to solve problems ☐☐Accepts responsibility for implementing solutions ☐☐Implements solutions ☐☐Reassesses solutions ☐☐Evaluates outcomes ☐☐Modifies solutions based on the outcome and current evidence ☐☐Evaluates generalizability of current evidence to a particular problem 	<ul style="list-style-type: none"> ☐☐Weighs advantages and disadvantages of a solution to a problem ☐☐Participates in outcome studies ☐☐Participates in formal quality assessment in work environment ☐☐Seeks solutions to community health-related problems ☐☐Considers second and third order effects of solutions chosen
<p>4. Interpersonal Skills: The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.</p>	<ul style="list-style-type: none"> ☐☐Maintains professional demeanor in all interactions ☐☐Demonstrates interest in patients as individuals ☐☐Communicates with others in a respectful and confident manner ☐☐Respects differences in personality, lifestyle and learning styles during interactions with all persons ☐☐Maintains confidentiality in all interactions 	<ul style="list-style-type: none"> ☐☐Recognizes the non-verbal communication and emotions that others bring to professional interactions ☐☐Establishes trust ☐☐Seeks to gain input from others ☐☐Respects role of others ☐☐Accommodates differences in learning styles as appropriate 	<ul style="list-style-type: none"> ☐☐Demonstrates active listening skills and reflects back to original concern to determine course of action ☐☐Responds effectively to unexpected situations ☐☐Demonstrates ability to build partnerships ☐☐Applies conflict management strategies when dealing with challenging interactions 	<ul style="list-style-type: none"> ☐☐Establishes mentor relationships ☐☐Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction

Instructions: Highlight (circle) all criteria under each ability that describes behaviors you demonstrate. Be able to give an example. Use the highlighted areas to determine the level at which you *primarily* function in each ability.

Professional Behaviors	Beginning Level Behavioral Criteria	Intermediate Level Behavioral Criteria (Builds on preceding level)	Entry Level Behavioral Criteria (Builds on preceding levels)	Post-Entry Level (Builds on preceding levels)
	<ul style="list-style-type: none"> ☐☐ Recognizes the emotions and bias that one brings to all professional interactions 		<ul style="list-style-type: none"> ☐☐ Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them 	
<p>5. Responsibility: The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.</p>	<ul style="list-style-type: none"> ☐☐ Demonstrates punctuality ☐☐ Provides a safe and secure environment for patients ☐☐ Assumes responsibility for actions ☐☐ Follows through on commitments ☐☐ Articulates limitations and readiness to learn ☐☐ Abides by all policies of academic program and clinical facility 	<ul style="list-style-type: none"> ☐☐ Displays awareness of and sensitivity to diverse populations ☐☐ Completes projects without prompting ☐☐ Delegates tasks as needed ☐☐ Collaborates with team members, patients and families ☐☐ Provides evidence-based patient care 	<ul style="list-style-type: none"> ☐☐ Educates patients as consumers of health care services ☐☐ Encourages patient accountability ☐☐ Directs patients to other health care professionals as needed ☐☐ Acts as a patient advocate ☐☐ Promotes evidence-based practice in health care settings ☐☐ Accepts responsibility for implementing solutions ☐☐ Demonstrates accountability for all decisions and behaviors in academic and clinical settings 	<ul style="list-style-type: none"> ☐☐ Recognizes role as a leader ☐☐ Encourages and displays leadership ☐☐ Facilitates program development and modification ☐☐ Promotes clinical training for students and coworkers ☐☐ Monitors and adapts to changes in the health care system ☐☐ Promotes service to the community
<p>6. Professionalism: The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.</p>	<ul style="list-style-type: none"> ☐☐ Abides by all aspects of the academic program honor code and the APTA Code of Ethics ☐☐ Demonstrates awareness of state licensure regulations ☐☐ Projects professional image ☐☐ Attends professional meetings ☐☐ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers 	<ul style="list-style-type: none"> ☐☐ Identifies positive professional role models within the academic and clinical settings ☐☐ Acts on moral commitment during all academic and clinical activities ☐☐ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making ☐☐ Discusses societal expectations of the profession 	<ul style="list-style-type: none"> ☐☐ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary ☐☐ Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity ☐☐ Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or 	<ul style="list-style-type: none"> ☐☐ Actively promotes and advocates for the profession ☐☐ Pursues leadership roles ☐☐ Supports research ☐☐ Participates in program development ☐☐ Participates in education of the community ☐☐ Demonstrates the ability to practice effectively in multiple settings ☐☐ Acts as a clinical instructor ☐☐ Advocates for the patient, the community and society

Instructions: Highlight (circle) all criteria under each ability that describes behaviors you demonstrate. Be able to give an example. Use the highlighted areas to determine the level at which you *primarily* function in each ability.

Professional Behaviors	Beginning Level Behavioral Criteria	Intermediate Level Behavioral Criteria (Builds on preceding level)	Entry Level Behavioral Criteria (Builds on preceding levels)	Post-Entry Level (Builds on preceding levels)
			participation in activities that further education/professional development <input type="checkbox"/> <input type="checkbox"/> Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices <input type="checkbox"/> <input type="checkbox"/> Discusses role of physical therapy within the healthcare system and in population health <input type="checkbox"/> <input type="checkbox"/> Demonstrates leadership in collaboration with both individuals and groups	
7. Use of Constructive Feedback: The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.	<input type="checkbox"/> <input type="checkbox"/> Demonstrates active listening skills <input type="checkbox"/> <input type="checkbox"/> Assesses own performance <input type="checkbox"/> <input type="checkbox"/> Actively seeks feedback from appropriate sources <input type="checkbox"/> <input type="checkbox"/> Demonstrates receptive behavior and positive attitude toward feedback <input type="checkbox"/> <input type="checkbox"/> Incorporates specific feedback into behaviors <input type="checkbox"/> <input type="checkbox"/> Maintains two-way communication without defensiveness	<input type="checkbox"/> <input type="checkbox"/> Critiques own performance accurately <input type="checkbox"/> <input type="checkbox"/> Responds effectively to constructive feedback <input type="checkbox"/> <input type="checkbox"/> Utilizes feedback when establishing professional and patient related goals <input type="checkbox"/> <input type="checkbox"/> Develops and implements a plan of action in response to feedback <input type="checkbox"/> <input type="checkbox"/> Provides constructive and timely feedback	<input type="checkbox"/> <input type="checkbox"/> Independently engages in a continual process of self evaluation of skills, knowledge and abilities <input type="checkbox"/> <input type="checkbox"/> Seeks feedback from patients/clients and peers/mentors <input type="checkbox"/> <input type="checkbox"/> Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities <input type="checkbox"/> <input type="checkbox"/> Uses multiple approaches when responding to feedback <input type="checkbox"/> <input type="checkbox"/> Reconciles differences with sensitivity <input type="checkbox"/> <input type="checkbox"/> Modifies feedback given to patients/clients according to their learning styles	<input type="checkbox"/> <input type="checkbox"/> Engages in non-judgmental, constructive problem-solving discussions <input type="checkbox"/> <input type="checkbox"/> Acts as conduit for feedback between multiple sources <input type="checkbox"/> <input type="checkbox"/> Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients <input type="checkbox"/> <input type="checkbox"/> Utilizes feedback when analyzing and updating professional goals
8. Effective Use of Time and Resources : The ability to manage time and resources effectively to obtain the maximum possible benefit.	<input type="checkbox"/> <input type="checkbox"/> Comes prepared for the day's activities/responsibilities <input type="checkbox"/> <input type="checkbox"/> Identifies resource limitations (i.e. information, time, experience) <input type="checkbox"/> <input type="checkbox"/> Determines when and how much help/assistance is needed	<input type="checkbox"/> <input type="checkbox"/> Utilizes effective methods of searching for evidence for practice decisions <input type="checkbox"/> <input type="checkbox"/> Recognizes own resource contributions	<input type="checkbox"/> <input type="checkbox"/> Uses current best evidence <input type="checkbox"/> <input type="checkbox"/> Collaborates with members of the team to maximize the impact of treatment available <input type="checkbox"/> <input type="checkbox"/> Has the ability to set boundaries, negotiate,	<input type="checkbox"/> <input type="checkbox"/> Advances profession by contributing to the body of knowledge (outcomes, case studies, etc) <input type="checkbox"/> <input type="checkbox"/> Applies best evidence considering available resources and constraints

Instructions: Highlight (circle) all criteria under each ability that describes behaviors you demonstrate. Be able to give an example. Use the highlighted areas to determine the level at which you *primarily* function in each ability.

Professional Behaviors	Beginning Level Behavioral Criteria	Intermediate Level Behavioral Criteria (Builds on preceding level)	Entry Level Behavioral Criteria (Builds on preceding levels)	Post-Entry Level (Builds on preceding levels)
	<ul style="list-style-type: none"> ☐☐Accesses current evidence in a timely manner ☐☐Verbalizes productivity standards and identifies barriers to meeting productivity standards ☐☐Self-identifies and initiates learning opportunities during unscheduled time 	<ul style="list-style-type: none"> ☐☐Shares knowledge and collaborates with staff to utilize best current evidence ☐☐Discusses and implements strategies for meeting productivity standards ☐☐Identifies need for and seeks referrals to other disciplines 	<ul style="list-style-type: none"> ☐☐compromise, and set realistic expectations ☐☐Gathers data and effectively interprets and assimilates the data to determine plan of care ☐☐Utilizes community resources in discharge planning ☐☐Adjusts plans, schedule etc. as patient needs and circumstances dictate ☐☐Meets productivity standards of facility while providing quality care and completing non-productive work activities 	<ul style="list-style-type: none"> ☐☐Organizes and prioritizes effectively ☐☐Prioritizes multiple demands and situations that arise on a given day ☐☐Mentors peers and supervises in increasing productivity and/or effectiveness without decrement in quality of care
<p>9. Stress Management : The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.</p>	<ul style="list-style-type: none"> ☐☐Recognizes own stressors ☐☐Recognizes distress or problems in others ☐☐Seeks assistance as needed ☐☐Maintains professional demeanor in all situations 	<ul style="list-style-type: none"> ☐☐Actively employs stress management techniques ☐☐Reconciles inconsistencies in the educational process ☐☐Maintains balance between professional and personal life ☐☐Accepts constructive feedback and clarifies expectations ☐☐Establishes outlets to cope with stressors 	<ul style="list-style-type: none"> ☐☐Demonstrates appropriate affective responses in all situations ☐☐Responds calmly to urgent situations with reflection and debriefing as needed ☐☐Prioritizes multiple commitments ☐☐Reconciles inconsistencies within professional, personal and work/life environments ☐☐Demonstrates ability to defuse potential stressors with self and others 	<ul style="list-style-type: none"> ☐☐Recognizes when problems are unsolvable ☐☐Assists others in recognizing and managing stressors ☐☐Demonstrates preventative approach to stress management ☐☐Establishes support networks for self and others ☐☐Offers solutions to the reduction of stress ☐☐Models work/life balance through health/wellness behaviors in professional and personal life
<p>10. Commitment to Learning: The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.</p>	<ul style="list-style-type: none"> ☐☐Prioritizes information needs ☐☐Analyzes and subdivides large questions into components ☐☐Identifies own learning needs based on previous experiences ☐☐Welcomes and/or seeks new learning opportunities ☐☐Seeks out professional literature 	<ul style="list-style-type: none"> ☐☐Researches and studies areas where own knowledge base is lacking in order to augment learning and practice ☐☐Applies new information and re-evaluates performance ☐☐Accepts that there may be more than one answer to a problem 	<ul style="list-style-type: none"> ☐☐Respectfully questions conventional wisdom ☐☐Formulates and re-evaluates position based on available evidence ☐☐Demonstrates confidence in sharing new knowledge with all staff levels 	<ul style="list-style-type: none"> ☐☐Acts as a mentor not only to other PT's, but to other health professionals ☐☐Utilizes mentors who have knowledge available to them ☐☐Continues to seek and review relevant literature ☐☐Works towards clinical specialty certifications

Instructions: Highlight (circle) all criteria under each ability that describes behaviors you demonstrate. Be able to give an example. Use the highlighted areas to determine the level at which you *primarily* function in each ability.

Professional Behaviors	Beginning Level Behavioral Criteria	Intermediate Level Behavioral Criteria (Builds on preceding level)	Entry Level Behavioral Criteria (Builds on preceding levels)	Post-Entry Level (Builds on preceding levels)
	<input type="checkbox"/> <input type="checkbox"/> Plans and presents an in-service, research or cases studies	<input type="checkbox"/> <input type="checkbox"/> Recognizes the need to and is able to verify solutions to problems <input type="checkbox"/> <input type="checkbox"/> Reads articles critically and understands limits of application to professional practice	<input type="checkbox"/> <input type="checkbox"/> Modifies programs and treatments based on newly-learned skills and considerations <input type="checkbox"/> <input type="checkbox"/> Consults with other health professionals and physical therapists for treatment ideas	<input type="checkbox"/> <input type="checkbox"/> Seeks specialty training <input type="checkbox"/> <input type="checkbox"/> Is committed to understanding the PT's role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine) <input type="checkbox"/> <input type="checkbox"/> Pursues participation in clinical education as an educational opportunity

Assessment Instructions: Assess each ability based on your self-assessment (highlighted areas on previous pages) by circling the appropriate level of performance. Include comments to explain your response. In your explanation, consider personal strengths and limitations. Please sign and date the assessment.

B – Beginning Level

D – Developing Level

E – Entry-Level

P – Post Entry Level

Generic Ability	LEVEL OF PERFORMANCE	COMMENTS
1. Critical Thinking	B D E P	
2. Communication	B D E P	

Instructions: Highlight (circle) all criteria under each ability that describes behaviors you demonstrate. Be able to give an example. Use the highlighted areas to determine the level at which you *primarily* function in each ability.

Generic Ability	LEVEL OF PERFORMANCE	COMMENTS
3. Problem Solving	B D E P	
4. Interpersonal Skills	B D E P	
5. Responsibility	B D E P	
6. Professionalism	B D E P	
7. Use of Constructive Feedback	B D E P	
8. Effective Use of Time and Resources	B D E P	

Instructions: Highlight (circle) all criteria under each ability that describes behaviors you demonstrate. Be able to give an example. Use the highlighted areas to determine the level at which you *primarily* function in each ability.

Generic Ability	LEVEL OF PERFORMANCE	COMMENTS
9. Stress Management	<p style="text-align: center;">B D E P</p>	
10. Commitment to Learning	<p style="text-align: center;">B D E P</p>	

Student (please print): _____

Student's Signature: _____

Date: _____

Course Name: _____

Course Dates: _____

Clinical Instructor's Signature: _____

Date: _____

Professional Behaviors
Professional Development Plan

Student Name (please print) _____

Date of Assessment _____

Based on my Professional Behaviors Assessment, I am setting the following goals (goals should be SMART – specific, measurable, attainable, relevant/realistic, and time-bound) Should have a minimum of 3 goals.

To accomplish these goals, I will take the following specific actions/objectives:

Student Signature _____ Date _____

Kankakee Community College
ESSENTIAL FUNCTIONS OF A PTA STUDENT

PHYSICAL THERAPIST ASSISTANT PROGRAM
100 College Drive • Kankakee, IL 60901-6505 • (815) 802-8816 • FAX: (815) 839-5200

Essential Functions of the PTA Student

Kankakee Community College Degree signifies that the degree holder has been educated to practice physical therapy as a physical therapist assistant and apply for licensure. A healthcare professional's education requires assimilation of knowledge, acquisition of skills, and development of judgment through patient care experiences in preparation for semi-autonomous, collaborative practice and making appropriate decisions required in such practice. The practice of physical therapy emphasizes collaboration among allied health care professionals, patients, and staff.

The curriculum leading to the degree from KCC requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential healthcare practitioner skills and functions. These can function in unique combinations of cognitive, affective, psychomotor, physical, and social abilities. In addition to being essential to completing the degree's requirements, these functions are necessary to ensure patients' health and safety, fellow candidates, faculty, and other healthcare providers.

The essential qualifications necessary to acquire or demonstrate competence in a discipline as complex as Physical Therapy and needed for successful admission and continuance by candidates for the Associates in Applied Science in Physical Therapist Assistant, in addition to the standards of behavior and academic conduct outlined in the KCC code of conduct, include, but are not limited to, the following skills, competence, abilities, and behaviors. Reasonable accommodations can be made for some disabilities in certain areas, but PTA students must perform in a reasonably independent manner.

Students should be familiar with the *Essential Functions* of a PTA Student and acknowledge their understanding by signing the *Essential Functions Statement* on the PTA Student Informed Consent Signature Form. Students must be capable of all physical and functional requirements throughout the program. Students who cannot perform these Essential Functions of the PTA Student with or without reasonable accommodations may be unsafe in the clinical environment and will likely be unsuccessful in the program.

Kankakee Community College
ESSENTIAL FUNCTIONS OF A PTA STUDENT

PHYSICAL THERAPIST ASSISTANT PROGRAM
100 College Drive • Kankakee, IL 60901-6505 • (815) 802-8816 • FAX: (815) 802-8801

In compliance with the Americans with Disabilities Act, Kankakee Community College and the Physical Therapist Assistant (PTA) program do not discriminate based on disability in educational policies, admission policies, student aid, or other college-administered programs.

The essential qualifications necessary to acquire or demonstrate competence in a discipline as complex as Physical Therapy and needed for successful admission and continuance by candidates for the Associates in Applied Science in Physical Therapist Assistant, in addition to the standards of behavior and academic conduct outlined in the KCC code of conduct, include, but are not limited to, the following functions, skills, competence, abilities, and behaviors. Reasonable accommodations can be made for some disabilities in certain areas, but the PTA student must perform in a reasonably independent manner. The following is a list of essential functions that are required of students in the PTA Program:

Motor skills

Students shall have sufficient motor function to execute movements required to provide general care and treatment to patients in all health care settings. {for example: For the safety and protection of the patients, the student must have

the ability, within reasonable limits, to safely assist a patient in moving, for example, from chair to a bed, examination table, or from a wheelchair to another location}

Sensory/Observation

A student must be able to acquire the information presented through demonstrations and experiences. They must observe a patient accurately, at a distance, and close at hand, and observe and appreciate non-verbal communications when performing an assessment and intervention or administering of treatment. The student must be capable of perceiving the signs of abnormal movement and disease through physical examination. Such information is derived from visual, auditory, and palpation of the patient. They must be willing to participate in experiences including but not limited to palpation, soft tissue mobilization, joint mobilization, electrical stimulation, ultrasound, thermomodality, transfers, gait, and bed mobility training.

Communication

The student must communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals. They must clearly express their ideas and feelings and demonstrate a willingness and ability to give and receive feedback. A student must convey or exchange information at a level allowing the development of health history, identify problems presented, explain alternative solutions, and give directions during treatment and post-treatment. The student must be able to communicate effectively in oral and written forms in English. They must be able to process and communicate information on the patient's status with accuracy in a timely manner to the health care team members.

Cognitive

A student must be able to measure, calculate, reason, analyze, integrate, and synthesize in the context of Physical Therapy. They must quickly read and comprehend extensive written material, evaluate and apply information, and engage in critical thinking in the classroom and clinical setting.

Behavioral/Emotional

A student must possess the emotional health required to fully utilize their intellectual abilities, exercise good judgment, and prompt completion of all responsibilities attendant to the care plan. Also, they must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, and other professionals under all circumstances, including highly stressful situations. The student must have the emotional stability to function effectively under stress and adapt to an environment that may change rapidly without warning and/or unpredictable ways. The student must be able to experience empathy for others' situations and circumstances and effectively communicate that empathy. The student must know their values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others. They must be able and willing to examine and change their behavior when it interferes with productive individual or team relationships. They must possess the skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

Professional Conduct

The student must possess the ability to reason morally and practice ethically. They must be willing to learn and abide by the *Standards of Ethical Conduct for the Physical Therapist Assistant*. They must possess compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance. They engage in patient care delivery in all settings. They can deliver care to all patient populations, including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients, and vulnerable adults.

Students who cannot perform these functions, with or without reasonable accommodations, may be unsafe in the clinical environment and will likely be unsuccessful in the program.

If you have concerns about meeting these essential functions, please make an appointment with an Admissions Advisor, Disability Services Office Coordinator, and/or the PTA Program Director at KCC.

Kankakee Community College
Social Responsibility Service Log

PHYSICAL THERAPIST ASSISTANT PROGRAM
100 College Drive • Kankakee, IL 60901-6505 • (815) 802-8816 • FAX: (815) 839-5200

Student Name (please print): _____ Student ID _____

SERVICE DETAILS

Please attach any supporting documents

DATE	SEMESTER	ORGANIZATION/RECIPIENT OF SERVICE	EVENT/PROJECT/ACTIVITY PERFORMED	HOURS COMPLETED

Total Events/Projects/Activities Performed: _____ Total Hours Completed: _____

With my signature below, I certify that the above information is true and accurate.

Signature of Student

Date

Kankakee Community College
 Health Careers Division
 100 College Drive • Kankakee, IL 60901 • (815) 802-8800 • FAX: (815) 802-8801

**Change in Health Status and
 Medical Release to Return to Lab/Clinical Form**

Instructions: Any Health Careers student with a change in health status must have this form completed by the physician/health care provider and submit it to their program director/clinical coordinator immediately. The medical release portion must then be submitted to their program director/clinical coordinator prior to returning to any laboratory class or clinical from a medical leave of absence or a light/restricted level of activity.

Please print:

Student's Name: _____ Student KCC ID Number _____

CHANGE IN HEALTH STATUS

Please print:

Date of injury/surgery/onset of illness or condition: _____ Date of exam: _____

Diagnosis or description of injury/surgery/illness or condition: _____

If pregnant, expected date of delivery: _____

The student's health status is:

NO RESTRICTIONS. Return to lab/clinical and may perform all essential functions of a Health Career student (student to provide a copy of *Essential Functions*). No follow-up needed / Follow-up scheduled _____ (date)

WITH PRECAUTION(S)/RESTRICTION(S)* until: _____ (date)

List the specific precautions/restrictions/comments if full duty or full-time hours are not permitted:

Prescribed medication applicable to this diagnosis: _____

*Note: A student may not participate in clinical activities and select lab activities with any type of restriction. A student will not be allowed in the clinical facility under the influence of any narcotic medication.

follow-up visit scheduled _____ (date)

UNABLE TO RETURN to class, lab and/or clinical until: _____ (date)

Reason: _____

follow-up visit scheduled _____ (date)

Referred to another health care provider. Name: _____ Date: _____

Health Care Provider Signature Required

 Health care provider's signature/credentials Health care provider's name (please print) Date signed

 Telephone Street address City, State, and Zip code

MEDICAL RELEASE TO RETURN TO CLASS, LAB AND/OR CLINICAL PRACTICUM

The above named student was seen for a follow-up appointment related to the noted change in health status.

Date of follow-up exam: _____

The student's return to class/lab/clinical status is:

NO RESTRICTIONS. Return to class/lab/clinical and may perform all essential functions of a Health Career student (student to provide a copy of *Essential Functions*). No follow-up needed / Follow-up scheduled _____ (date)

Additional comments: _____

Health Care Provider Signature Required

Health care provider's signature/credentials

Health care provider's name (please print)

Date

Telephone

Street address

City, State, and Zip code

Kankakee Community College
Academic Performance Reflection Form

PHYSICAL THERAPIST ASSISTANT PROGRAM

100 College Drive • Kankakee, IL 60901-6505 • (815) 802-8816 • FAX: (815) 839-5200

The academic rigor of the PTA program is extremely high and students are sometimes faced with a variety of challenges that can result in poor academic performance. Taking the time to better understand your individual obstacles, what lead to them, what you can do to ameliorate them and what you can do to prepare yourself for future success in the PTA Program is an important step.

This form is meant to provide an opportunity for students placed on academic probation to personally reflect on their performance and future academic goals. The reflection is meant for your own use, and the form will also help the PTA Program Director/Faculty better understand your situation in the advising process.

Directions: The form must be completed within one (1) week of being placed on academic probation and then reviewed with the PTA Program Director/Faculty. This form will be used to help establish an action plan and guide weekly advising meetings through the remainder of the probationary semester.

Student Name:	Probationary Semester (Fall/Spring/Summer – Year)
Student ID number:	Course(s) for which placed on Academic Probation
KCC E-mail	Reason placed on Academic Probation
Cell Phone/Primary Contact Number:	Placed on Academic Probation Previously? If yes, indicate when.
Academic Advisor	Year/Semester in Program

- 1) What were the challenges that resulted in your academic performance? What are you going to do to overcome these obstacles?

Type your answer in the text box:

- 2) What are your academic goals for the remaining of this academic semester? How do your academic goals fit in with your non-academic goals?

Type your answer in the text box:

- 3) Please provide a narrative about how you plan to achieve your academic goals this semester as well as the remainder of the PTA program. Specifically, what steps (or changes) do you need to implement to help you reach your goals? Be specific.

Type your answer in the text box:

Resources at Kankakee Community College

Kankakee Community College, including the PTA Program, is committed to students' long-term success and to seeing students thrive during their time in the PTA Program. Part of that commitment means that students take responsibility for addressing questions and concerns that come up for them. Students should be aware of resources and contact university resources as needed.

KCC offers services related to student life, advising, bookstore, campus security, career development, child care, computer labs, disability services, food service, ITS/helpdesk, online learning support, testing services, transfer center, tutoring, financial aid, and veterans benefits and workforce services, and so much more!

For a complete list of KCC resources available for students, please visit www.kcc.edu.

Medicare Supervision Requirements for Physical Therapist Assistants

Type of Setting	Supervision Ruling
Certified Rehabilitation Agency (CRA)	CRAs are required to have qualified personnel provide initial direction and periodic observation of the actual performance of the function and/or activity. If the person providing services does not meet the assistant-level practitioner qualifications in 485.705, then the physical therapist must be on the premises.
Comprehensive Outpatient Rehabilitation Facility (CORF)	The services must be furnished by qualified personnel. If the personnel do not meet the qualifications in 485.705, then the qualified staff must be on the premises and must instruct these personnel in appropriate patient care service, techniques, and retain responsibility for their activities. A qualified professional representing each service made available at the facility must be either on the premises of the facility or must be available through direct telecommunications for consultation and assistance during the facility's operating hours.
Home Health Agencies (HHA)	Physical therapy services must be performed safely and/or effectively only by or under the general supervision of a skilled therapist. General supervision has been traditionally described in HCFA manuals as requiring the initial direction and periodic inspection of the actual activity. However, the supervisor need not always be physically present or on the premises when the assistant is performing services.
Inpatient Hospital Services	Physical therapy services must be those services that can be safely and effectively performed only by or under the supervision of a qualified physical therapist. Because the regulations do not specifically delineate the type of direction required, the provider must defer to his or her physical therapy state practice act.
Outpatient Hospital Services	Physical therapy services must be those services that can be safely and effectively performed only by or under the supervision of a qualified physical therapist. Because the regulations do not specifically delineate the type of direction required, the provider must defer to his or her physical therapy state practice act.
Physical Therapist in Private Practice (PTPP)	Physical therapy services must be provided by or under the direct supervision of the physical therapist in private practice. CMS has generally defined direct supervision to mean that the supervising private practice therapist must be present in the office suite at the time the service is performed.
Physician's Office	Services must be provided under the direct supervision of a physical therapist who is enrolled as a provider under Medicare. A physician cannot bill for the services provided by a PTA. The services must be billed under the provider number of the supervising physical therapist. CMS has generally defined direct supervision to mean that the physical therapist must be in the office suite when an individual procedure is performed by supportive personnel.
Skilled Nursing Facility (SNF)	Skilled rehabilitation services must be provided directly or under the general supervision of skilled rehabilitation personnel. General Supervision is further defined in the manual as requiring the initial direction and periodic inspection of the actual activity. The supervisor needs to be physically present or on the premises when the assistant is performing services.

*Please note that physical therapists are licensed providers in all states and physical therapist assistants are licensed providers in the majority of states. As licensed providers, the state practice act governs supervision requirements. Some state practice acts mandate more stringent supervision standards than Medicare laws and regulations. In those cases, the physical therapist and physical therapist assistants must comply with their state practice act. For example, in a skilled nursing facility in New Jersey, a physical therapist must be on the premises when services are furnished by a physical therapist assistant despite the fact that Medicare requires general supervision. New Jersey's state practice act requires direct supervision rather than general supervision, and therefore, the physical therapist and physical therapist assistant would have to comply with this requirement.



Last updated: 09/15/2011

Practice Setting	PT Student		PTA Student	
	Part A	Part B	Part A	Part B
Physical Therapist in Private Practice	N/A	X ¹	N/A	X ¹
Certified Rehabilitation Agency	N/A	X ¹	N/A	X ¹
Comprehensive Outpatient Rehabilitation Facility	N/A	X ¹	N/A	X ¹
Skilled Nursing Facility	Y ¹	X ¹	Y ²	X ¹
Hospital	Y ³	X ¹	Y ³	X ¹
Home Health Agency	NAR	X ¹	NAR	X ¹
Inpatient Rehabilitation Facility	Y ⁴	N/A	Y ⁴	N/A

Key**Y: Reimbursable****X: Not Reimbursable****N/A: Not Applicable****NAR: Not Addressed in Regulation. Please defer to state law.**

Y1: Reimbursable: The minutes of student services count on the Minimum Data Set. Medicare no longer requires that the professional therapist (the PT) provides line-of-sight supervision. It is now the authority of the supervising therapist to determine the appropriate level of supervision for the student, but the student is still considered an extension of the therapist, not an individual practitioner. In addition, the rules from FY2011 regarding the student services based on PT/PTA supervision and whether minutes can be recorded as individual, concurrent, or group therapy minutes remain the same. (RAI Version 3.0 Manual, September 2011).

Examples:

In order to record the minutes as individual therapy when a therapy student is involved in the treatment of a resident, only one resident can be treated by the therapy student and the supervising therapist or assistant (for Medicare Part A and Part B). Under Medicare Part A, the supervising therapist or assistant cannot be treating or supervising other individuals. The resident and student no longer need to be within the line-of-sight supervision of the supervising therapist. It is within the supervising therapist's authority to determine the appropriate level of supervision for the student.

Under Medicare Part A, when a therapy student is involved with group therapy treatment, and one of the following occurs, the minutes may be coded as group therapy:

- *The therapy student is providing the group treatment at the appropriate level of supervision as determined by the supervising therapist and the supervising therapist or assistant is not treating any residents and is not supervising other individuals (students or residents); or*
- *The supervising therapist/assistant is providing the group treatment and the therapy student is not providing treatment to any resident.*

Under Medicare Part B, when a therapy student is involved with group therapy treatment, and one of the following occurs, the minutes may be coded as group therapy:

- *The therapy student is providing group treatment and the supervising therapist or assistant is present and in the room and is not engaged in any other activity or treatment; or*
- *The supervising therapist or assistant is providing group treatment and the therapy student is not providing treatment to any resident.*

Documentation: APTA recommends that the physical therapist co-sign the note of the physical therapist student and state the level of supervision that the PT determined was appropriate for the student and how/if the therapist was involved in the patient's care.

Y2: Reimbursable: The minutes of student services count on the Minimum Data Set. Medicare no longer requires that the PT/PTA provide line-of-sight supervision of physical therapist assistant (PTA) student services. Rather, the supervising PT/PTA now has the authority to determine the appropriate level of supervision for the student, as appropriate within their state scope of practice. See **Y1**

Documentation: APTA recommends that the physical therapist and assistant should co-sign the note of physical therapist assistant student and state the level of appropriate supervision used. Also, the documentation should reflect the requirements as indicated for individual therapy, concurrent therapy, and group therapy see **Y1**.

Y3: This is not specifically addressed in the regulations, therefore, please defer to state law and standards of professional practice. Additionally, the Part A hospital diagnosis related group (DRG) payment system is similar to that of a skilled nursing facility (SNF) and Medicare has indicated very limited and restrictive requirements for student services in the SNF setting. Documentation: Please refer to documentation guidance provided under **Y1**

Y⁴: This is not specifically addressed in the regulations, therefore, please defer to state law and standards of professional practice. Additionally, the inpatient rehabilitation facility payment system is similar to that of a skilled nursing facility (SNF) and Medicare has indicated very limited and restrictive requirements for student services in the SNF setting.

X¹: B. Therapy Students

1. General

Only the services of the therapist can be billed and paid under Medicare Part B. The services performed by a student are not reimbursed even if provided under "line of sight" supervision of the therapist; however, the presence of the student "in the room" does not make the service unbillable.

EXAMPLES:

Therapists may bill and be paid for the provision of services in the following scenarios:

- *The qualified practitioner is present and in the room for the entire session. The student participates in the delivery of services when the qualified practitioner is directing the service, making the skilled judgment, and is responsible for the assessment and treatment.*
- *The qualified practitioner is present in the room guiding the student in service delivery when the therapy student and the therapy assistant student are participating in the provision of services, and the practitioner is not engaged in treating another patient or doing other tasks at the same time.*
- *The qualified practitioner is responsible for the services and as such, signs all documentation. (A student may, of course, also sign but it is not necessary since the Part B payment is for the clinician's service, not for the student's services).*

2. Therapy Assistants as Clinical Instructors

Physical therapist assistants and occupational therapy assistants are not precluded from serving as clinical instructors for therapy students, while providing services within their scope of work and performed under the direction and supervision of a licensed physical or occupational therapist to a Medicare beneficiary.

Documentation: APTA recommends that the physical therapist or physical therapist assistant complete documentation.

Kankakee Community College
COACHING/MENTORING FORM AND DOCUMENTATION OF PTA STUDENT BEHAVIOR
Physical Therapist Assistant Program
100 College Drive • Kankakee, IL 60901-6505 • (815) 802-8816 • FAX: (815) 839-5200

All concerns about the student's unsafe and/or unprofessional or unacceptable behavior should be documented and not wait until problems escalate. Use this form to document any student behavior(s) which cause concern regarding the student's ability to perform safely and/or professionally in the classroom, lab, or clinical site. A copy of this form is to be retained in the student's file in the PTA program.

Significant safety or unprofessional behavior violation(s) by the student while practicing in the clinical setting must be documented and communicated to the KCC PTA Program ACCE and/or program faculty on the day of the violation or immediately the following day if the incident occurs at the end of the day. Please contact the ACCE and/or program faculty to notify about the incident and to discuss whether additional action is needed. Such comments and/or documentation may be submitted using the Clinical Performance Instrument. Submit this form to the PTA program within 24 hours via email (see course syllabus for instructor email) or fax: 815-839-5200.

Student Name: _____ Date of problem/incident: _____

Course/Clinical Facility: _____ Name of Instructor _____

Name of person/role completing this report: _____

Instructor: Complete the following. Use the back of this form or attach additional documentation as necessary.

Description of problem/incident (Completed by instructor and discussed with student - use additional sheets if necessary): _____

Instructor's actions taken: _____

Student's statement of the situation (Student's actions and result): _____

Expected Student Performance: _____

Agreements on the Action Plan/Intervention (When and how the problem/issue should be solved): [include responsibilities for student and instructor if applicable, and target date and result]: _____

Consequences if the problem/issue is not resolved: _____

PTA Program/ACCE notified (if applicable): _____ yes _____ no If yes, Date: _____

Does the incident warrant further discussion with Kankakee Community College? _____ yes _____ no
If yes, please explain:

Instructor Signature Date Student Signature Date

Student signature does not indicate agreement, only that the above information has been discussed with the student.

Joint Committee on Administrative Rules
ADMINISTRATIVE CODE

Section 955.160 Disqualifying Offenses

The following offenses are disqualifying under the Act and this Part. Offenses are not considered disqualifying until the effective date of the legislation adding the offenses to the Act, regardless of the date an individual is convicted of the offense (see Appendix A through Appendix C).

- a) Violations under the Criminal Code of 1961 or 2012:
 - 1) Solicitation of murder, solicitation of murder for hire [720 ILCS 5/8-1(b), 8-1.1, and 8-1.2] (formerly Ill. Rev. Stat. 1991, ch. 38, pars. 8-1.1 and 8-1.2);
 - 2) First degree murder, intentional homicide of an unborn child, second degree murder, voluntary manslaughter of an unborn child, involuntary manslaughter and reckless homicide, concealment of homicidal death, involuntary manslaughter and reckless homicide of an unborn child, and drug-induced homicide [720 ILCS 5/9-1, 9-1.2, 9-2, 9-2.1, 9-3, 9-3.1, 9-3.2, 9-3.3, and 9-3.4] (formerly Ill. Rev. Stat. 1991, ch. 38, pars. 9-1, 9-1.2, 9-2, 9-2.1, 9-3, 9-3.1, 9-3.2, and 9-3.3; Ill. Rev. Stat. 1985, ch. 38, par. 9-1.1; Ill. Rev. Stat. 1961, ch. 38, pars. 3, 236, 358, 360, 361, 362, 363, 364, 364a, 365, 370, 373, 373a, 417, and 474);
 - 3) Kidnapping, aggravated kidnapping, child abduction, and aiding and abetting child abduction [720 ILCS 5/10-1, 10-2, 10-5, and 10-7] (formerly Ill. Rev. Stat. 1991, ch. 38, pars. 10-1, 10-2, 10-5, and 10-7; Ill. Rev. Stat. 1985, ch. 38, par. 10-6; Ill. Rev. Stat. 1961, ch. 38, pars. 384 to 386);
 - 4) Unlawful restraint, aggravated unlawful restraint, and forcible detention [720 ILCS 5/10-3, 10-3.1, and 10-4] (formerly Ill. Rev. Stat. 1991, ch. 38, pars. 10-3, 10-3.1, and 10-4; Ill. Rev. Stat. 1961, ch. 38, pars. 252, 252.1, and 252.4);
 - 5) Indecent solicitation of a child, sexual exploitation of a child, sexual misconduct with a person with a disability, exploitation of a child, and child pornography, promoting juvenile prostitution, custodial sexual misconduct, presence of a sex offender in a school zone, and presence of a sexual predator or sex offender near a public park [720 ILCS 5/11-6, 11-9.1, 11-9.2, 11-9.3, 11-9.4-1, 11-9.5, 11-14.4(a), 11-19.2, 11-20.1, 11-20.1B, and 11-20.3] (formerly Ill. Rev. Stat. 1991, ch. 38, pars. 11-6, 11-19.2, and 11-20.1; Ill. Rev. Stat. 1983, ch. 38, par. 11-20a; Ill. Rev. Stat. 1961, ch. 38, pars. 103 and 104);
 - 6) Assault; aggravated assault; battery; battery of an unborn child; domestic battery; aggravated domestic battery; aggravated battery; heinous battery; aggravated battery with a firearm; aggravated battery with a machine gun or a firearm equipped with any device or attachment designed or used for silencing the report of a firearm; aggravated battery of a child; aggravated battery of an unborn child; aggravated battery of a senior citizen; or drug-induced infliction of great bodily harm [720 ILCS 5/12-1, 12-2, 12-3,

- 12-3.05, 12-3.1, 12-3.2, 12-3.3, 12-4, 12-4.1, 12-4.2, 12-4.2-5, 12-4.3, 12-4.4, 12-4.6, and 12-4.7] (formerly Ill. Rev. Stat. 1991, ch. 38, pars. 12-1, 12-2, 12-3, 12-3.1, 12-3.2, 12-4, 12-4.1, 12-4.2, 12-4.3, 12-4.4, 12-4.6, and 12-4.7; Ill. Rev. Stat. 1985, ch. 38, par. 9-1.1; Ill. Rev. Stat. 1961, ch. 38, pars. 55, 56, and 56a to 60b);
- 7) Tampering with food, drugs, or cosmetics [720 ILCS 5/12-4.5]; (formerly Ill. Rev. Stat. 1991, ch. 38, par. 12-4.5).
 - 8) Aggravated stalking [720 ILCS 5/12-7.4] (formerly Ill. Rev. Stat. 1991, ch. 38, par. 12-7.4);
 - 9) Home invasion [720 ILCS 5/12-11] (formerly Ill. Rev. Stat. 1991, ch. 38, par. 12-11);
 - 10) Criminal sexual assault; aggravated criminal sexual assault; predatory criminal sexual assault of a child; criminal sexual abuse; aggravated criminal sexual abuse [720 ILCS 5/11-1.20, 11-1.30, 11-1.40, 11-1.50, 11-1.60, 12-13, 12-14, 12-14.1, 12-15, and 12-16] (formerly Ill. Rev. Stat. 1991, ch. 38, pars. 11-1, 11-2, 11-3, 11-4, 11-5, 12-13, 12-14, 12-15, and 12-16; Ill. Rev. Stat. 1985, ch. 38, pars. 11-1, 11-4, and 11-4.1; Ill. Rev. Stat. 1961, ch. 38, pars. 109, 141, 142, 490, and 491);
 - 11) Abuse and criminal neglect of a long-term care facility resident [720 ILCS 5/12-4.4a(a) and 12-19] (formerly Ill. Rev. Stat. 1991, ch. 38, par. 12-19);
 - 12) Criminal abuse or neglect of an elderly person or person with a disability [720 ILCS 5/12-4.4a(b) and 12-21] (formerly Ill. Rev. Stat. 1991, ch. 38, par. 12-21);
 - 13) Endangering the life or health of a child; child abandonment [720 ILCS 5/12C-5, 12C-10, 21.5, and 12-21.6] (formerly Ill. Rev. Stat. 1991, ch. 23, par. 2354; Ill. Rev. Stat. 1961, ch. 38, par. 95);
 - 14) Ritual mutilation, ritualized abuse of a child [720 ILCS 5/12-32 and 12-33] (formerly Ill. Rev. Stat. 1991, ch. 38, pars. 12-32 and 12-33);
 - 15) Theft; theft of lost or mislaid property; retail theft; identity theft; aggravated identity theft; and credit and debit card fraud [720 ILCS 5/16-1, 16-2, 16-30, 16A-3, 16G-15, 16G-20, 17-32(b), 17-33, 17-34, 17-36, and 17-44] (formerly Ill. Rev. Stat. 1991, ch. 38, pars. 16-1, 16-2, and 16A-3; Ill. Rev. Stat. 1961, ch. 38, pars. 62, 207 to 218, 240 to 244, 246, 253, 254.1, 258, 262, 262a, 273, 290, 291, 301a, 354, 387 to 388b, 389, 393 to 400, 404a to 404c, 438, 492 to 496);
 - 16) Financial exploitation of an elderly person or a person with a disability [720 ILCS 5/16-1.3 and 17-56] (formerly Ill. Rev. Stat. 1991, ch. 38, par. 16-1.3);
 - 17) Forgery [720 ILCS 5/17-3] (formerly Ill. Rev. Stat. 1991, ch. 38, par. 17-3; Ill. Rev. Stat. 1961, ch. 38, pars. 151 and 277 to 286);
 - 18) Robbery, armed robbery, aggravated robbery [720 ILCS 5/18-1, 18-2, and 18-5] (formerly Ill. Rev. Stat. 1991, ch. 38, pars. 18-1 and 18-2);
 - 19) Vehicular hijacking, aggravated vehicular hijacking [720 ILCS 5/18-3 and 18-4];

- 20) Burglary, residential burglary, home invasion [720 ILCS 5/19-1, 19-3, and 19-6] (formerly Ill. Rev. Stat. 1991, ch. 38, pars. 19-1 and 19-3; Ill. Rev. Stat. 1961, ch. 38, pars. 84 to 86, 88, and 501);
 - 21) Criminal trespass to a residence [720 ILCS 5/19-4] (formerly Ill. Rev. Stat. 1991, ch. 38, par. 19-4);
 - 22) Arson, aggravated arson, residential arson [720 ILCS 5/20-1, 20-1.1, and 20-1.2] (formerly Ill. Rev. Stat. 1991, ch. 38, pars. 20-1 and 20-1.1; Ill. Rev. Stat. 1961, ch. 38, pars. 48 to 53 and 236 to 238);
 - 23) Unlawful use of weapons, unlawful use or possession of weapons by felons or persons in the custody of Department of Corrections facilities; aggravated discharge of a firearm; aggravated discharge of a machine gun or a firearm equipped with a device designed or used for silencing the report of a firearm; reckless discharge of a firearm; aggravated unlawful use of a weapon; unlawful discharge of firearm projectiles; unlawful sale or delivery of firearms on the premises of any school; unlawful possession of firearm by street gang member; possession of a stolen firearm [720 ILCS 5/24-1, 24-1.1, 24-1.2, 24-1.2-5, 24-1.5, 24-1.6, 24-3.2, 24-3.3, and 24-3.8] (formerly Ill. Rev. Stat. 1991, ch. 38, pars. 24-1, 24-1.1, 24-1.2, 24-1.2-5, 24-1.5, 24-1.6, 24-1.8, 24-3.2, and 24-3.3; Ill. Rev. Stat. 1961, ch. 38, pars. 152, 152a, 155, 155a to 158b, 414a to 414c, 414e, and 414g);
 - 24) Armed violence [720 ILCS 5/33A-2] (formerly Ill. Rev. Stat. 1991, ch. 38, par. 33A-2);
 - 25) Dismembering a human body [720 ILCS 5/20.5].
- b) Violations under the Wrongs to Children Act:
- 1) Endangering life or health of a child [720 ILCS 150/4] (formerly Ill. Rev. Stat. 1991, ch. 23, par. 2354);
 - 2) Permitting sexual abuse of a child [720 ILCS 5/11-9.1A and 720 ILCS 150/5.1] (formerly Ill. Rev. Stat. 1991, ch. 23, par. 2355.1).
- c) Violations under the Illinois Credit Card and Debit Card Act:
- 1) Receiving a stolen credit or debit card [720 ILCS 250/4] (formerly Ill. Rev. Stat. 1991, ch. 17, par. 5917);
 - 2) Receiving a lost or mislaid card with intent to use, sell, or transfer [720 ILCS 250/5] (formerly Ill. Rev. Stat. 1991, ch. 17, par. 5918);
 - 3) Selling a credit card or debit card, without the consent of the issuer [720 ILCS 250/6] (formerly Ill. Rev. Stat. 1991, ch. 17, par. 5919);
 - 4) Using a credit or debit card with the intent to defraud [720 ILCS 250/8] (formerly Ill. Rev. Stat. 1991, ch. 17, par. 5921);

- 5) Fraudulent use of electronic transmission [720 ILCS 250/17.02] (formerly Ill. Rev. Stat. 1991, ch. 17, par. 5930.2).
- d) Violation of Section 53 of the Criminal Jurisprudence Act: Cruelty to children [720 ILCS 115/53] (formerly Ill. Rev. Stat. 1991, ch. 23, par. 2368).
- e) Violations under the Cannabis Control Act: Manufacture, delivery, or possession with intent to deliver or manufacture cannabis; cannabis trafficking; delivery of cannabis on school grounds; delivering cannabis to a person under 18; calculated criminal cannabis conspiracy [720 ILCS 550/5(c), (d), (e), (f), (g), 5.1, 5.2, 7, and 9] (formerly Ill. Rev. Stat. 1991, ch. 56½, pars. 705, 705.1, 705.2, 707, and 709).
- f) Violations under the Illinois Controlled Substances Act: manufacture or delivery, or possession with intent to manufacture or deliver, a controlled substance other than methamphetamine, a counterfeit substance, or a controlled substance analog; controlled substance trafficking; manufacture, distribution, advertisement, or possession with intent to manufacture or distribute a look-alike substance; calculated criminal drug conspiracy; criminal drug conspiracy; delivering a controlled, counterfeit or look-alike substance to a person under 18; and engaging or employing a person under 18 to deliver a controlled, counterfeit or look-alike substance [720 ILCS 570/401, 401.1, 404, 405, 405.1, 407, and 407.1] (formerly Ill. Rev. Stat. 1991, ch. 56½, pars. 1401, 1401.1, 1404, 1405, 1405.1, 1407, and 1407.1).
- g) Violation under the Nurse Practice Act: practice of nursing without a license [225 ILCS 65/10-5 and 50-50] (formerly Ill. Rev. Stat. 1991, ch. 111, par. 3506).
- h) Violations under the Methamphetamine Control and Community Protection Act [720 ILCS 646].
- i) Violations under the Humane Care for Animals Act: cruel treatment, aggravated cruelty, and animal torture [510 ILCS 70/3.01(a), 3.02, and 3.03].

(Source: Amended at 46 Ill. Reg. 6104, effective April 4, 2022)

PTA Licensure Application – Personal History Information and Health Care Workers Charged With or Convicted of Criminal Acts (CCA) Form Information

PART VI: Personal History Information (This part must be completed by all applicants)	YES	NO
1. Have you been convicted of any criminal offense in any state or in federal court (other than minor traffic violations)? <i>If yes, attach a certified copy of the court records regarding your conviction, the nature of the offense and date of discharge, if applicable, as well as a statement from the probation or parole office.</i>		
2. Have you been convicted of a felony?		
3. If yes, have you been issued a Certificate of Relief from Disabilities by the Prisoner Review Board? <i>If yes, attach a copy of the certificate.</i>		
4. Have you had or do you now have any disease or condition that interferes with your ability to perform the essential functions of your profession, including any disease or condition generally regarded as chronic by the medical community, i.e., (1) mental or emotional disease or condition; (2) alcohol or other substance abuse; (3) physical disease or condition, that presently interferes with your ability to practice your profession? <i>If yes, attach a detailed statement, including an explanation whether or not you are currently under treatment.</i>		
5. Have you been denied a professional license or permit, or privilege of taking an examination, or had a professional license or permit disciplined in any way by any licensing authority in Illinois or elsewhere? <i>If yes, attach a detailed explanation.</i>		
6. Have you ever been discharged other than honorably from the armed service or from a city, county, state or federal position? <i>If yes, attach a detailed explanation.</i>		
HEALTH CARE WORKERS CHARGED WITH OR CONVICTED OF CRIMINAL ACTS (CCA) - IMPORTANT NOTICE: Completion of this form is necessary to accomplish the requirements outlined in 225 of the Illinois Compiled Statutes. Disclosure of this information is VOLUNTARY. However, failure to comply may result in this form not being processed.	YES	NO
3) Are you currently charged with or have you been convicted of a criminal act that requires registration under the Sex Offender Registration Act? *		
4) Are you currently charged with or have you been convicted of a criminal battery against any patient <i>in the course of patient care or treatment</i> , including any offense based on sexual conduct or sexual penetration?		
5) Are you required, as part of a criminal sentence, to register under the Sex Offender Registration Act? *		
6) Are you currently charged with or have you been convicted of a forcible felony? *		
<i>If YES to any of the above, attach a certified copy of the court records regarding your conviction, the nature of the offense and date of discharge, if applicable, as well as a statement from the probation or parole office.</i>		
Certification Statement Under penalties of perjury, I declare that I have examined this Form and all supporting documents and/or information submitted by me in connection therewith, and to the best of my knowledge, they are true, correct, and complete.		
Signature of Applicant _____ Date _____		

Excerpts from Written Application Instruction Form for Examinees Educated inside the US or one of its territories. Accessed on <http://www.idfpr.com/renewals/apply/forms/pt-ex-in.pdf>

For more information regarding examination application and licensure, visit www.idfpr.com