Preface

This handbook has been developed to provide information regarding policies, procedures, and available services for students enrolled in the Physical Therapist Assistant program. Students will need to refer to this handbook throughout the program.

The program faculty of the Physical Therapist Assistant Program reserves the right to make any additions or changes in program policies as deemed necessary at any time throughout the course of the program. Students will be notified of new policies and/or changes in program policies in writing. This handbook is a supplement to the Illinois Central College Student Handbook and College Catalog, which are found on the College website at www.icc.edu.
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STATE AND NATIONAL ORGANIZATIONS

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

Commission on Accreditation in Physical Therapy Education (CAPTE)
1111 North Fairfax Street
Department of Accreditation
Alexandria, VA 22314-1488
Phone: (800) 999-2782
www.capteonline@apta.org

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

Federation of State Boards of Physical Therapy (FSBPT)
509 Wythe Street
Alexandria, VA 22314
Phone: (703) 299-3100
Fax: (703) 299-3110
www.fsbpt.org

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

Illinois Department of Financial and Professional Regulation
320 W Washington 3rd Floor
Springfield, IL 62786
Phone: (217) 785-0820
Toll free: (888) 473-4858
http://www.idfpr.com
WELCOME
Welcome to the Physical Therapist Assistant (PTA) Program at Illinois Central College (ICC). On behalf of the PTA faculty, I would like to express my pleasure that you have chosen ICC to make your dream of becoming a PTA a reality. I recommend that you utilize the faculty, staff, and academic resources readily available to you to enhance your opportunity for success. The 2016-2017 PTA Program Handbook, the ICC Student Handbook, and the current College Catalog will provide policies and procedures for which you will be held responsible to follow and accountable to adhere. In some cases, you will find that the requirements for the PTA Program may exceed the requirements of the College. It is recommended that you keep current editions of academic college references available as resources. If you have any questions regarding policies and procedures of the PTA Program, please contact the Program Director, your program advisor, or myself. You may schedule an appointment by calling (309) 999-4600. We look forward to assisting you in being successful in meeting course objectives, student learning outcomes, and program and professional standards.

Wendee Guth, RN, MS, CNE
Dean of Health Careers

INTRODUCTION
The PTA Program is committed to providing quality education and meet accreditation standards to graduate students who will provide quality physical therapy services. Student who complete the program are eligible to apply to take the licensure examination and later apply for licensure/certification in the state they desire to practice as a PTA. The program is accredited by the Commission for Accreditation of Physical Therapy Education (CAPTE).

Program faculty include full-time and part-time instructors, clinical instructors including licensed physical therapists (PT) or physical therapist assistants (PTA) at the clinical education facilities, and occasional participation by faculty of other health career programs.

Additionally, students will take general education courses required for the Associate of Applied Science Degree of the College. The suggested program course sequence is shown in Appendix A. The program is updated on a regular basis in response staying current with the changes in health care, role of the PTA, and in response to program evaluation and assessment.

COLLEGE INFORMATION
Accreditation
ICC is accredited by the Higher Learning Commission of North Central Association of Colleges and Schools.

Source: 2016-2017 College Catalog, p 3

Equal Opportunity/Affirmative Action
Illinois Central College is accredited by the Higher Learning Commission. It is the policy of this College that no person, on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, or veteran's status, shall be discriminated against in employment, in educational programs and activities, or in admission. Inquiries and complaints may be addressed to the Vice President of Diversity, International and Adult Education, Illinois Central College, 1 College Drive, East Peoria, Illinois 61635-0001, (309) 694-5561

Source: 2016-2017 College Catalog, p 3
PROGRAM OVERVIEW

Accreditation
The program has been accredited since 1971 with the most recent accreditation in 2016. The PTA program at Illinois Central College is accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) of the American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria, VA 22314; telephone: (703) 706-3245; email: accreditation@apta.org; website: www.capteonline.org. CAPTE is responsible for establishing criteria for physical therapy educational programs and conducts accrediting activities designed to ensure that educational programs meet minimum entry level criteria. The student may contact CAPTE to file any concerns about the program.

This program prepares students to become entry-level PTAs who function effectively in an ever-changing healthcare environment. The program consists of five sequential semesters of classroom and clinical education courses. Upon successful completion of the program, graduates are eligible to take the national licensing examination.

Degree Awarded
Upon completion of program requirements, the student is awarded an Associate in Applied Science (AAS) degree in Physical Therapy. This degree typically is not designed for transfer to the doctorate physical therapy degree.

Mission
The mission of the PTA Program is to provide knowledge and skills and to develop attitudes which prepare graduates to function as entry-level PTAs who will work under the direction and supervision of the physical therapist to meet the needs of the community in a variety of clinical settings.

Philosophy
Faculty members believe that educational opportunities should be provided to prepare students for entry-level positions as a PTA. The curriculum for the Associate of Applied Science degree in Physical Therapy is designed to meet accreditation standards and to provide a foundation in technical PTA courses and general education courses for both personal and professional growth. Additionally, the curriculum is designed to support and integrate the College’s core values and achievement of general education goals.

Educational objectives are developed to align knowledge, skills, and affective behaviors with appropriate classroom, lab, and clinical education opportunities. As the student progresses through the program, opportunities are provided to allow for increased responsibility for patient care under the direction and supervision of a physical therapist. Achievement of program goals and learning objectives are assessed using a variety of methods to enhance student success with the licensure exam and career as a PTA.
Student Learning Outcomes
Upon completion of the program, the graduate will:

1. Demonstrate the skills necessary for entry-level practice as a PTA under the direction and supervision of the physical therapist in a safe, ethical, legal, and effective manner.
   Objective: 90% of graduates will rate their preparation at least 3.0 (0-5 scale) to function as an entry level PTA.

2. Utilize critical thinking skills to progress, modify, and/or withhold interventions based on patient status as determined through observation, data collection, and problem solving skills.
   Objective: 90% of graduates will rate their knowledge at least 3.0 (0-5 scale) to progress, modify, or withhold treatment.

3. Educate others (patients, family, staff, students, and other healthcare providers) using effective Teaching methods.
   Objective: 90% of graduates will rate their knowledge at least 3.0 (0-5 scale) in the teaching of others.

4. Demonstrate social responsibility, citizenship, and advocacy through the participation in community and service organizations and activities.
   Objective: 50% of graduates will indicate they participate with community service activities after graduation.

5. Demonstrate sensitivity to individual and cultural differences in all aspects of physical therapy services.
   Objective: 90% of graduates will rate their knowledge at least 3.0 (0-5 scale) for those factors which affect the delivery of patient care.

6. Recognize the need for continued personal and professional growth to ensure competence in current practices of physical therapy.
   Objective: 90% of employers will rate graduates at least 3.0 (0-5 scale) in advancing their knowledge and skills.

7. Understand the PT/PTA relationship in providing quality physical therapy services.
   Objective: 90% of graduates will rate their knowledge at least 3.0 (0-5 scale) in understanding the role of the PTA and relationship with the PT.

Program Goals
1. Graduates will pass the national licensure examination and be eligible for licensure/certification.
   Objective: 90% of students completing the program will pass the national licensure examination.

2. Students will progress in and graduate from the program with entry-level skills as a PTA.
   Objective: 80% of students starting the program will graduate.

3. Graduates will obtain employment as a PTA.
   Objective: 80% of graduates seeking employment will be employed as a PTA within six-months of graduation.

4. Graduates will be satisfied with the program’s curriculum to prepare them for the role as an entry-level PTA.
   Objective: 90% of graduates will rate their preparation at least 3.0 (0-5 scale) to function as an entry-level PTA.

5. Employers will be satisfied with graduates’ knowledge and skills as an entry-level PTA.
   Objective: 80% of employers will rate overall graduate performance at least 3.0 (0-5 scale) to function as an entry-level PTA.
Current Outcomes
For the class of 2016, 79% of admitted students graduated from the program; 100% of graduates who were seeking employment and responded to surveys were employed as PTAs; 89% passed the licensure exam.

Program Length
The program starts in the summer and continues for four additional semesters and the layout is shown in Appendix B.

Curriculum Framework
The curriculum guidelines set forth by CAPTE integrate all aspects of PTA education including; didactic/theory, technical skills (lab and clinical education), and professional behavior expected of the PTA. The PTA program places emphasis on all three areas throughout the entire program in order to develop competent entry-level PTAs:

1. Theory: The classroom portion of the curriculum is taught in traditional face-to-face and/or online/hybrid format. This requires students to have access to the internet. Computers with internet access are available throughout the ICC campus.

2. Technical Skills/Lab: The lab portion of the program is designed for students to learn the technical skills of a PTA. Once concepts and interventions are learned in the classroom, they are be practiced in the lab setting as appropriate under supervision of faculty. Students are required to demonstrate proficiency in many data collection skills and interventions prior to entering the clinical setting.

3. Clinical Education: The purpose of clinical education is to give students exposure and “real world” experience in physical therapy with a clinical instructor (CI) who is a PT or PTA. Students learn about the PT/PTA relationship, apply classroom knowledge and interventions, and develop professional behaviors in the clinical environment under the direction and supervision of a PT. Clinical education experiences occur in a variety of physical therapy settings to meet the needs of each student and overall learning objectives.

Degree Requirements and Suggested Course Sequence
Please see Appendix A

Graduation
The student must fulfill the graduation requirements of the College for the Associate of Applied Science Degree. The student is responsible for knowing the requirements as defined in the College Catalog and petitioning for graduation by completing an Application for Degree/Certificate. For May graduation, applications are due by February 1 and are available from Enrollment Services.
GENERAL INFORMATION

Tuition and Costs
Tuition is calculated on a per semester-hour basis and is that amount as established by the College and published in the College Catalog. The student is responsible for tuition, textbooks, medical-related costs, transportation, housing, uniforms/shoes, graduation fee, licensure exam and related fees, and any other fees as required and/or published in the College Catalog.

A Health Careers Fee is billed to the student’s account, separate from tuition, during the first semester following acceptance into a health career program. This fee covers costs for the drug screen and fingerprint background check at the Illinois Work Injury Resource Center (IWIRC). Additional costs may be contractually required by specific agencies for student clinical experiences. These “extra clinical requirements and costs” are the student’s responsibility.

Financial Assistance
Financial assistance available to College students includes state and federal grants, ICC Education Foundation scholarships, local and state scholarships, long-term loans, and employment opportunities. Students who need assistance should contact the Financial Aid office.

Tutoring in required classes and financial assistance to purchase necessary equipment and supplies may be available for qualified PTA students. For more information, contact the Coordinator of Special Academic Services.

Student Services
The College provides numerous student services including, but not limited to:

- Academic advisement
- Library assistance
- Counseling Services
- Office for Access Services
- Academic Placement
- Transfer Center
- Career Services
- Learning labs
- Veterans Affairs
- Student Activities
- Testing Center
- Adult Re-Entry Services
- Child Centers and Child Care
- Health Services

For contact information and additional services, refer to the College Catalog and web site.

Program Tutoring
PTA students may benefit from program-specific tutoring services for PTA related coursework. These services are available in the Learning Lab, and the schedule will be posted in the lab and communicated with the Learning Lab staff.

Student responsibilities include:

1. Meet with faculty when course grade < 75%, or upon request of faculty, to discuss situation.
2. Utilize other college resources as discussed with faculty. This includes but not limited to workshops (such as test anxiety, stress management, study skills, etc.), counseling, or other services as recommended, etc.
3. Attend open lab session and/or meet with faculty during office hours for assistance with course materials.
4. Be prepared for tutor by:
   a. Bringing specific question(s) or content area to review.
   b. Bringing course materials and textbooks.
5. Notify PTA faculty if there are problems or concerns with tutoring session.
Smoke Free/Tobacco Free Campus
Illinois Central College complies with state law that requires college campuses to be smoke free/tobacco free. Smoke free/ tobacco free means the use of tobacco or related products (herbal substitutes and e-cigarettes, for example) will not be allowed anywhere on campus, including parking lots. For more information, visit: icc.edu/smokefree. Smoking is also prohibited on the premises and grounds of the clinical education sites.

Advisement and Appointments
Program faculty members welcome the opportunity to meet with students on an individual or group basis. Each student has a PTA program faculty member assigned to serve as his/her academic advisor. Each faculty member posts office hours and appointments should be made through that faculty or as otherwise instructed.

Learning Resources
The Peoria campus library is located in Arbor Hall. The ICC library is linked electronically with many other public and academic libraries. Details on obtaining and using library services are available on the ICC library web site at: icc.edu/library

Bookstore/Textbooks
PTA program textbooks and course materials are available through the ICC bookstore located on the East Peoria campus. PTA program students are to purchase all required texts either in print or electronic format. Do not sell back program textbooks as many are used throughout the two-year program.

Emergency Messages
For a medical emergency, Campus Police or program faculty members will attempt to locate students. Non-emergency messages will not be delivered.

Emergency Closings
Classes including clinical experiences will meet as scheduled unless inclement weather or other emergency circumstances create conditions that necessitate closing the College. Students will be notified of the closing of the College as soon as possible through the College emergency notification system, the College web site and area radio and television stations. Students are encouraged to sign up to receive alerts and emergency messaging through email, voice, and text messaging. For more information, visit: icc.edu/MyAlert.

Application for Licensure and Licensure Examination
Full details on the application process for licensure and the licensure examination are covered in the program prior to graduation. In 2016, the total cost related to the licensure examination and state licensure/certification was approximately $600. 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 obtaining licensure/certification as a PTA.
Licensure
All states require licensure or certification legally practice as a PTA under the direction and supervision of a licensed physical therapist. It is the student's responsibility to know the requirements to apply for licensure/certification and the practice act and laws which govern physical therapy in the state they plan to practice. For the State of Illinois, the Department of Financial and Professional Regulation (IDFPR), is responsible for issuing licenses to PTAs. Additional information can be online on the IDFPR website, www.idfpr.com. The current fee for a two-year PTA license in the State of Illinois is $100 (2016). Fees provided are approximate and may change without notice.

When applying for licensure in the State of Illinois, the following personal history information must be provided:

1. Have you ever been convicted of any criminal offense in any state or in federal court (other than minor traffic violations)? If yes, attach a statement for each conviction including date and place of conviction, nature of the offense, and if applicable, the date of discharge from any penalty imposed.
2. Do you now suffer, have you suffered from, been diagnosed as having, or been treated for any disease or condition which is generally regarded by the medical community as chronic, e.g., (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? If yes, attach a detailed statement, including an explanation whether or not you are currently under treatment.
3. 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? If yes, attach a detailed explanation.
4. Have you ever been discharged other than honorably from the armed service or from a city, county, state, or federal position? If yes, attach a detailed explanation.
5. Are you a U.S. citizen or lawfully admitted alien of the United States?

(Source: Written Application Instruction Form for Examinees Educated inside the US or one of its territories. http://www.idfpr.com/renewals/apply/forms)

In the event that the applicant answers “yes” to any of the above questions, licensure/certification may not be granted. Applicants may also have other requirements such as passing a jurisprudence exam or submitting a criminal background check.

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

The Federation of State Boards of Physical Therapy (FSBPT) is the organization which writes the licensure examination and maintains examination scores. The National Physical Therapy Examination for the Physical Therapist Assistant (NPTE-PTA) is administered on fixed dates throughout the year. Additional information on examination dates, deadlines, and fees can be found on the FSBPT website: www.fsbpt.org.

After successfully passing the examination, to practice as a PTA in their desired state a candidate must complete that state’s application requirements for licensure/certification as a PTA.
American Physical Therapy Association

Membership
The American Physical Therapy Association (APTA) is the professional organization which represents physical therapy practitioners in the District of Columbia, the United States, and its territories. A PTA student is eligible for student membership and can be involved with the Student Assembly. Membership in the APTA also includes automatic membership in the Illinois Physical Therapy Association (IPTA) and its Student Special Interest Group (SSIG).

Student Assembly
The Student Assembly is an APTA component comprised of all student members and focuses on issues relating to students. This assembly serves as the "voice" for physical therapist and physical therapist assistant students. Involvement in the Student Assembly is a perfect opportunity for students to learn about issues, become involved, advocate for the profession and patients, and developing lifelong acquaintances.

Student members have numerous benefits including career starter dues; access to valuable APTA products at significantly reduced rates; up-to-date information about new trends and topics through the APTA’s website and newsletters. As a student you may join at any time, but the faculty strongly recommends students join early so they may take full advantage of the benefits. For additional information visit www.apta.org or speak to a faculty member.
PROGRAM POLICIES AND PROCEDURES

Student Privacy and Confidentiality
Student privacy and confidentiality are respected at all times. All communication regarding academic and clinical performance are conducted in faculty offices and/or other private rooms. Conversations are confidential, with each faculty member using discretion with the information shared with others.

Practical Examinations
Privacy screen are used to separate groups and minimize noise. Practical performance and grades are not shared with students until everyone has completed their practical. The course faculty will notify students when the grades are available and/or for specific concerns regarding student performance.

Student Academic File
Academic files are maintained in electronic format and include but are not limited to the following information: transcripts, program application, advisement activities, and graduation checklists.

Student Program File
Program files consist of program-specific information such as, but not limited to:

a. Student counseling/meeting sessions with program faculty
b. Signature pages from program handbooks
c. Clinical documentation: CPR verification, clinical orientation checklist, and other related clinical documentation
d. Test remediation/practical remediation forms
e. Reference release forms
f. PTA CPI training certificate
g. Completed skills checklist

Location: program files are maintained by program faculty in a locked cabinet within each faculty member's office:

a. Freshman files: maintained by ACCE/freshman-level faculty
b. Sophomore files: maintained by Program Director and/or sophomore-level faculty

The program will maintain student files (academic and program) in accordance to College policy and in a locked file cabinet in the Program Director's office.

Medical Records
Student medical records are maintained by an outside contracted vendor, IWIRC. Upon request from a clinical facility, the program ACCE may need to send specific student information to that facility.

Clinical Setting
For new clinical instructors, the ACCE provides information regarding confidentially and privacy of student performance and also explain FERPA rules.
Standards of Ethical Conduct for the PTA
(source: www.apta.org; 2009)

As part of developing professional behaviors, PTA students are expected to follow these standards throughout the program and are assessed during classroom and lab activities but also during clinical experiences.

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

Standard #1
Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

Standard #2
Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

2A. Physical therapist assistants shall act in the best interests of patients/clients over the interests of the physical therapist assistant.

2B. Physical therapist assistants shall provide physical therapy interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapist assistants shall provide patients/clients with information regarding the interventions they provide.

2D. Physical therapist assistants shall protect confidential patient/client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

Standard #3
Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

3A. Physical therapist assistants shall make objective decisions in the patient’s/client’s best interest in all practice settings.

3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapy interventions.

3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.

3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.
3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

**Standard #4**
Physical therapist assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other health care providers, employers, payers, and the public.

4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative, or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapist assistants shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

4D. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority, subject to law.

4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

4F. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

**Standard #5**
Physical therapist assistants shall fulfill their legal and ethical obligations.

5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.

5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

**Standard #6**
Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

6A. Physical therapist assistants shall achieve and maintain clinical competence.

6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.

6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

**Standard #7**
Physical therapist assistants shall support organizational behaviors and business practices that benefit patients/clients and society.

7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.
7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.

7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.

7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients/clients.

**Standard #8**

Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.

8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, or underinsured.

8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.

8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapy services.

8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

**Value-Based Behaviors**

(Source: http://www.apta.org; 2009)

In addition to the ethical standards, there are eight values-based behaviors which should be demonstrated by the student upon completion of the program and are assessed throughout the program. The following table provides definitions and a sample indicator which describe the actions the PTA would perform.

<table>
<thead>
<tr>
<th>Value Based Behavior</th>
<th>Sample Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Altruism</strong></td>
<td>Providing patient/client- centered interventions.</td>
</tr>
<tr>
<td>The primary regard for or devotion to the interests of the patient/client, assuming responsibility of placing the needs of the patient/client ahead of the PTA’s self-interest.</td>
<td></td>
</tr>
<tr>
<td><strong>Caring and Compassion</strong></td>
<td>Actively listening to the patient/client and considering the patient/client’s needs and preferences</td>
</tr>
<tr>
<td>The desire to identify with or sense something of another’s experience; a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others</td>
<td></td>
</tr>
<tr>
<td><strong>Continuing Competence</strong></td>
<td>Identifying strengths and limitations in knowledge, skills, and behaviors through self-assessment and feedback from physical therapists and others, and developing and implementing strategies to address the limitations</td>
</tr>
<tr>
<td>The lifelong process of maintaining and documenting competence through ongoing self-assessment, development, and implementation of a personal learning plan, and subsequent reassessment.</td>
<td></td>
</tr>
<tr>
<td>Value Based Behavior</td>
<td>Sample Indicator</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Duty</strong></td>
<td>The commitment to meeting one’s obligations to provide effective physical therapy services to individual patients/clients, to serve the profession, and to positively influence the health of society.</td>
</tr>
<tr>
<td><strong>Integrity</strong></td>
<td>The adherence to high ethical principles or standards; truthfulness, fairness, doing what you say you will do, and “speaking forth” about why you do what you do.</td>
</tr>
<tr>
<td><strong>PT/PTA Collaboration</strong></td>
<td>The PT/PTA team works together, within each partner’s respective role, to achieve optimal patient/client care and to enhance the overall delivery of physical therapy services.</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>The active acceptance of the roles, obligations, and actions of the PTA, including behaviors that positively influence patient/client outcomes, the profession, and the health needs of society.</td>
</tr>
<tr>
<td><strong>Social responsibility</strong></td>
<td>The promotion of a mutual trust between the PTA, as a member of the profession, and the larger public that necessitates responding to societal needs for health and wellness, wellness, and injury prevention strategies in the community.</td>
</tr>
</tbody>
</table>

**Professional Conduct**

In addition to program specific policies, the PTA student is also expected to adhere to the Health Career’s policy on Professional Conduct which can be found in the Health Careers Policies and Protocols section of this handbook.

The Policy for Professional Conduct is to assure a standardized professional image for all Health Careers Programs students and to promote a recognizable image across all Program settings. Any violation will be handled immediately to avoid compromising ICC’s use of the clinical site for future students.

In accordance with these expectations, when participating in classroom experiences, laboratory exercises, and/or when assigned to clinical sites, students in all Health Career programs must adhere to the following Policy for Professional Conduct. Failure to adhere to the policy will result in dismissal from the PTA program.

Appropriate professional conduct is a significant component of the PTA program and students are expected and required to be reliable and competent, exercise sound judgment, act with a high degree of personal integrity, represent themselves and ICC in a respectful manner, and observe all rules and regulations of the clinical sites to which they are assigned. Students also have a responsibility to protect the welfare and safety of the patients/clients for whom services are being provided. Students placed at clinical sites must realize the privilege of this experience, its responsibilities, and the reflection on ICC and its numerous health career programs.
This policy is in addition to the Student Code of Conduct outlined in the College Catalog. Program specific attendance policies and program specific clinical/fieldwork expectations/attire/conduct will take precedence over the general health careers conduct guidelines presented here.

Core Performance Standards

The PTA student must have the abilities and skills necessary to provide competent patient care. The Core Performance Standards are used to assist in the determination as to whether accommodations or modifications are necessary for a student to meet program requirements.

The skills and abilities necessary to meet curriculum requirements are shown in Appendix C. The student has the responsibility to identify and document any disability and to request reasonable and appropriate accommodations as needed. All students must be otherwise qualified and able to perform independently in all areas. A student who identifies potential difficulties with meeting the Core Performance Standards should communicate his/her concerns to the Program Director.

Participation and Role Playing

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

1. apply and understand therapeutic interventions and data collection methods
2. understand and practice the role of the PTA and patient
3. activities may include but not limited to:
   1. Massage or other hands-on techniques
   2. Palpation techniques
   3. Therapeutic exercise
   4. Modalities and electrotherapy
   5. Respectful exposure of appropriate body parts
   6. Field trips
   7. Simulated patient/therapist scenarios: each student is expected to serve as a practice subject (patient simulator) for other students while in the program.

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

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

Academic Honesty/Integrity

Academic honesty/integrity consists of truthful representation in all academic and clinical contexts. All members of the academic community, students and faculty have a responsibility to ensure that academic honesty/integrity is maintained.

PTA faculty have responsibility for:

1. Upholding and enforcing principles of academic honesty and integrity and informing students of these principles.
2. Minimizing opportunities for academic dishonesty in their courses.
3. Confronting students accused of academic dishonesty in a way that respects student privacy.
4. Affording students accused of academic dishonesty the right to appeal any resulting disputes (as directed in the ICC Student Handbook).
5. Assigning an appropriate grade to a student who engages in academic dishonesty.
6. Reporting all instances of academic dishonesty to the PTA Program Director and/or Dean/Associate Dean of Health Careers.
7. Protecting the anonymity of any student reporting an incident of academic dishonesty to the extent permitted by due process required for the accused and other legal requirements.

**PTA students have responsibility for:**

1. Refraining from cheating and plagiarism.
2. Refusing to aid any form of academic dishonesty.
3. Notifying faculty about observed incidents of academic misconduct (note: anonymity of a student reporting incident of academic dishonesty will be protected).
4. Signing to agree or comply with Academic Honesty and Integrity Policy.

**Academic dishonesty** refers to forms of lying and/or cheating on academic assignments and exams. Examples of academic dishonesty include but are not limited to:

1. Sharing information in the preparation of an assignment or paper, unless approved by instructor.
2. Submitting the same paper for two different courses with slight or no modification.
3. Submitting the same paper by two different students.
4. The illegitimate uses of written material or obtaining of information from other students while an examination is in progress.

**Plagiarism** is receiving credit for work which is not your own. This includes copying another student’s work or copying information from a book or article. Any information that is copied from another source must be cited appropriately in the assignment. Deliberate acts of plagiarism are considered serious offenses within the college community.

**Clinical Practice dishonesty** occurs when a student uses poor judgment and unprofessional behavior in the clinical setting. Examples of clinical practice dishonesty include but not limited to:

1. Falsifying patient billing and documentation records.
2. Charging more treatment minutes than was provided.
3. Documenting and charging for a treatment which was not provided.
4. Covering up mistakes/errors and not reporting to clinical instructor.

**Students may be dismissed from the program for the following actions:**

1. explicit use of profanity;
2. falsifying or altering records – cheating on exams;
3. abusing, stealing, destroying any property on the College or clinical education site premises;
4. violating confidentiality policy;
5. possession of guns or weapons on campus or at the clinical education site premises;
6. violating or falsifying health/incident forms (including not reporting properly);
7. willfully disregarding College or clinical education center policies;
8. failure to maintain satisfactory academic grades and/or clinical performance;
9. failure to follow and maintain attendance policies;
10. failure to follow and maintain classroom safety policies;
11. smoking in prohibited areas of campus or clinical education site;
12. unprofessional or unsafe patient care despite recommendations of clinical faculty or instructor;
13. sexual harassment (see College policy);
14. as part of process of chemical impairment policy implementation;
15. representing self as an ICC student to patients during nonscheduled clinical times;
16. theft of any kind;
17. violating hospital or clinical education center policies;
18. inappropriately obtaining and/or distribution of classroom or program materials;
19. violation of Social Networking Policy;
20. unsafe and/or unethical behaviors.

**Consequences of Academic Dishonesty**
Regardless of how alleged acts of academic dishonesty are brought to light, faculty and instructors retain the responsibility and the authority to investigate all allegations, although, PTA Program Director and/or Dean/Associate Dean of Health Careers may lead these investigations. Because the consequences for academic dishonesty can be severe, the decision to penalize a student for such infractions must be the result of a thorough review. The procedures to be used for adjudicating suspected acts of academic dishonesty are determined by the nature of the misconduct and the seriousness of the offense. Acts of academic dishonesty will result in disciplinary action and/or dismissal from the program or college. Violation of Academic Integrity form may be completed.

If a student is ever in doubt about an issue of academic dishonesty, or has any hesitation about a contemplated course of action, the student should consult a faculty member. The penalties for academic dishonesty can negatively affect the student’s educational experience.

For additional information, refer to student disciplinary procedures as outlined in the *ICC Student Handbook*.

**Additional Student Responsibilities**
PTA students have additional responsibilities due to the sensitive and confidential role they assume during their education. These additional responsibilities include:

**Personal and Professional Ethical Behavior**

a. Be accountable for own actions. The student is to inform the program faculty and clinical instructor of any error or accident that occurred in the clinical course.


**Maintaining Confidentiality**
It is the responsibility of every student to maintain the confidentiality of patient information, personnel information, and competitive information regarding a clinical agency’s plans and operations.

During clinical experiences, students may learn of certain personal matters pertaining to nature of illness, financial background, family life, etc., of a patient. This information should not be discussed with anyone outside the agency, among employees of the hospital, or among students unless information is required directly for the care of the patient or as a learning tool within the educational setting.

In addition to patient information, students are expected to use the utmost discretion concerning other confidential information such as that pertaining to hospital employees or operation of the hospital. Unauthorized disclosure of patient information may result in civil and/or criminal liability under federal or state laws.
Examples of maintaining confidentiality include the following but not limited to:

a. Discuss information related to patients/clients as appropriate in the classroom and clinical settings.

b. Read medical records of only assigned patients/clients. Students must obtain CI’s permission to read medical records other than those of their assigned patients/clients.

c. Destroy program written assignments containing patient information at the end of clinical experiences.

d. Understand and abide to patient confidentiality and privacy rules, such as Health Insurance Portability and Accountability Act (HIPAA).

e. Do not discuss sensitive matters covered in class (such as patient examples) with others not affiliated with the program or outside the classroom setting. Failure to maintain confidentiality will result in disciplinary action.

f. Protect data produced by the facility electronic medical record system and include printed materials, communication, and information displayed on electronic devices (such as a computer terminal).

g. Obtain written consent from the patient if any patient-information, images, or pictures are used in course assignments.

Violations of these responsibilities may subject the student to disciplinary actions in accordance with the procedure as outlined in the ICC Student Handbook and PTA Program Student Handbook.

Patient Privacy and Confidentiality

Education of students regarding patient privacy and confidentiality and HIPAA training are included within the curriculum. Students are to refrain from using patient names while discussing any patient related issue during class or when posting information on discussion posts. During orientation at the clinical site, the clinical instructor reviews patient privacy and confidentiality policies specific to the facility.

Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act requires patient information to be kept confidential:

- Protects individuals’ medical records
- Gives patients more control over their health information
- Limits the use and release of health records
- The law gives patients more rights about how their personal and health information is used and gives them opportunities to restrict the use (and pursue legal action if rights are violated).

Protected information includes:

- Name, address, and phone
- Dates (birth date, admission date, discharge date, date of death)
- Fax number
- Email address
- SSN & driver’s license number
- Medical record number
- Health plan beneficiary number

Above information may be disclosed only to appropriate personnel for purpose of treatment, payment and operation of health care.
Highly confidential information (must have patient’s authorization for release) consists of:

- Mental health notes/treatment/disability
- Alcohol and drug abuse
- HIV/AIDS; Venereal disease
- Genetic testing
- Child abuse or neglect/adult abuse
- Sexual assault

**Use of Electronic Devices**

In certain instances, the use of electronic devices may be allowed in class, such as:

- a. use of e-books
- b. use of relevant websites
- c. taking notes during class

The following items are not permitted during class time, lab time, or other related instruction unless permitted by faculty:

- a. cell phones, PDAs, pagers
- b. laptop computers and tablets
- c. personal music devices

If a faculty member questions a student’s use of an electronic device, the faculty member reserves the right to request that the student discontinue use of the device. If the problem continues, the student will be required to meet with the faculty member and Program Director to determine an appropriate action plan.

**Cell Phone Use**

Cell phones are to be silenced (turn off or mute), put away, and out of sight during all class and lab sessions unless otherwise specified. If, during lecture or lab, a cell phone rings, bleeps, or vibrates, faculty has the right to request the student to turn the phone off and place it in the possession of the instructor until the end of class. The phone will be returned after class. These policies also apply to texting, photographing, or recording with the cell phone. Outside communication while in a classroom or lab is considered a breach of integrity and will be interpreted as receiving or providing outside help with assignments and/or exams and may result in dismissal from the program.

While faculty understand that emergency situations may occur, the student should talk with faculty to discuss options.

**Video/Audio Taping and Photographing**

The student may not record the instructor or class content or take pictures of any program material or equipment without written permission from faculty. If permission is granted, additional information will be obtained as well as consent. Violation of this policy may result in dismissal from the program. In situations in which a student has a specific need to record classroom content, they must go through Access Services for a formal request for accommodations. If faculty or other College personnel take pictures or videotape the student for educational purposes, written consent will be obtained.

**Social Networking Policy**

The program has a Facebook page and periodically posts information about the program, as well as pictures taken of program-related activities (e.g., lab, field trips, etc.). If you have a request to not be included with these posts, please notify the faculty.
Students need to recognize that they are on the brink of entering a profession and should use good judgment about what they post in public forums (e.g., Facebook) 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 possible dismissal from the program but may find themselves open to legal action as well. Students should avoid all discussions involving faculty, clinical instructors, other students and health care providers, and patients. Students must refrain from discussion of problems, issues, or negative experiences encountered either on campus, in the clinical facility, or in hospital departments on any social network.

**Classroom Etiquette**

Food is not permitted in the classroom during didactic or laboratory activities; drinks are permitted. Food is allowed in the student lounge. Students are expected to participate with classroom and laboratory housekeeping duties as assigned. Faculty will clarify duties and responsibilities during the appropriate course.

**Email Etiquette**

1. **Include a subject line**
   Include a descriptive subject line to catch the reader’s attention. Saying “Questions” could mean anything. If instead you said, “Questions about Chapter 11,” the recipient will know the topic of the email.

2. **Keep it short**
   With email, keep words to a minimum. Remember, less is better.

3. **Avoid using ALL CAPS**
   With the Internet, all CAPS means you are SHOUTING at someone. To emphasize words, use *asterisks* around them.

4. **Use of attachments**
   Do not send large attachments as they can take a long time to download, especially on older computers. Make sure that the person at the other end can open the type of file you are sending.

5. **P-r-o-o-f-r-a-d**
   Always run a spell check on your emails then proofread. An email with grammatical and spelling mistakes may make as bad an impression as a faulty resume.

6. **Be careful what you say**
   Follow the “Golden Rule.” Do not assume that your email will be seen only by the recipient and remember emails can be forwarded any number of times. Always ask yourself, “Would I say this to a person’s face?” If no, rewrite or don’t email it. Emails are always stored on a mainframe somewhere and you can never truly delete an email address.

7. **Reply promptly**
   This makes a good impression, even if it’s just to acknowledge you received an email.

8. **Pay attention to formatting**
   Use caution with formatting to make text look more attractive. Some users might have computers that cannot read certain kinds of formatting (font, size, color, etc.), so they will just receive the mail as gibberish.

9. **Reply to or forward an email to which you are referring**
   When you want to refer to something in an earlier email, forward the earlier email and add your comments within the message. This is called a thread. This way, people receiving the email will know the context in which they should read your email.

10. **Respect other people’s privacy**
    You wouldn’t go through another person’s desk or mail; you shouldn’t read their email either.
11. **Be careful with sarcasm and humor**
   Without face-to-face interaction, your joke/comment can be seen as an insult or criticism.

12. **Email address**
   Double check email addresses to be certain it's going to the right person.

13. **Salutation and signature**
   a. Always include a salutation; it is appropriate to include “hello, hi, etc.” when you send an email.
   b. Always “sign” your name at the end. It can be a specific signature, initials, etc. Not everyone will know your email address, and you want your reader to know who you are.

14. **Blackboard posting rules**
   a. No use of patient, facility, or clinical instructor names. Instead, use the pronoun “my patient, my CI, etc.”
   b. No inappropriate language — if you wouldn’t say it, don’t email it. As appropriate, the instructor (moderator) will remove your post. If this continues to be a problem, you will meet with faculty or Program Director to discuss and develop a correction course of action.
   c. It’s okay to disagree with a post, but don’t “attack” that person.
   d. Double check spelling and grammar.
   e. Treat others as you want to be treated.


### Health and Medical

**Cardiopulmonary Resuscitation (CPR)**
Students are required to submit proof of current CPR certification which must be maintained until graduation from the program. This certification may come from formal classes offered by hospitals, community health agencies, the American Red Cross, the American Heart Association, Illinois Central College (HLTH 041), and other sources. Students must maintain a valid Healthcare Provider card throughout the program. Certifications through online sources are not accepted.

**Medical Insurance**
Students are not required to have medical insurance while in the program. However, it is strongly recommended as students are financially responsible for any medical care, treatment, or examination needed for any issues that arise while on campus or during clinical education experiences.

**Medical Conditions**
Program faculty do not review physical examination records, and it is the student’s responsibility to notify program faculty of any medical conditions and/or medications which may affect performance in the classroom, laboratory, or clinical settings. While not mandated, the student is strongly encouraged to notify program faculty prior to each semester and, as appropriate, inform clinical faculty of any pertinent medical conditions which may affect performance.

If the student develops a medical condition during the program, which affects clinical or academic performance, the student may continue in the program provided the student:

1) Submits a written statement from a physician verifying the nature of the medical condition, limitations and duration of restrictions, and confirmation of the student's ability to continue in the program to the Program Director.

2) Notifies program faculty and, as appropriate, clinical faculty.

3)Meets all didactic and clinical objectives and requirements.
Physical Examination
A physical examination by a physician, or other health care professional as allowed by law, is required upon admission to the program. The following documents need to be submitted to Illinois Work Injury Resource Center (IWIRC) by the designated date:

1) signed physical examination form and
2) complete immunization record. Up to date immunizations or records need to include:
   - MMR (measles mumps, rubella)
   - tetanus
   - current 2-step TB test
   - Hepatitis B. (3-injection series)
   - Varicella immunity
   - Flu (seasonal)

The student will NOT be allowed to participate in clinical education until this requirement is met, unless a waiver for specific conditions is signed.

Readmitted students must have a completed physical examination form within two years including verification of immunization on file before attending clinical courses. It is the student's responsibility to review the immunization record to confirm immunization requirements are met.

Lockers
Lockers are available for students to use during the duration of enrollment in the program. Students are responsible for providing a lock and assume all risks. The College is not responsible for stolen, lost or misplaced items. If the lock remains after the student completes the program, it will be cut off and items disposed. Lockers are to be cleaned out on a regular basis.

Program Withdrawal
Procedures are outlined in the College Catalog. Students who choose to withdraw from the PTA Program need to do so through the PTA Faculty or Program Director. The student will also be requested to complete the Student Withdrawal form outlining reason(s).

Program Readmission
A student who was unsuccessful in a course(s): (a) earning a grade lower than “C”, or (b) earning an unsatisfactory (U) clinical grade, or (c) has withdrawn, may seek readmission by initiating a written request through the PTA Program Director. A student may be readmitted to the program only once and may repeat such a course only once.

A student who has failed the summer session or first semester course must complete the entire application process and apply for readmission for the following year. A student who has failed a program course beyond the first semester may be readmitted only once during the entire PTA program. Readmission is based on space availability, date of request, GPA (2.0 or higher), and is not guaranteed in any semester. If space allows, students are readmitted in order of dated request, and if multiple requests exist for same date, then readmitted by highest GPA. If the student is not readmitted within one year, the student will be required to repeat the entire PTA program sequence from beginning.

In the event that readmission may involve repeating a PHTA course, both grades will be recalculated in the student’s grade point average; however, the most recent PHTA course grade, will be used in the accumulation of credit hours earned toward completion of the program requirements. For students receiving financial aid, any repeat courses will apply towards the maximum credit hours. The student should consult the financial aid office for more information.

The student who withdraws from the program and seeks readmission within one year will be required to demonstrate retention of previously learned skills and knowledge or may be required to repeat the
entire program sequence. The student must adhere to the readmission policy of the College and the PTA program.

A readmitted student must have a recent physical examination, new criminal background check, and updated immunizations as appropriate before resuming the program. It is the student’s responsibility to assure that all health requirements are met.

Program Complaint Procedure
The PTA Program welcomes comments, suggestions, ideas, and constructive criticism as part of continuous and systematic program evaluation and improvement. Any complaint or concern about the PTA Program or one of its policies, faculty, staff, or students is requested to be in writing. For student complaints outside the scope of the PTA program, it must be addressed through the grievance procedure as outlined in the ICC Student Handbook. As appropriate, the complaint/concern will be delivered to the Program Director or the Dean/Associate Dean of Health Careers for timely follow-up.

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

Complaints/concerns about a particular individual (faculty, staff, or student) should be addressed with that individual first. If the person with the complaint feels the situation remains unresolved, that person should meet with their advisor or Program Director and submit a written statement of their concern. If further action is necessary, the complaint/concern will be taken to the Dean/Associate Dean of Health Careers for further review and follow-up.

A. Students
The PTA program will follow the Formal Student Grievance Policy outlined in the ICC College Catalog. Students who feel they have a legitimate complaint concerning an issue not covered by the College Grievance Policy may appeal to the Program Director or the ACCE if the issue is related to clinical education. If a satisfactory solution to the problem cannot be reached, the following procedure will be used:

Procedure:

1. The student should take their complaint to the Program Director, Dean/Associate Dean of Health Careers, Vice President of Student Services, and finally Vice President for Academic Affairs, in that order.
2. The Program Director will request written documentation of each concern before further action is taken. It is the student’s responsibility to provide the requesting party with written verification of their concern.
3. Records of complaints and any action taken will be retained in electronic and/or hard copy by the PTA Program Director and maintained in the PTA Program Director’s office for one year after resolution.
B. Clinical Site
Clinical Faculty:

Individuals (such as clinical instructors and center coordinator) who feel they have a grievance concerning a student should first attempt to address the concern with the student. If the situation remains unresolved, the following procedure will be followed:

Procedure:
1. The clinical instructor (CI) should consult with the facility’s Center Coordinator of Clinical Education (CCCE) to discuss the nature of the issue and action taken to resolve the issue. If the CCCE is not available, the CI should contact the program ACCE.
2. If a satisfactory solution cannot be reached, the complaint should be taken to the Program Director, Dean/Associate Dean of Health Careers, Vice President of Student Services, and finally Vice President for Academic Affairs, in that order.
3. If the clinical faculty has a grievance specific to the PTA Program, they should first address the concern with the ACCE and then with the Program Director. If further discussion is need, the Dean/Associate Dean of Health Careers will be contacted.
4. Records of complaints (Appendix A) and any action taken will be retained in electronic and/or hard copy by the PTA Program Director and maintained in the PTA Program Director’s office for one year after resolution.

Other Individuals:

Individuals (such as patients, staff, or other facility personnel) who feel they have a grievance concerning a student should first attempt to address the concern with the student. If the situation remains unresolved, the following procedure will be followed:

Procedure:
1. The student’s CI or CCCE should be contacted to discuss the nature of the issue and action taken to resolve the issue.
2. If a satisfactory solution cannot be reached, the complaint should be taken to the ACCE and/or Program Director to discuss the complaint and determine an action plan.
3. As indicated, the complaint will be taken to the Dean/Associate Dean of Health Careers, Vice President of Student Services, and finally Vice President for Academic Affairs, in that order, for a resolution.

C. Community

Individuals (such as employers of graduates, and the general public) in the community who do not have a formal affiliation with ICC or the PTA program are welcome to provide comments. Feedback can be provided directly to the College with the link available on bottom of the College website: Info@ICC.edu. The following procedures will be used for investigation and resolution:

Procedure:
1. The complaint will be forwarded to the PTA Program Director who will assess the complaint and attempt to resolve the issue to the satisfaction of the person/organization. The Dean/Associate Dean of Health Careers will also be notified of the complaint.
2. In the event of unsatisfactory resolution, the complainant will be taken to the following individuals in this sequence:
   a. Dean/Associate Dean of Health Careers
   b. Vice President of Student Services and/or Vice President of Academic Affairs
3. Any and all outside complaints will be reported to the Dean/Associate Dean of Health Careers by the PTA Program Director and documented.
4. Records of complaints and any action taken will be retained in electronic and/or hard copy by the PTA Program Director and maintained in the PTA Program Director’s office for one year after resolution.

**Graduation Checklist**
Throughout the program as students meet with their advisor, the graduation checklist (Appendix D) serves as an overview of the student’s progress in meeting degree requirements.

**Service Learning**
To promote social responsibility, PTA students are to participate in some type of community service activity. The concept of Service Learning is introduced in PHTA 112, Introduction to Physical Therapy and completed by the final semester in PHTA 222, Clinical Seminar. Students are required to complete four hours (at a minimum) of an appropriate activity, which is explained in PHTA 112. If there are any questions, please see the Program Director.
PROGRAM STANDARDS

Program Progression
A student must attain a grade of a “C” (75%) or higher in each PHTA course in order to progress through the program. In those courses with a patient-skills component, the student must pass each practical exam, which includes meeting all critical safety elements and a score of at least 75%.

To allow progression to clinical courses, the student must have at least a 75% midterm grade in all concurrent PHTA courses. If a student has a “D” or “F” grade (<75%) at midterm, the subsequent clinical experience may be delayed upon faculty discretion. If the clinical experience is delayed, the experience may occur after the semester ends providing the student achieves a minimum 75% course grade. If the student does not achieve this grade, the student will not progress in the program.

For clinical courses, the student must attain a “satisfactory” (S) grade each experience to progress through the program. See Clinical Education section for specific information pertaining to clinical education courses.

Electronic Course Management Site
All PHTA courses are web-supplemented using Blackboard Course Management System. It is the student’s responsibility to be familiar with using Blackboard and access the site on a regular basis. If assistance is needed, the student can contact the learning lab for assistance.

Attendance
Attendance at all class sessions, laboratory sessions and clinical education experiences is required. If circumstances (such as illness) prevent one from attending class, the student must notify faculty before class. In the event of an unforeseen emergency, the student or other assigned person must contact the faculty or Program Director as soon as possible.

Absences
Except for extenuating circumstances, the student’s final grade will be reduced due to absences. When the number of absences is three or more, the student’s final course grade will be reduced by one full letter grade. It is the student’s responsibility to call the instructor before the start of class and explain the reason for the absence. The student is responsible for obtaining materials from the missed class session. If absences remain a problem, the student will be required to meet with faculty and/or Program Director to determine a course of action.

Tardiness
Students are expected to be present at the beginning of class and remain until class is dismissed. If a student is going to be late or needs to leave early, the faculty must be notified in a timely manner. Three tardies are equivalent to one absence. If tardiness remains a problem, the student will be required to meet with faculty and/or Program Director to discuss the issue and develop a corrective plan of action.

Grading
The percentage weighting of each course is listed in the specific course syllabi and there is no rounding up of grades. For example, a grade of 82.90% will not round up to 83% and is recorded as 82%. With the exception of clinical courses, the following grading scale is used for all program courses:

<table>
<thead>
<tr>
<th>Classroom Grading:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100% = A</td>
<td></td>
</tr>
<tr>
<td>84-92% = B</td>
<td></td>
</tr>
<tr>
<td>75-83% = C</td>
<td></td>
</tr>
<tr>
<td>66-74% = D</td>
<td></td>
</tr>
<tr>
<td>0-65% = F</td>
<td></td>
</tr>
</tbody>
</table>
Students must attain at least 75% of the total points in each course in order to earn a “C” in that course. In classroom and laboratory courses, grades are determined from:

a. assignments  
b. quizzes and examinations (written and practical)  
c. final exam

Students can obtain their grade any time during the semester on course Blackboard site.

When a student has repeated incidents of failing grades, unsatisfactory, unacceptable or unsafe practice, or unprofessional or unacceptable conduct in the classroom or clinical setting, the following procedure will be used:

1. The incidents will be documented by the program faculty or clinical instructor.  
2. The student will meet with the involved faculty member. A counseling form will be completed and placed in student’s file with the student given a copy.  
3. If the student does not show improvement in accordance with established action plan, the problem will be reviewed again with the student, the involved faculty, and the Program Director present. The Health Careers Dean/Associate Dean may also be involved, as necessary. Continued failure to comply with the conditions set forth in these discussions and documentation may result in an unsatisfactory grade and dismissal from the program.

Quizzes and Examinations
For those courses with quizzes and examinations, a minimum 75% score is required to pass the quiz or examination.

If a student scores <78% on a quiz, he/she is encouraged to meet with the course faculty to review the quiz but remediation is not required.

If a student scores <78% on an examination, he/she is required to meet with the course faculty to discuss their performance and complete an Exam Remediation Form. Please see the Written Examinations Remediation section for full details.

Absence
If a student is absent on the day of the quiz/exam, the student must contact the course faculty prior to the scheduled quiz/exam. Unless extenuating circumstances prevail and the faculty is not contacted, a make-up option will not be allowed and a grade of zero (0) will be recorded.

Tardy
If a student comes late to class when a quiz/exam is already in progress, it will be at the course faculty’s discretion whether to allow the student to enter and take the quiz/exam. However, the student will not be given additional time to complete the quiz/exam. If the quiz/exam is not taken as scheduled, the student must complete it after class in the learning lab and it will be considered “late” with the score adjusted.

Make-up Option
The student is responsible for contacting the course faculty to make arrangement to make up any missed quiz/exam. Missed quizzes must be completed prior to the next class; written and practical examinations must be scheduled within 24 hours of the absence and completed within one week. Make-up options are given at the discretion of the course faculty and the quiz/exam may be different from the initial version taken by other students.

Score Adjustment
For all quizzes and exams, the final score will be reduced by 5% for each scheduled class day the activity is past due. However, this will be evaluated on an individual basis at the discretion of the course faculty.
**Blackboard Examinations**
For any electronic exam (e.g., midterm and final on Blackboard), it will be proctored by program faculty or other assigned person and needs to be completed on campus and in person during the scheduled time frame. If a student is absent or late, the same above-mentioned quiz/exam policies are followed. However, a missed electronic exam must be rescheduled within 24 hours.

**Written Examination Remediation**
Failure to demonstrate the minimal level of knowledge on an exam (<78% score) will result in the student completing a Written Exam Remediation form (Appendix E). Upon completion of this form, the faculty member will review it and determine if the student has met the minimal level of knowledge covered on the exam. This form must be completed within one week (unless otherwise specified) and will be maintained by the course faculty with other course materials.

The original exam score will remain as the grade of record with no additional points for completion of the remediation plan. Since the remediation activity involves the students reviewing the original exam, the student must remain on campus, such as in the learning lab, to complete the form. The student will, however, be able to use any course materials and resources to complete the form. It is not acceptable to use other students or the PTA tutors to complete the remediation.

If the student does not complete this form, the student will not be allowed to take the next exam and will be required to meet with program faculty regarding progressing in the program.

**Skills Competency**
Throughout the program, students will be tested on many skills which must be demonstrated to competency (Appendix I). For courses with a patient-skills component, students will be provided with a list of skills which need to be practiced and demonstrated to competency. This list is referred to as the “skills checklist” and includes the components to pass each skill including critical safety elements. Skills checks (specific skill) are due by the date as outlined in the course outline with points awarded as determined by course faculty. Please see course information for specific details. If the skill check is not completed by the due date, a score of “0” (zero) will be put in the student’s gradebook.

The process is sequential in which the peer assessment (Level 1) must be completed prior to progressing to faculty assessment (Level 2) which must be passed before being allowed to take the practical exam (Level 3). At the beginning of each course, the course faculty will provide the skills checklist, due dates, points, and explain how they are used. The same list is used for both peer assessment and faculty assessments, and it is the student’s responsibility to complete the checklist and turn in by the required date.

As the student progresses in the program, he/she will have numerous opportunities to practice and develop minimal competency for many physical therapy skills. The Skills Competency Ladder illustrates the steps for accomplishing this.

**Skills Competency Ladder**
There are three levels of skill competency required prior to the student being considered safe and competent to progress in the program and to practice these skills in the clinical setting.

1. **Level 1- Peer Assessment:** the student will practice skills with his/her lab partner(s) and provide feedback for improvement. Level 1 must be completed prior to faculty assessment.
2. **Level 2- Faculty Assessment:** once the peer assessment has been completed, the student will need to have the skill checked off by faculty. Level 2 must be passed in order for the student to progress to the practical examination.
3. **Level 3- Practical Examination:** All courses with a patient-skills component have a practical examination in which the student will demonstrate the skill(s) with a patient scenario.
## Skills Competency Ladder

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read</td>
<td>The student must to read assignments, review course notes and materials to come into lab with a general understanding of what will be covered that day.</td>
</tr>
<tr>
<td>Demonstration</td>
<td>The course faculty will demonstrate the skill during the lab.</td>
</tr>
<tr>
<td>Lab Practice</td>
<td>The student will practice the skill in lab with a partner under supervision of faculty. Because no two people (such as patients or clients) will respond alike, students will rotate partners on a regular basis.</td>
</tr>
<tr>
<td>Practice with a different partner</td>
<td>During scheduled lab times, the student will continue to practice the same skill on a different partner. As questions arise, this is a good opportunity to ask faculty questions.</td>
</tr>
<tr>
<td>Level 1: Peer Assessment</td>
<td>The student will perform peer assessment(s) with each skill. <strong>Message to the peer: Be meticulous in your assessment!</strong> Offer constructive criticism so your partner learns the correct method. Peer assessment will be documented on the skills checklist.</td>
</tr>
<tr>
<td>Level 2: Faculty Assessment</td>
<td>Faculty will complete assessment checks on the skills and provide feedback on the student’s performance. Level 2 must be passed in order for the student to progress to the practical examination.</td>
</tr>
<tr>
<td>Level 3: Practical Exam</td>
<td>Practical exams incorporate multiple skills applied to a patient scenario within a single testing session. Prior to the practical exam, the student will be provided with performance expectations, practical score forms, and the criteria and critical safety elements to pass the practical. Faculty will provide feedback on the student’s performance of the practical examination.</td>
</tr>
<tr>
<td>Clinical Education Courses: Application in the clinical setting</td>
<td>Once in the clinic, the student will work with the Clinical Instructor (CI) to practice physical therapy skills. The CI will be provided with a list of skills covered and tested to competency throughout the program.</td>
</tr>
</tbody>
</table>

Through observation and questioning of students during lab practice, faculty will determine if the student meets the minimal level of competency and performance expectations through demonstration of the following, which include but are not limited to:

1. Participate in lab activities as both the “PTA” and “patient” unless otherwise specified.
2. Appropriate professional behavior(s) expected by the PTA.
3. Safe body mechanics and positions for self and partner.
4. Demonstrate critical thinking skills by providing appropriate answers to faculty questions which include, but are not limited to: rationale, contraindications/indications, precautions, equipment use, and the technical elements of the skill.
5. Meeting critical safety elements.
6. Adhering to appropriate infection control principles.
**Missed Lab Session**

If a student misses a lab which requires demonstration or competency of a skill, the student must attend the next scheduled PTA skills lab or schedule a time to meet with faculty to practice the skill in order to meet the competency requirements.

**Requirements to Pass Competency**

**Level 1:** For peer assessment, each skill must be checked off peer with a score at least 75%. Additionally, critical safety elements noted by asterisk (*) must be met regardless of performance with other criterion. The score is not used to determine the student’s course grade but rather is used to determine if the student progresses to Level 2.

**Level 2:** For faculty assessment, the student must score at least 75% and meet all critical safety elements to progress to the practical examination. For scores less than 75% or if critical safety elements are not met, the skill must be repeated and retested by faculty. The score is not used to determine the student’s course grade but rather is used to determine if the student progresses to Level 3 (practical examination). If the student is unable to demonstrate competency with the third attempt, this is considered failing and the student will not progress to practical examination. The student will be required to meet with faculty and the Program Director to discuss options about demonstrating competency and progressing in the program.

**Practical Examinations**

Practical examinations are the third level (Level 3) of the skills competency ladder. All program courses with a patient-skills component have a practical examination in which students demonstrate competency of selected skills with a patient scenario. As part of each practical examination, students are expected to follow the clinical dress code and have the necessary clinical equipment (e.g., pen, gait belt, etc.).

Practical performance will be scored using the practical examination grading form, which includes an itemized list of components specific to the skill being tested and critical safety elements, and is part of the overall course grade (Quizzes and Examinations category). Results of the practical exam will be discussed only after all students have completed the practical exam.

**Requirements to Pass Practical Examination**

In order to pass the practical examination, the student must:

1. Meet all the indicated critical safety elements. Each practical contains critical safety elements which must be met and are noted by an asterisk (*) on the practical grading form. Failure to meet one or more of these criteria will result in a failing score regardless of the overall practical examination score.

2. Receive a 75% or better score on performance. If a student scores less than 75% or does not meet the critical safety elements, this is considered “failing” and the practical must be repeated.

3. Each practical examination must be passed as part of the requirements to pass the course and progress in the program.

**Critical Safety Elements**

“Critical Safety Elements” associated with practical exams are those criteria used to determine competency and safety of skills/interventions in the technical education courses of the PTA Program. Each criterion is indicated by an asterisk (*) on the practical exam form and must be met regardless of overall practical score.
While the faculty will provide specific information for each practical, examples of items considered critical safety elements include but are not limited to the following:

1. Provides an understanding of indications, precautions, and contraindications related to the skill/intervention being performed.
2. Demonstrates safety for self and student partner (patient) while performing the skill/intervention.
3. Recognize when a skill/intervention should be modified, adjusted, not provided, or stopped based on patient’s verbal and nonverbal response.
4. Perform the skill/intervention on the correct side or body part/region.
5. Proper guarding of and attending to the patient.
6. Demonstrates proper body mechanics
7. Correct use of equipment, such as a gait belt and locking the wheelchair.
8. Recognize when a treatment should not be provided.
9. Demonstrate professional behaviors and sensitivity, as outlined in APTA Code of Ethics and Values-based Behaviors.
10. Maintain privacy and confidentiality.
11. Accurate documentation of therapy interventions provided.

Repeat Practical Exam Policy

When a student is unsuccessful on the practical examination, they will be notified by course faculty within the established time frame (as determined by faculty). Practical examinations must be repeated for scores of less than 75% and, when possible, will be administered by different faculty and graded by two faculty members.

Using the Skill Proficiency Remediation Form (Appendix F), the faculty will determine a remediation plan for the student to complete in order to be eligible to repeat the failed practical examination. The student and faculty will meet to discuss the remedial activity and deadlines for completion. The repeat practical examination will be scheduled within approximately one week. The student must demonstrate competency in the same case scenario (which was failed) as well as an additional scenario.

In order to pass the repeat practical examination, the student must:

1. Meet all the indicated critical safety elements indicated on the practical grading form.
2. Demonstrate competency with the unsatisfactory skills with the original scenario and repeat a second case scenario, which may be different.
3. Receive a 75% or better score on both the original and repeat case scenarios. If a student scores 74% or lower or does not meet the critical safety elements, this is considered “failing” and the student will be provided a third option to demonstrate proficiency of the failed skill.
4. If the student requires a third option, the remediation plan will consist of specific mentoring of the failed skill with faculty prior to the student being allowed a third option to demonstrate the skill. The third practical attempt will be graded by two faculty members.

If the student is unable to demonstrate proficiency with the third attempt, this is considered failing and the student will fail the course and not progress in the program.

Repeat Limit for Practical Exams

Per course: The maximum number of allowed repeat practical examinations for each course is **two**. Upon failure of the third practical, the student will not pass the course, will receive a failing grade for the course, and not progress in the program.

For entire program: The maximum number of repeat practical examinations for the entire program is **four**. Upon failure of the fifth practical, the student will not progress in the program.
Written Assignments
Due dates for written assignments are indicated on each course outline.

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.

1. 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.
2. Unless otherwise indicated, all papers should follow APA Guidelines.
3. All papers will be graded for content as well as grammatical quality (sentence structure, spelling, etc.). Please refer to the grading rubric for each assignment.
4. No pencil-written work will be accepted unless specified by assignment or by faculty.

Late assignments
Assignments not turned in by the due date (start of class period) are considered late and acceptance of the late assignment is at the discretion of the faculty. If late work is accepted, points will be reduced by 10% for each day the assignment is past due. Assignments turned in later than one class session after due date will not be accepted and a grade of zero (0) will be entered.

Children
Due to safety concerns, children are not allowed in the classroom or lab during scheduled class times. Under no circumstances are children allowed on facility site during clinical education experiences.

Lab Orientation
At the beginning of each semester, the instructor will provide an orientation to the lab setting. Activities will include but are not limited to:

1. General lab clean-up
2. Emergency procedures (such as procedure for building evacuation)
3. Emergency evacuation routes
4. Location of closest campus phone
5. Location of First Aid kit
6. Notification of faculty with equipment operation uses and/or malfunction
7. Procedure to check out equipment
8. Not using equipment not yet covered in lecture or lab
9. Review principles of infection control such as handwashing and use of alcohol rubs.
Classroom Safety and Lab Use
All students have a responsibility to maintain a clean lab and classroom. Students are not allowed in the classroom when class is not in session. However, if a faculty member is available in the building and with faculty permission, students may use the classroom. Students need to consult with faculty to discuss this option. Students may use the classroom to practice skills on classmates but must refrain from using non-classmates (e.g., friends and family members). **Students may not use any electrical equipment when a faculty member is not present in the classroom.** If additional practice time with electrical equipment is desired, options must be discussed with faculty. If a student is in violation of safety issues, the student will be required to meet with the faculty or Program Director to discuss the situation and determine a course of action.

Dress Code for Lecture and Lab Sessions
Lab clothes are required throughout this program. Lockers may be used to store clothes but should be taken home periodically for cleaning. Unless specified, students are expected to dress for lab, including proper footwear. Faculty will outline appropriate lab clothing and footwear.

For class and lab sessions, items such as ball caps, hoodies (pulled up), and sunglasses are not permitted. Students who violate these issues will be required to meet with faculty and/or the Program Director.
**CLINICAL EDUCATION**

**Student Status**

Students participating in clinical experiences are not considered employees of the clinical site, and will not receive compensation for services provided under the direction and supervision of the CI. Students are not allowed in the clinical site in a student capacity except during clinical hours.

**Clinical Placement and Schedules**

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

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

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

The clinical schedule (hours worked) is determined by the clinical facility and confirmed by the ACCE. Students are expected to follow the clinical instructor’s schedule and may include but are not limited to: early or late hours, weekends, and/or holidays. Students are not permitted to alter the clinical schedule without ACCE involvement. If such an activity occurs without the ACCE knowledge, the student may be suspended from the experience and/or dismissed from the program.

**Employment and the Clinical Facility**

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

**Travel Expectations**

While current clinical facility locations are located in Illinois, students should expect to travel up to 90 minutes, one way, to the assigned clinical site. This time will vary based on other circumstances such as inclement weather or traffic conditions.

**Affiliation Request**

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

**Clinical Costs**

The student is responsible for all costs related to clinical education and may have additional costs specific to a clinical facility. These costs include but are not limited to: travel and housing expenses, uniforms, medical/health, and any additional requirements of the facility.
Clinical Course Layout
There are 3 clinical courses for a total of 704 hours:

**PHTA 130**: This course includes an introduction to the clinical setting under direct personal supervision by qualified CIs. Students will participate in and observe a variety of patient care interventions used in a physical therapy practice setting.

Placement in curriculum: Freshman year, spring semester
Schedule: one clinical rotation for 8-weeks (second 8 weeks)
Hours/week: 16 hours/week (two 8-hour days) for 128 hours

**PHTA 230**: This course is a progression of PHTA 130 in which the student develops the ability to initiate treatment interventions and increase clinical problem solving and the understanding of rationale and outcomes. The student will treat more complex patients with continued direct personal supervision by qualified CIs.

Placement in curriculum: sophomore year, fall semester
Schedule: two different rotations, each for 8 weeks
Hours/week: 16 hours/week (two 8-hour days) for 256 hours

**PHTA 232**: This course is a progression of PHTA 230 in which the student develops consistent proficiency with all aspects of a full time PTA’s patient care workload, under general supervision of qualified CIs. This course is the terminal clinical education experience as it occurs after all program coursework is completed.

Placement in curriculum: sophomore year, spring semester
Schedule: one clinical rotation, 8-weeks (second 8 weeks)
Hours/week: 40 hours/week (full-time) for 320 hours

**Liability Insurance**
The College provides liability insurance coverage for students enrolled in clinical education courses. The cost is covered under Health Careers fees.

**Transportation and Parking**
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. Appropriate parking areas at each facility will be identified and students are expected to follow parking rules and procedures for the assigned clinical facility.

**Clinical Attendance Policy**
Students are expected to report to the clinical facility on time, properly dressed, and prepared to carry out clinical assignments. The academic calendar is published well in advance to allow planning for personal events. The student must contact both the program ACCE and CI by a telephone call of any absence. The student is required to make up any missed clinical hours at a mutually agreed upon time which must occur during the experience time frames. The program ACCE must also be notified and agree to established make-up plan for final approval.

For students completing a school-based experience, missed clinical days such as during school holidays (but the College is open) are known in advance. The ACCE will develop a plan to schedule these missed days.

More than one missed clinical day will result in an incomplete (I) grade; however, extenuating circumstances will be evaluated by program ACCE.
Inclement Weather
Under normal circumstances, College closure is announced through the ICC’s MyAlert system and other media such as the College website, Facebook pages, and local news outlets.

If the College is closed prior to start of the clinical day, the student should not attend clinic. However, the student needs to notify the clinical instructor of their absence. The student will not be required to make up these missed clinical hours.

If the student is already at the clinical site and the College closes, the student is to use their judgment whether to remain at the clinical site or leave. Student safety is a priority and it may be safer to remain in the clinic until the weather situation passes, or it may be safer to leave the clinical site. The student will not be required to make up these missed clinical hours, but the student must notify the ACCE as soon as possible.

In the event that the College is not closed and the student chooses to not attend clinic due to adverse conditions in their geographical area, the student needs to contact the ACCE and their clinical instructor about their absence. The student will be required to make up these missed clinical hours.

Clinical Dress
- White, hip-length lab coat with three-quarter length sleeves
- Buttoned, tailored shirt or solid polo shirt with a collar with no emblem or logo
- Solid colored dress slacks (such as black, navy, brown, gray, khaki)
- ICC Health Careers patch – Available at ICC Bookstore. The patch needs to be placed on the left sleeve, one inch down from the center of the shoulder seam.
- ICC Student Photo ID tag
- Clean, athletic or solid dress shoe with no heels or elevated soles; no sandals or open-toe shoes allowed
- Solid colored socks
- Wrist watch

The student may also need to follow other requirements specific to the clinical site.

Other clinical dress guidelines:
1. The attire must be clean and non-wrinkled.
2. Shoes must be clean and in good repair.
3. The ICC name tag is to be worn at all times to clearly identify one as a PTA student. The student may also be requested to wear a facility issued name tag. The facility name tag needs to be returned at the end of the experience and ICC name tag at the end of the program.
4. Jewelry is to be limited to a wrist watch and wedding band/rings. Cell phones are not appropriate to monitor time. No other types of rings are allowed. Students with pierced ears may wear small earrings only. Visible body stud jewelry (rings or studs in nose, tongue, lips, eyebrows, etc.) is not allowed. Tattoos must be covered as much as possible.
5. To maintain asepsis, the student's hair must be clean, neat and worn away from the face when working in the lab and clinical facilities. Male students must keep beards and mustaches clean, neat, and trimmed; otherwise, male students must be clean shaven. Hair decorations should be kept to a minimum. Hair color must be of a natural color such as brown, black, or blonde. Hair color such a pink, blue, orange, etc., are not acceptable and must be covered up during the clinical experience.
6. Make-up is to be minimal and avoid excessive eye make-up. Fingernails must be short and unpolished. Cologne or perfumes are to be avoided.
7. Good personal hygiene is essential; regular bathing and use of deodorants are necessary. Mouthwash or breath fresheners may be used as needed. Gum or tobacco chewing is not permitted.

8. Students must abide by clinical safety rules and observe standard and blood borne pathogen precautions. Personal protection equipment must be worn in accordance to facility policy and procedures.

9. Pants are to be high enough (normal rise) and shirts long enough to be tucked in so no skin is exposed during treatment interventions.

**Accident Reports**

If there is an accident or injury to a student during a clinical session, the student must immediately notify the CI and ACCE who will discuss the issue further and complete the required documentation. College-related documentation will be maintained in the student’s program file. Any further actions will depend on the nature of the incident. Please see the Health Careers Pages for specific procedure and forms for exposure to blood or body fluids.

**Student Supervision**

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

**Clinical Grading**

1. The ACCE makes the final grade determination for all clinical education experiences.
2. Program faculty will have communication with the student and CI during each rotation through an onsite clinical visit, email correspondence, or telephone contact.
3. The PTA Clinical Performance Tool (PTA CPI) is the evaluation tool used for all clinical courses.
4. Clinical performance is formally discussed at the midterm and final points of the experience using the PTA CPI. Refer to the course syllabi for specific grading criteria.
5. Both the CI and the student will complete the PTA CPI at the midterm and final points of the experience. The student should notify the ACCE at time of evaluation if the student is in disagreement with or there are significant discrepancies between the CPIs.
6. Each clinical course needs to be passed with a satisfactory (S) grade for the student to pass the course and progress in the program.
Performance Expectations for Clinical Courses
(CPI) Performance Dimensions and Rating Scale Anchors*

**Advanced Beginner Performance Level**

The student requires:

a: 75-90% direct supervision from CI for simple/ non-complex conditions

b: 100% direct supervision from CI for new/complex conditions

**Intermediate Performance Level**

The student requires:

a: <50% direct supervision from CI for simple/ non-complex conditions

b: 50-75% direct supervision from CI for new or complex conditions

**Advanced Intermediate Performance Level**

a: The student is independent with simple/ non-complex conditions with supervision of the clinical instructor.

b: The student requires <25% supervision from CI for new/complex conditions

**Entry Level Performance Level**

The student is independent with simple or complex with general supervision of the clinical instructor.

*Please refer to CPI for full definitions of Performance Dimensions and Rating Scale Anchors.

**Definitions for Degree of Supervision from the Clinical Instructor:**

**Direct supervision:** The clinical instructor (CI) is physically present and immediately available for direction and supervision of tasks related to patient/client management. The direction and supervision is continuous throughout the time the tasks are performed.

**General Supervision:** The CI is physically present and immediately available for direction and supervision of tasks related to patient/client management. The direction and supervision is less than continuous and determined by the level of patient/client complexity

(Source: Supervision definitions modified from APTA, Levels of Supervision HOD P06-00-15-26)

In order to receive a **satisfactory (S) grade** for the course, the student must meet the following criteria:

1. On the PTA CPI, the following **minimum** thresholds must be met by the end of each course:

<table>
<thead>
<tr>
<th>Course</th>
<th>CPI Criteria #1-6</th>
<th>CPI Criteria #7-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHTA 130</td>
<td>Near or at Intermediate Performance Level</td>
<td>Near or at Advanced Beginner Performance Level</td>
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<tr>
<td>PHTA 230</td>
<td>Near or at Advanced Intermediate Level</td>
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<td>PHTA 232</td>
<td>Near or at Entry Level Performance</td>
<td>Midterm: Near or at Advanced Intermediate Performance Level</td>
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<td>Final: Near or at Entry Level Performance</td>
</tr>
</tbody>
</table>

2. Turn in clinical assignments by established dates. Failure to submit all required materials by the due date will result in an incomplete (I) grade, unless extenuating circumstances prevail.

3. Complete the required number of clinical education hours for each experience.
When a student has repeated incidents of unsatisfactory, unacceptable or unsafe practice, or unprofessional or unacceptable conduct in the clinical setting, the following procedure will be used:

1. The incidents will be documented by the CI and/or ACCE.
2. The student will meet with the ACCE to discuss the issue; a counseling form (Appendix G) will be completed and placed in student’s file with the student also provided a copy.
3. If the student does not meet the criteria in accordance with the established plan of action, the problem will be reviewed again with the student and involved faculty with the Program Director also present. As needed, the Dean/Associate Dean of Health Careers may also be involved.

Continued failure to comply with the conditions set forth in these discussions and documentation may result in an unsatisfactory (U) grade and dismissal from the program.

Repeat Option

If a student does not meet the criteria to receive a satisfactory grade for the initial experience, the student will receive an incomplete (I) grade with one repeat option. This clinical experience must be repeated at a different clinical site and may occur after the semester ends. The student must meet all of the established criteria to attain a satisfactory (S) grade to remain in and progress in the program. If the student receives an unsatisfactory (U) grade for the repeat clinical experience, an additional repeat is not permitted, and the student will not progress in the program.

Patient Rights

Patients have the right to know that they are being treated by a student and may refuse treatment by the student. The clinical instructor 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, 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 pursue their risk free right to refuse treatment from a PTA student, this should be graciously acknowledged. It is the student’s responsibility to coordinate with the CI an alternative plan for the patient’s care.

Clinical Facility Rights

Any clinical facility has the right to refuse or terminate a current clinical schedule to students and faculty. Any issues or concerns should be directed to the ACCE.

Termination of a Clinical Experience

A clinical experience may be terminated for any of the following reasons, but 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 experience.
3. Determination that continuance in the experience is not in the best interest of the site, ICC, or the student.

When the CI and/or ACCE 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) and notify the ACCE immediately.
2. The student will meet with the CI and/or CCCE and ACCE. A written document will be drawn up by the ACCE or program faculty defining the problem(s) with an action plan and given time frames. This document will be reviewed with the student and he/she must sign the document to acknowledge it has been reviewed with him/her. Failure to comply with the conditions set forth in the action plan may result in additional clinical requirements or a clinical failure with dismissal from the clinical experience.
If a student is removed from the clinical setting, the ACCE or program faculty reserves the right to determine whether the student will be counseled/coached, tutored in problem areas, rescheduled in another site, or recommended for dismissal from the program. Students have the right to appeal this decision following the appropriate appeals processes for the College. Clinical faculty have the right to remove a student from the clinical site but not the program.

**Additional Clinical Education Information**

Students are expected to carry out treatment interventions which they have learned and practiced and/or demonstrated competency in the classroom. The CI has a list of covered topics and/or skills the students has learned to date (Appendix I). For treatment interventions not yet covered or demonstrated in the classroom, students may participate with these activities under the direct supervision of their assigned CI or other appropriate personnel.

It is the student's responsibility to provide clinical contact information to family or spouse/significant other so they can be reached in case of emergency. Personal calls are not allowed except for emergency situations. Smoking, use of cell phones, eating, or drinking in the patient treatment areas are not permitted during clinical sessions.

Students are expected to act professionally and ethically in the clinical setting. If questions about ethics occur in the clinical facility, the student should contact the ACCE.

Per College policy, students must meet required physical, immunization, and other requirements to participate in clinical experiences.

The student is responsible to follow all other facility policies and meet any additional requirements as specified by the facility.
## Physical Therapist Assistant Program Curriculum – Suggested Sequence

For course descriptions, please see College Catalog.

### 1\textsuperscript{st} YEAR

#### SUMMER SESSION

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<tr>
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<th>Course Title</th>
<th>Credit Hours</th>
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<td>Human Anatomy &amp; Physiology</td>
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**TOTAL** 6

#### FALL SEMESTER

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<td>HLTH 121**</td>
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<td>PSY 110</td>
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**TOTAL** 17

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**TOTAL** 15

**1\textsuperscript{st} Year Total** 38

### 2\textsuperscript{nd} YEAR

#### FALL SEMESTER

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<td>Child &amp; Adolescent Development</td>
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**TOTAL** 15

**2\textsuperscript{nd} Year Total** 38

**PROGRAM TOTAL** (minimum credit hours) 66

Special Note: PHTA courses must be taken in sequence.

All courses must be completed with a minimum grade of "C."

* BIOL 140 must be completed prior to the first fall semester and is a prerequisite for PHTA 115 and 116.
  
  BIOL 205 and BIOL 206 may be substituted for BIOL 140, but both must be completed prior to the first fall semester.

** Medical Terminology must be completed by the end of the first fall semester.
PTA Program  
Freshman year: Summer Session

Course Schedule:
Mon/Wed 8:00-11:50
PHTA 114: 8 week course

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# Program

**Freshman Year: Fall Semester**

## Course Schedule:

**1st 8 weeks:**
Monday-Thursday, 8:00-12:00    Wed: 1:00-2:50
PHTA 112: 1st 8-weeks
PHTA 115 & 116: full semester course

**2nd 8 weeks:** Monday-Thursday, 8:00-11:50

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<th>Tuesday</th>
<th>Wednesday</th>
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45
# PTA Program
## Freshman Year: Spring Semester

### Course Schedule:

**1st 8 weeks:** Monday-Thursday, 8:00-11:50 (MW) 12:20 (TTh)
PHTA 118: full semester course

**PHTA 216: 1st 8-weeks**

**2nd 8 weeks:** PHTA 130 M/W Full day clinical; PHTA 118: T/Th: 8:00-12:20

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**Monday**

1st 8 weeks: PHTA 216 Lect

2nd 8 weeks: PHTA 130

**Tuesday**

PHTA 118 Lect (8:00-9:15)
PHTA 118 Lab (9:30-12:20)

**Wednesday**

1st 8 weeks: PHTA 216 Lect

2nd 8 weeks: PHTA 130

**Thursday**

PHTA 118 Lect (8:00-9:15)
PHTA 118 Lab (9:30-12:20)

**Friday**

1st 8 weeks: PHTA 216 Lab (9:00-10:50)
# PTA Program
## Sophomore Year: Fall Semester

### Course Schedule:
- **PHTA 230**: M/W Full day clinical
- **PHTA 218**: T/Th: 12:00-4:15
- **HEOCC 230**: 1st 8 weeks
- **HEOCC 220**: 2nd 8 weeks (online)

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PTA Program
Sophomore Year: Spring Semester

Course Schedule
1st 8 weeks:
PHTA 222: T/Th 9:30-11:30  PHTA 220: M-Th 12:00-4:15

2nd 8 weeks:
PHTA 232 full time clinical, 40 hours/week

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**MONDAY**
- PHTA 220 Lecture (12:00-1:15)
- PHTA 220 Lab (1:20-4:15)

**TUESDAY**
- PHTA 222 (9:30-11:15)
- PHTA 220 Lecture (12:00-1:15)
- PHTA 220 Lab (1:20-4:15)

**WEDNESDAY**
- PHTA 220 Lecture (12:00-1:15)
- PHTA 220 Lab (1:20-4:15)

**THURSDAY**
- PHTA 222 (9:30-11:15)
- PHTA 220 Lecture (12:00-1:15)
- PHTA 220 Lab (1:20-4:15)

**FRIDAY**
<table>
<thead>
<tr>
<th>CORE STANDARD</th>
<th>PERFORMANCE STANDARD</th>
<th>EXAMPLES OF REQUIRED ACTIVITIES (NOT ALL INCLUSIVE)</th>
</tr>
</thead>
</table>
| Critical Thinking: | Critical thinking ability sufficient for safe clinical judgment | * Address problems or questions to the appropriate person(s) at the appropriate time(s).  
* Adhere to policies and procedures including, but not limited to, safety and infection control.  
* Use sound judgment in decision making and consult with the physical therapist, as appropriate.  
* Function effectively under stress and maintain composure.  
* Adapt to changing environment and inherent uncertainties.  
* Respond appropriately to emergencies and take appropriate action.  
* Recognize patient goals and plan of care from the physical therapy evaluation.  
* Organize and prioritize patient care needs and job responsibilities. |
| Interpersonal Behavioral and Social Skills: | Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds | * Establish rapport with patients, families, and colleagues.  
* Allow mature, sensitive, and effective relationships with patients and fellow workers (interpersonal skills).  
* Function effectively under stressful situations and time constraints.  
* Adapt to changing environments (flexible schedules, emergency conditions).  
* Display compassion, professionalism, empathy, integrity, and concern for others.  
* Maintain patient confidentiality and abide by guidelines set forth in the Health Information Portability and Accountability Act.  
* Accept criticism and reflect upon provided feedback to improve performance and practice.  
* Adhere to the policies and procedures required by academic and clinical settings.  
* Able to resolve conflict in an effective and efficient manner. |
| Communication: | Communication abilities sufficient for interaction with others in verbal and written form | * Communicate in English to patients of all age levels in order to: converse, give instructions, relieve anxiety, gain their participation for therapy sessions.  
* Read the patient’s medical chart and/or therapy plan of care.  
* Demonstrate basic computer literacy skills.  
* Document patient responses to therapy interventions. |
| Mobility: | Physical abilities sufficient to move from room to room and maneuver in small spaces | * Assist all patients according to individual needs and abilities in moving, turning, and transferring from various surfaces without injury to self, patient, or others.  
* Be able to lift and carry 50 pounds.  
* Exert up to 100 pounds force or push/pull.  
* Must be able to walk and stand for extended periods of time without the use of an assistive device (such as walkers, canes, etc.) or use of a wheelchair.  
* Move from room to room and maneuver in small spaces.  
* Perform instruction by manual demonstration, as appropriate.  
* Must be able to lift and move supplies and equipment to shelves. |
## Core Performance Standards

<table>
<thead>
<tr>
<th>CORE STANDARD</th>
<th>PERFORMANCE STANDARD</th>
<th>EXAMPLES OF REQUIRED ACTIVITIES (NOT ALL INCLUSIVE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor Skills:</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective care</td>
<td>* Apply manual resistance for strengthening exercises.&lt;br&gt;  * Physically be able to administer emergency care, including performing CPR, as needed.&lt;br&gt;  * Use hands repetitively, have manual dexterity and sufficient fine motor function.</td>
</tr>
<tr>
<td>Hearing:</td>
<td>Auditory abilities sufficient to monitor and assess patient needs, and to provide a safe environment</td>
<td>* Demonstrate auditory acuity (with correction as needed) that includes hearing muffled voices (through surgical mask) with extraneous background noise.&lt;br&gt;  * Hear a patient talk in a normal tone from a distance of 20 feet.&lt;br&gt;  * Hear monitor alarms, emergency signals, and cries for help.&lt;br&gt;  * Discern soft sounds, such as those associated with taking a blood pressure, with/without background noise.&lt;br&gt;  * Auditory ability sufficient to hear verbal communication from patients and others; includes ability to respond to emergency signals.&lt;br&gt;  * Auditory acuity to be able to recognize and respond to soft voices, auditory timers, equipment alarms, and devices used for measurement of blood pressure and breath sounds.</td>
</tr>
<tr>
<td>Visual:</td>
<td>Visual ability sufficient for observation and assessment necessary in the operation of equipment and care of patients</td>
<td>* Observe the patient in order to assess the patient’s condition and/or needs from a distance of at least 10 feet.&lt;br&gt;  * Can see numbers, letters, calibrations, etc., of varying sizes located on equipment or other signage (such as patient room numbers or patient ID bands).&lt;br&gt;  * Set, adjust and read dials on physical therapy equipment.&lt;br&gt;  * Visual acuity to acquire information from electronic medical records or written documents. Near and far vision of 20/40 or better, with or without correction.</td>
</tr>
<tr>
<td>Tactile:</td>
<td>Tactile ability sufficient for patient assessment and operation of equipment</td>
<td>* Perform palpation, tactile assessment, and manipulation of body parts to insure proper body placement and alignment.&lt;br&gt;  * Manipulate dials, buttons, buckles, cords or other needed equipment (such as an oxygen tank).&lt;br&gt;  * Comfortable working in close physical proximity to patient.</td>
</tr>
<tr>
<td>Smell:</td>
<td>Tolerate odors to allow care of patient</td>
<td>* Tolerate noxious odors, perfumes, and other body odors from wounds or skin conditions.</td>
</tr>
<tr>
<td>Mathematical Skills:</td>
<td>Ability to perform basic mathematical calculations</td>
<td>* Calculate range of motion of a joint using a goniometer.&lt;br&gt;  * Determine amount of force to apply with exercise and/or other physical therapy interventions.&lt;br&gt;  * Determine girth measurement.</td>
</tr>
</tbody>
</table>

### GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th></th>
<th>SEM. HRS.</th>
<th>CURRENTLY COMPLETED</th>
<th>NEED TO COMPLETE</th>
<th>WAIVERS/ SUBSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 110</td>
<td>3</td>
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<tr>
<td>COMM 110</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Social Science</strong></td>
<td></td>
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<tr>
<td>PSY 110</td>
<td>3</td>
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<tr>
<td><strong>Math and/or Laboratory Science</strong></td>
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<tr>
<td>MATH ELECTIVE</td>
<td>3</td>
<td></td>
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<tr>
<td>BIOL 140 OR 205/206</td>
<td>4</td>
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<tr>
<td><strong>Humanities</strong></td>
<td></td>
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<tr>
<td>Elective</td>
<td>3</td>
<td></td>
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</tbody>
</table>

### Program Requirements

*Physical Therapist Assistant Requirements*

<table>
<thead>
<tr>
<th>Course</th>
<th>SEM. HRS.</th>
<th>CURRENTLY COMPLETED</th>
<th>NEED TO COMPLETE</th>
<th>WAIVERS/ SUBSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHTA 112</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>PHTA 114</td>
<td>2</td>
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<tr>
<td>PHTA 115</td>
<td>4</td>
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<tr>
<td>PHTA 116</td>
<td>4</td>
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<tr>
<td>PHTA 118</td>
<td>5</td>
<td></td>
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<tr>
<td>PHTA 130</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>PHTA 216</td>
<td>3</td>
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<tr>
<td>PHTA 218</td>
<td>5</td>
<td></td>
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<tr>
<td>PHTA 220</td>
<td>4</td>
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<tr>
<td>PHTA 222</td>
<td>2</td>
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</tr>
<tr>
<td>PHTA 230</td>
<td>2</td>
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<tr>
<td>PHTA 232</td>
<td>4</td>
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</tr>
</tbody>
</table>

**Other Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>SEM. HRS.</th>
<th>CURRENTLY COMPLETED</th>
<th>NEED TO COMPLETE</th>
<th>WAIVERS/ SUBSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEOCC 200</td>
<td>3</td>
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<tr>
<td>HEOCC 220</td>
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<td>HEOCC 230</td>
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<td></td>
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</tr>
<tr>
<td>PSY 202</td>
<td>3</td>
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<td></td>
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<tr>
<td>HLTH 121</td>
<td>2</td>
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</tbody>
</table>

**Students must attain a (C) grade in all general education and PHTA courses.**

**If substitution/waiver is necessary for a program requirement, complete appropriate form and submit.**
# PTA Program

## Written Exam Remediation Form

**Student Name:**

**Course:** PHTA          **Exam:** ___________________  **Date:** ____________

*For each missed test/exam question, complete the exam analysis and remediation. Use back of form if needed.*

<table>
<thead>
<tr>
<th>Missed test/exam Question Number</th>
<th>Lack of Knowledge (poor retention, inadequate notes, comprehension of material, application of knowledge)</th>
<th>Language Skills (didn’t understand the question or available answers, did not know the vocabulary, slow reading speed)</th>
<th>Exam Panic (decreased concentration, mental block, forgot exam techniques)</th>
<th>Exam Skills (didn’t read the question, didn’t consider all choices, changed answer, inadequate answer, careless/clerical error)</th>
<th>Correct Answer</th>
<th>Justification for answer: why is it the correct answer? Site source (may not be notes)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td><strong>Total for this exam</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Comments:</strong></td>
<td></td>
</tr>
</tbody>
</table>
PTA Program
Skill Proficiency Remediation Form

If, at any time, a student fails to demonstrate proficiency of a new skill or a previously learned skill in a successful manner in the lab or practical examination, this referral for remediation is issued and the student must demonstrate the skill with 100% accuracy following remediation.

Name: ____________________________ Date: __________________

SKILL TO BE REMEDIATED:

CONCERNS:

☐ Safety
☐ Technique
☐ Knowledge
☐ Other: __________________________

____________________________________________________________
Signature & Date of Faculty

____________________________________________________________
Signature & Date of Student

REMEDIATION: Remediation activities are determined by program faculty and discussed with the student. Activities may include referral to course materials, additional readings, observation, demonstration, direct instruction, and guided practice. Students should refer to the course and/or lab objectives for expectations. Failure to demonstrate proficiency may result in unsuccessful completion of the corresponding course and dismissal from the program.

REMEDIATION ACTIVITY:

DEADLINE for COMPLETION of Remediation & Demonstration of Skill: _____________

☐ Successful Remediation
☐ Unsuccessful Remediation
☐ Comments:

____________________________________________________________
____________________________________________________________

Signature & Date of Faculty

Signature & Date of Student
Problem discussed with student:

Student’s statement of the situation:

When and how the problem should be solved (as agreed by student):

Consequences if the problem is not resolved:

Other Comments:

(Signature of student) (Signature of instructor)
PTA Program
Reference Release Form

1. Information released to: (example: scholarship committees, potential employer, etc.).
   ______________________________________________________

2. Information to be released
   _____ all information as requested
   _____ grades and/or participation in PTA classes
   _____ clinical experiences
   _____ professional behaviors

3. Information needed for: (example: financial aid, job/employment etc.)
   ______________________________________________________

Complete the following:

__________________________ has my permission to release the information as
requested above.
[fill in name(s)]

Signature: ______________________________________________

Date: __________________________________________________

In effect until ____________________________________________
   (date)
## Skills Competency Table
(Skills demonstrated by Skills check-list Competency or Practical Exam)

**Learned by First-Year ICC PTA Students**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PHTA 114</td>
<td>PHTA 115</td>
<td>PHTA 116</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHTA 118 Concurrent with PHTA 130</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHTA 216</td>
</tr>
<tr>
<td>Sterile Technique and Sterile Dressing Change</td>
<td></td>
<td>Cryotherapy: Cold pack, ice pack, ice massage, contrast bath</td>
<td>Passive ROM for extremities and trunk</td>
</tr>
<tr>
<td>Donning and Doffing Sterile Gloves</td>
<td></td>
<td>Ultrasound</td>
<td>Muscle Palpation</td>
</tr>
<tr>
<td>Body Mechanics</td>
<td></td>
<td>Vital Signs/Objective pain measurement</td>
<td>PROM/AROM and AAROM Exercise</td>
</tr>
<tr>
<td>Normal Posture Analysis</td>
<td></td>
<td>Massage Techniques</td>
<td>Resistive Exercise</td>
</tr>
<tr>
<td>Vital Signs/Objective pain measurement</td>
<td></td>
<td>Gait Training with Assistive Devices</td>
<td>Stretching Exercises</td>
</tr>
<tr>
<td>Body Mechanics</td>
<td></td>
<td>Communication Skills (AIDET)</td>
<td>Mechanical Traction: Cervical and Lumbar</td>
</tr>
<tr>
<td>Dependent and Assisted Positioning/bed mobility</td>
<td></td>
<td>Patient Education</td>
<td>Communication Skills (AIDET)</td>
</tr>
<tr>
<td>Transfer Training</td>
<td></td>
<td></td>
<td>Patient Education</td>
</tr>
<tr>
<td>Wheelchair Management/Mobility Techniques</td>
<td></td>
<td></td>
<td>Vital Signs/Objective pain measurement</td>
</tr>
<tr>
<td>Communication Skills (AIDET)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patient Education</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Appendix I
## Skills Learned by **Second-Year** ICC PTA Students

<table>
<thead>
<tr>
<th>Fall: PHTA 218</th>
<th>Spring: PHTA 220</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concurrent with PHTA 230</strong></td>
<td></td>
</tr>
<tr>
<td>Vital Signs</td>
<td>Vital Signs</td>
</tr>
<tr>
<td>Dermatomes</td>
<td>Cardiopulmonary Assessment: maximal &amp; target heart rate, respiration</td>
</tr>
<tr>
<td>Myotomes</td>
<td>Cognition, Arousal, &amp; Mentation Assessment</td>
</tr>
<tr>
<td>Spinal Nerve Reflexes</td>
<td>Prosthetic Education</td>
</tr>
<tr>
<td>Integumentary Integrity</td>
<td>Amputee Limb Wrapping &amp; Related Interventions</td>
</tr>
<tr>
<td>PNF Techniques</td>
<td>Breathing Exercises</td>
</tr>
<tr>
<td>Facilitation and Inhibition Techniques</td>
<td>Rate of Perceived Exertion Assessment</td>
</tr>
<tr>
<td>Gait/Transfers for Rehab Diagnoses</td>
<td>Secretion Removal/Coughing Techniques</td>
</tr>
<tr>
<td>Sensation Testing</td>
<td>Postural Drainage</td>
</tr>
<tr>
<td>Deep Tendon Reflexes Testing</td>
<td>Patient Education</td>
</tr>
<tr>
<td>Developmental Reflexes</td>
<td>AIDET Communication</td>
</tr>
<tr>
<td>Orthotic Application</td>
<td>Aseptic Technique</td>
</tr>
<tr>
<td>Balance &amp; Coordination</td>
<td>Dressing Removal &amp; Application</td>
</tr>
<tr>
<td>Abnormal Gait</td>
<td>Exercises for the Pregnant Client</td>
</tr>
<tr>
<td>Patient Education</td>
<td>Fall Prevention Strategies Specific to Elderly Populations</td>
</tr>
<tr>
<td>Pediatric Interventions</td>
<td>Restraints</td>
</tr>
<tr>
<td>AIDET Communication</td>
<td></td>
</tr>
</tbody>
</table>
Informed Consent to Act as a Simulated Patient

I, undersigned, have read and understand the *Participation and Role Playing Policy*, and understand there is some risk of injury resulting in my participation. If I have any pre-existing conditions or injuries that may make me susceptible to injury, I will report such conditions or injuries to the instructor *prior to the activity* and/or remind faculty as needed.

___________________________________________
Printed Name

___________________________________________
Signature/Date
HEALTH CAREERS
POLICIES AND PROTOCOLS
# ILLINOIS CENTRAL COLLEGE HEALTH CAREERS

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I L L I N O I S  C E N T R A L  C O L L E G E  H E A L T H  C A R E E R S

Student Health Requirements

At the time of program admission, students will be provided information which includes physical examination, immunization requirements, drug screening and background checks necessary for complying with Health Careers Department requirements. Completed forms must be submitted to Illinois Work Injury Resource Center (IWIRC) downtown Peoria location, 736 SW Washington Street, Suite 2A, Peoria, IL 61602, by July 15\(^{th}\) (or the designated due date) for students to be compliant and continue in the Health Careers program.

Readmission students must have a current physical examination, immunization and drug screening on record at IWIRC prior to the first day of classroom, clinical and/or laboratory course.

It is the student’s responsibility to review ALL records to assure all requirements are current and complete. It is recommended that students copy documents for self-record maintenance.

Faculty members do not review the above requirements; therefore, it is the student’s responsibility to notify instructors of any health care problems. Students are encouraged to contact Access Services http://icc.edu/around-campus/access-services/ to request any necessary accommodations.

The following documents are required:

1. Drug screen completed at IWIRC
2. Fingerprint background check completed at IWIRC
3. A completed physical examination form – completed by a physician at IWIRC or submitted to IWIRC
4. Evidence of specified immunizations completed at IWIRC or submitted to IWIRC

The Health Careers Assistant will monitor student compliance and notify the Program Director/Coordinator and Clinical Coordinator of noncompliance. Until compliant, the student will not be allowed to participate in any clinicals and will result in a clinical absence for each day missed.
Illinois Central College adheres to all policies of clinical facilities with which the College affiliates for student clinical education experiences. Students admitted to a health career program must have a current negative drug screen prior to beginning program.

Illinois Central College has designated the Illinois Work Injury Resource Center (IWIRC), 736 SW Washington Street, Suite 2A, Peoria, Illinois, to perform the drug testing. IWIRC will notify ICC of results. Student must sign a “Drug Testing Consent Form” provided by the College. The student is responsible for all costs incurred with drug testing and will be billed by ICC. The drug screen must be completed by July 15. Students may be withdrawn from their course/program if this requirement is not completed or if test results are positive.

All reasonable efforts will be made to maintain the confidentiality of results.

1. The student will provide a urine specimen for the drug screen. The specimen itself shall be collected at IWIRC, under that facility’s procedures and control.

2. If the initial drug test indicates a positive result, the student will be given an opportunity to refute the results. The student may also have the same specimen retested, at the student’s expense. The second test must be done within 48 hours of receiving the results.

3. If after medical review the test result remains positive, the student will be withdrawn from the program.

4. If the testing facility determines that a student has tampered with a sample during the testing, the student will be immediately dismissed from the program and will not be considered for readmission to an ICC Health Careers program.

5. Students shall be subject to the drug testing policy and rules of the facility providing the clinical education experience, which may require the student to submit to additional drug testing, in compliance with that facility’s individual policies and requirements.

6. Students shall also be subject to additional testing as a required by Illinois Central College, on a for cause basis, as Illinois Central College deems necessary for the administration of student clinical education experiences. Students in the program who have tested positive may be dismissed from the program. Whether any student can remain in the program will be determined at the sole discretion of ICC.
**Drug Testing Consent**

**Drug Testing Standards and Procedures**

Illinois Central College adheres to all policies of ICC affiliated clinical facilities which provide student clinical education experiences. For those facilities requiring drug testing, students enrolled in a health career program must have a current negative drug screen prior to program admission.

The student must sign this form, provided by Illinois Central College. Testing is done at the Illinois Work Injury Resource Center, 736 SW Washington Street, Suite 2A, Peoria, Illinois. The student is responsible for all costs incurred for the drug screening but will be billed through Illinois Central College. The drug screen must be completed by July 15. Test results will be sent to ICC. All reasonable efforts will be made to maintain the confidentiality of results. Students may be withdrawn from their Health Careers Program if this requirement is not met or if results are positive.

My signature below indicates that I have read the Drug Testing Standards and Procedures (above) and have been provided with a copy of the same (see previous page). I understand that the results of the drug testing are to be used solely for the purpose of determining my eligibility for a clinical education experience in a health career program at Illinois Central College.

By signing below, I provide my voluntary and irrevocable consent for a drug test (urine sample screening) to be conducted at the Illinois Work Injury Resource Center and for results of the screen to be released to Illinois Central College. ICC may share said information with the clinical facility with whom I am being assigned. I understand that I am responsible for all costs associated with the test.

PRINT Full Name: ____________________________________________

Student ID Number: ___________________________________________

Health Careers Program: _______________________________________

Signature: X_____________________________________________ Date: ________________
Fingerprint/Background Check Policy and Procedures

At the request of clinical agencies who accept students from the College, all students enrolled in a Health Careers Program will be required to submit to a fingerprint/background check. Students may not use similar reports on file at other agencies to satisfy this requirement. Failure to consent to release information or to cooperate appropriately with regard to the process shall result in the student not being able to enter or progress in the Health Careers Program. Criminal history background information is defined as information collected by criminal justice agencies on individuals consisting of identifiable descriptions and notations of arrests, detentions, indictments, or other formal charges, and any dispositions; including sentencing, correctional supervision, and releases.

Policy

Illinois Central College (ICC) is committed to providing a safe environment for students, patients cared for by students, and employees. Therefore, the College will conduct a fingerprint/background check of all students who wish to be enrolled in a Health Careers Program at ICC. The fingerprint/background check will be conducted through the Illinois Work Injury Resource Center (IWIRC), 736 SW Washington Street, Suite 2A, Peoria, Illinois, and is paid for by the student. The student is responsible for costs incurred with fingerprint background check and will be billed by ICC. The fingerprint background check must be completed by July 15. Students may be withdrawn from course and program if this requirement is not completed or results are disqualifying. Students who have disqualifying convictions will be required to obtain a Health Care Worker Waiver.

Procedures

1. Students will be provided the authorization form for the fingerprint/background check from the Health Careers administrative assistant. The student must complete the authorization, providing all necessary biographical information.

2. The fingerprint/background check will be completed by IWIRC and results will be made available to select ICC Health Careers employees.

3. Omission of required information or false or misleading information provided by the student on the criminal background check or in any communication with the College may result in disciplinary action or dismissal from the Health Careers Program at ICC.

Dealing with Disqualifying Convictions:

1. Fingerprint/background check results will be kept confidential and will be maintained separate from the student’s admission/academic file.

2. The Health Careers administrative assistant will access the electronic report.

3. A student who has a disqualifying conviction will be notified. No messages regarding the results will be left on answering machines or with other individuals.

4. If the student has a disqualifying conviction but wishes to remain enrolled in the Health Careers Program, the student must submit an application for a Health Care Worker Waiver. An application for the waiver is available online at: http://www.idph.state.il.us/nar/WAIVER_APPLICATION.pdf.

5. If a student with a disqualifying conviction is unable to obtain a Health Care Worker Waiver, the student will be dismissed from the Health Careers Program. Academic Advisers at ICC will offer assistance to re-direct the student to another career path.

For more information regarding Health Care Worker Background Check, go to: http://www.ilga.gov/commission/jcar/admincode/077/0770955sections.html
Fingerprint/Background Check Informed Consent/Release

I hereby authorize Illinois Central College (ICC), or any qualified agent, or clinical facility, to receive the following in connection with my clinical education experience: fingerprint/background check information (including copies of my past and present law enforcement records to include both misdemeanor and felony convictions) and any arrests for a crime that has not been adjudicated (by dismissal, acquittal, or conviction). This fingerprint/background check investigation must be conducted and is for the purpose of assisting ICC and clinical facilities in evaluating my suitability for clinical experience. The release of information pertaining to this fingerprint/background check to those persons necessary to determine my suitability to participate in the clinical education experience is expressly authorized.

I understand that information contained in the fingerprint/background check report may result in my being denied a clinical experience and may result in dismissal from the intended health career program. If negative information is contained in my report, I understand that I will be notified by ICC and I have the right to contest the accuracy of the report.

If a facility refuses the student access to the clinical site at its facility, ICC will make reasonable efforts to find an alternative site for the student to complete his/her clinical experience. A student who cannot be reasonably assigned will be dismissed from the program.

I hereby give ICC permission to obtain and release fingerprint/background check information to facilities to which I may be assigned for clinical experience prior to beginning the assignment. I hereby release ICC, its trustees, employees, and any clinical facilities, from liability or damage in providing such fingerprint/background check information or acting on such information. I hereby agree that a copy of this authorization may be accepted with the same authority as the original.

I hereby further release ICC, its trustees, employees, and agents, from any and all claims including but not limited to, claims of defamation, invasion of privacy, negligence or any other damages resulting from or pertaining to the collection of this information. I understand that I am responsible for all costs associated with this process.

I also agree that any future criminal convictions must be reported immediately to the appropriate ICC program director/coordinator. Failure to report may result in program dismissal.

My signature below certifies that all information given is true and reliable. Any false information given or refusal to adhere to the fingerprint/background check investigation will result in dismissal from my intended health career program.

PRINT Full Name: ____________________________________________________________

Student ID Number: ________________________________________________________

Health Careers Program: ____________________________________________________

Signature: X____________________ Date: __________________________
Illinois Central College policy prohibits the illegal possession, use, or distribution of drugs and/or alcohol by students on College property or as a part of any College activity. Violators will be prosecuted in accordance with applicable laws and will be subject to disciplinary action by the College in conformance with College policy. (See the College Catalog and Student Handbook). In accordance with this policy, the following procedure has been developed to address issues unique to students enrolled in the College’s Health Career Programs.

**Procedure**

All Health Careers students will be required to sign and adhere to the Illinois Central College Student Chemical Compliance Contract.

When a faculty member or a clinical agency representative observes a student engaging in behaviors or presents with signs that are often associated with drug or alcohol misuse or abuse the following procedure, based on the belief that measures to be taken should be assistive rather than punitive, will be implemented:

1. Seek corroboration regarding the observed student behavior, if possible.
   a. Should the impaired behavior occur at a clinical site, the faculty or agency representative will relieve the student from the clinical assignment.
   b. Should the observed behavior occur on campus, the faculty member should use his/her discretion in allowing continued participation in the learning activity.
   c. Immediately notify program director/coordinator and provide written documentation of observed behavior or physiologic characteristics of suspected chemical impairment as soon as possible.
   d. Upon request, the student will undergo a drug screen and breath alcohol test. The drug screens and breath alcohol tests will be completed at the student’s expense. A student who refuses to be tested or who otherwise fails to cooperate in required tests shall be dismissed from the Health Careers program.
      i. If the student is at a hospital clinical site the student will be taken to the emergency department/occupational or employee health as designated by agency. An instructor, fieldwork educator, Program Director/Coordinator, or designee must remain with the student while the student is at the testing facility and complete and sign an authorization form. The student must present a photo ID.
      ii. If the student is at a non-hospital clinical site out of the Peoria area the student will need to go to the emergency department of a local hospital by calling a cab, friend, or family member to transport the student to the facility.
      iii. If the student is at a non-hospital clinical site in the Peoria area the student will need to call a cab, friend, or family member to transport to: Illinois Work Injury Resource Center (IWIRC)
          736 SW Washington Street Suite 2A
          Peoria IL 61602
          (309) 497-0300

          Should IWIRC be closed, the student may go to the UnityPoint Emergency Department.
2. Upon receipt of written documentation, a conference consisting of, but not limited to, the involved student, faculty member and/or agency representative, Program Director/Coordinator, Dean of Health Careers and Dean of Student Services or their designee will be held. The purpose of the conference is to present and discuss documented observations of behavior(s) and test results.

3. If results are negative, Illinois Central College will be responsible for costs incurred by the student. If results are positive, the student will be responsible for costs incurred.

4. A student who tests positive for illegal drugs and/or alcohol will be administratively withdrawn from the Health Careers program.

**Eligibility for Professional Licensure/Certification**

Students should understand that the use/abuse of drugs and alcohol is prohibited by laws and standards in the health professions, and that a person with a history of such use/abuse may be denied certification or licensure, or placed on a probationary status. Faculty will assist students with providing required documentation for professional licensure application process.

Students and faculty are reminded of the professional ethical responsibility of reporting knowledge of substance use/abuse by healthcare personnel.
Authorization Form for Student Chemical Impairment Testing

Student’s Name: ____________________________________________
Student ID#: ____________________________________________
Date: ____________________________________________

Requested Service: (circle all that apply)
Alcohol and Drug Testing: Non – DOT
Urine Drug Screen: Collection with results
Breath Alcohol Test

Purpose: (circle one)
Reasonable Suspicion - Random

Billing Information:
If Positive for Chemical Impairment: Please bill:
   Student or submit to student’s personal health care insurance company

If Negative for Chemical Impairment: Please bill:
   Illinois Central College
   Attn. Risk Management Rm. 338C
   1 College Dr.
   East Peoria, IL 61635
   (309) 694-5475

   Printed name of ICC Authorized Employee: ________________________________
   Signature of ICC Authorized Employee: ________________________________
ILLINOIS CENTRAL COLLEGE HEALTH CAREERS

Student Chemical Compliance Contract

I, __________________________, agree to undergo a drug screen and breath alcohol test upon request and, if needed, a comprehensive substance use/abuse evaluation by a mental health professional selected from the approved list of accredited agencies provided by the Program Director/Coordinator. I understand that the payment for the drug screening and breath alcohol test, evaluation, treatment and follow up care will be my responsibility. If treatment is recommended, I must complete the individualized plan determined by the evaluator and follow all procedural steps of the Illinois Central College Chemical Impairment Policy. Written evidence of my treatment program, ability to return to the health program (evidence of exhibiting positive student behaviors), and my follow up care plan will be submitted to the Program Director/Coordinator. I further understand that random drug screens and breath alcohol testing may be a part of my treatment and follow up program.

Date: ____________________________________________

Student signature:

Agree ____________________________________________

or

Disagree ____________________________________________

Program Director/Coordinator/ Faculty signature: ____________________________________________

Witness signature: ____________________________________________
ILLINOIS CENTRAL COLLEGE HEALTH CAREERS

Health Insurance/Financial Responsibility Waiver

Students are required to carry personal health care insurance at all times while enrolled in a Health Careers program. Students are financially responsible for any and all expenses resulting from injury, illness, and positive drug screenings occurring during classroom, clinical, and/or laboratory courses.

I understand that I am responsible for maintaining my own major medical health insurance throughout the course of being enrolled in an Illinois Central College Health Careers Program. I further understand that I will be financially responsible for any medical care, treatment, or examinations that a clinical affiliate provides to me while in a student capacity at that facility.

By signing below, I am verifying that I either 1) carry major medical insurance or 2) will accept responsibility for the cost of any and all medical care, treatment, or examinations provided to me while in a student capacity at the program clinical affiliates.

PRINT Full Name: _____________________________________________________________

Student ID Number: __________________________________________________________

Health Careers Program: ______________________________________________________

Signature: X __________________________ Date: __________________________
Latex Sensitivity Awareness

WARNING!

People exposed to latex gloves and other products containing natural rubber latex may develop allergic reactions, such as skin rashes, hives, nasal, eye, or sinus symptoms, asthma, and (rarely) shock.

Students admitted to Health Careers programs will be informed regarding latex sensitivity and complete sensitivity screening.

Latex allergy has been recognized as a significant problem for specific patients and healthcare workers.

Persons at risk include patients with spina bifida, urogenital abnormalities, workers with industrial exposure to latex, persons with multiple surgeries, and healthcare workers.

Suspected Latex Allergy or Sensitivity

1. Do you react to latex, rubber bands, balloons or other rubber products?
2. Are you regularly exposed to latex-containing products, e.g., gloves, blood pressure equipment, catheters, etc?
3. Do you have multiple allergies?
4. Are you allergic to avocados, potatoes, bananas, tomatoes, chestnuts, peaches, kiwi, or papaya?
5. Do you have any of the following symptoms after exposure to latex products?
   - itchy eyes
   - tachycardia
   - bronchospasm
   - facial edema
   - generalized pruritus
   - hypotension
   - nausea
   - urticaria
   - feeling of faintness
   - wheezing
   - vomiting
   - shortness of breath
   - flushing
   - abdominal cramping
   - feeling of impending doom

If “yes” to any of these questions, notify your program director/coordinator immediately!

Type I:  IMMEDIATE reaction within 15 minutes (allergy).

Symptoms include generalized urticaria, wheezing, dyspnea, laryngeal edema, bronchospasm, tachycardia, angioedema, hypotension and cardiac arrest.

Type IV:  DELAYED reaction 6-48 hours (sensitivity).

Symptoms include contact dermatitis, such as pruritus, edema, erythema, vesicles, drying papules, crushing and thickening of the skin and dermatitis that spreads beyond the skin exposed to the latex product.
Latex Sensitivity Awareness (continued)

People with ongoing exposure to natural rubber latex should take the following steps to protect themselves:

1. Use nonlatex gloves (e.g., vinyl) for activities not likely to involve contact with infectious materials. Such activities include food preparation, routine housekeeping, maintenance, etc.
2. Appropriate barrier protection is necessary when handling infectious materials. If you choose latex gloves, use powder-free gloves with reduced protein content or synthetic or nitrile gloves.
3. When wearing latex gloves, do not use oil-based hand creams or lotions unless they have been shown to reduce latex-related problems.
4. Frequently clean work areas contaminated with latex dust (upholstery, carpets, ventilation ducts, and plenums).
5. Frequently change the ventilation filters and vacuum bags used in latex-contaminated areas.
6. Learn to recognize the symptoms of latex allergy: skin rashes, hives, flushing, itching, nasal, eye, or sinus symptoms, asthma and shock.
7. If you develop symptoms of latex allergy, avoid direct contact with latex gloves and products until you can see a healthcare provider experienced in treating latex allergy.
8. If you have latex allergy, consult your health care provider regarding the following precautions:
   • Avoid contact with latex gloves and products.
   • Avoid areas where you might inhale the powder from latex gloves worn by others.
   • Tell your instructors, health care providers, nurses, and dentists that you have latex allergy.
   • Wear a medical alert bracelet.
9. Take advantage of all latex allergy education and training that is available to you.

Centers for Disease Control and Prevention, 1600 Clifton Road., Atlanta, Georgia 30333, USA.
800-CDC-INFO (800-232-4636) TYY: (888) 232-6348, 24 Hours/Every Day – cdcinfo@cdc.gov

To request additional information about latex allergy, or to request a copy of MIOSH Alert No. 97-135, Preventing Allergic Reactions to Natural Rubber Latex in the Workplace, call 1-800-35-NIOSH (1-800-356-4674)

Modified From: National Institute for Occupational Safety and Health
www.cdc.gov/niosh/docs/98-113/
ILLINOIS CENTRAL COLLEGE HEALTH CAREERS

Latex Sensitivity Screening

1. Do you have allergies, asthma, or rhinitis (hay fever) after the use of rubber or latex products or powder? □ Yes □ No

2. Do you have a rash, redness, or swelling lasting 1-2 days after the use of latex gloves? □ Yes □ No

3. Have you ever had a work-related rash on your hands lasting longer than one week following latex glove use? □ Yes □ No

4. Are you known to be allergic and/or do you have any adverse reactions when you ingest any of the following foods: avocado, banana, chestnut, papaya, kiwi, hazelnut, cherries, or peaches? □ Yes □ No

5. Have you ever had swelling, itching, or hives around your mouth after blowing up a balloon? □ Yes □ No

6. Have you ever had swelling, itching, or hives around your mouth during or after a dental examination or procedure? □ Yes □ No

7. Have you ever had swelling, itching, or hives following a vaginal or rectal examination or after contact with a diaphragm or condom? □ Yes □ No

8. Have you ever had swelling or hives on your hands during or within one hour after wearing rubber latex gloves? □ Yes □ No

9. Have you ever noticed that you had a runny nose, watery eyes, facial swelling, or wheezing during or immediately after contact with latex products or in an environment where latex use is high (e.g. hospital or clinic)? □ Yes □ No

10. Has a physician ever diagnosed you as latex allergic or powder allergic? □ Yes □ No

11. Have you ever had a serious allergic reaction (e.g., anaphylaxis) or other unexplained reaction during a medical exam or procedure where contact with latex was involved? □ Yes □ No

If patient answers YES to any of the above questions, a RAST test will be given following the “RAST Test Standing Orders.”

PRINT Full Name: ________________________________________________________________

Student ID Number: ______________________________________________________________

Health Careers Program: __________________________________________________________

IWIRC Healthcare Provider: __________________________________ Date: _____________
Illinois Central College recognizes the following facts regarding students enrolled in Health Careers Programs. These facts are taken directly from the Recommendations of the Advisory Committee on Immunization Practices (ACIP) for Health Care Workers and the Hospital Infection Control Practices Advisory Committee (HICPAC). These facts led to the guidelines currently in place under the CDC and recognized by OSHA. These facts also provide the basis for Illinois Central College’s policy regarding Health Careers student immunizations. Enforcement of this policy allows Illinois Central College to fulfill contractual obligations required by health care facilities that provide clinical experiences for our Health Careers students.

- Because of their direct contact with medical patients or infective material from medical patients during clinical experiences, Health Careers students are at risk for exposure to and possible transmission of vaccine-preventable diseases during clinical experiences.

- The risks for percutaneous and permucosal exposure to blood and blood products are often highest during the professional training period: therefore, vaccination should be completed during training and prior to students having any contact with blood.

- Optimal use of immunizing agents safeguards the health of both health care workers and those in training and protects patients from becoming infected through exposure to infected care providers.

- Any health care worker who is susceptible can, if exposed, contract and transmit certain vaccine-preventable diseases. Therefore, all medical institutions should ensure that those who work within their facilities are immune to those diseases for which immunization is strongly recommended in ACIP/HICPAC guidelines.

POLICY STATEMENT:
In order to adhere to CDC/OSHA recognized guidelines, it is the policy of Illinois Central College that all enrolled Health Careers Students will comply with physical, immunization, and tuberculosis requirements as detailed in the attached document. No exceptions will be made to this policy and no waivers given except in the event of pregnancy and breastfeeding. In those instances, a temporary reprieve will be granted for immunizations during the duration of the pregnancy and or breastfeeding if and only if a student is able to provide medical documentation of such condition. In addition, a student requesting a temporary reprieve of immunization requirements due to pregnancy or breastfeeding must prove that their immunizations are up to date through the onset of the condition.

Physicals:
Physical examination performed by a healthcare provider expires after 24 months. The exam must remain current for the duration of the student’s enrollment within the Health Careers Program.

Immunizations:
Immunizations are required for all Health Careers programs. However, additional immunizations/titers may be contractually required by specific agencies for student clinical experiences. These costs are the student’s responsibility.
Immunization Requirements

Student MUST complete the following immunizations at IWIRC or provide documentation of the following completed immunizations to Illinois Work Injury Resource Center (IWIRC) by July 15.

Required immunizations for all Health Careers programs ARE LISTED BELOW. Additional immunizations/titers may be contractually required by specific agencies for student clinical experiences. Costs are the student’s responsibility.

**Tuberculosis Testing** (2-step TB Skin Test: 2 separate TB skin tests/read 1-2 weeks apart)
Students must show proof of a 2-step tuberculin skin test in the past along with an annual 1-step test thereafter following the 2-step. If students have NOT had a 2-step tuberculin skin test, one must be completed prior to the start of the Health Careers program. Once the 2-step test is completed, a 1-step tuberculin skin test is required every year thereafter while the student is enrolled in a Health Careers program.

**Hepatitis B**
The 3-injection Hepatitis B vaccine series is REQUIRED. Students must show proof of at least the first injection in the series prior to the start of the Health Careers program. (1st vaccination/4 weeks, 2nd vaccination/5 months, 3rd vaccination) Students must then follow through with the remaining injections in the series and provide proof of the injections.

**Tdap**
Students are required to submit proof of a current Tdap vaccination within 10 years of the start of their respective Health Careers program.

**MMR**
Students must submit proof of 2 MMR vaccine injections in the past or show immunity to Measles, Mumps and Rubella in the form of a laboratory titer. (If born before Jan. 1, 1957: Exempt from the MMR requirement at this time)

**Varicella** (Chickenpox)
All students must show evidence of immunity to the varicella (chickenpox) virus. Evidence of immunity may include documentation of two doses of varicella vaccine or blood tests that show you are immune to varicella (immunity to varicella test).

**Seasonal Flu Vaccine** (Influenza)
Flu vaccine is a seasonal vaccine. Students must submit documentation of evidence of receiving a flu vaccine. *Likely to be administered after October 1st of each academic year.*

Illinois Central College student medical records are kept on file at the Illinois Work Injury Resource Center (IWIRC) in Peoria. It is recommended that the physical examination and immunizations required for admittance into an ICC Health Careers Program be done at the IWIRC, but you may choose your own healthcare provider.

**Illinois Work Injury Resource Center (IWIRC)**
736 SW Washington Street, Suite 2A (Washington and State Street)
Peoria, Illinois 61602
Phone: (309) 497-0300
Hours: Monday - Friday, 7:30 a.m. - 5:00 p.m.
# Medical History

Answer the following questions by checking “yes” or “no” or write in a response.

<table>
<thead>
<tr>
<th><strong>Do you have a medical history of</strong></th>
<th><strong>Do you have a medical history of</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anemia or blood disease?</td>
<td>Nervous or mental disease or disorder?</td>
</tr>
<tr>
<td>Asthma or emphysema?</td>
<td>Epilepsy or seizures?</td>
</tr>
<tr>
<td>Arthritis?</td>
<td>Stomach, gallbladder, or intestinal trouble?</td>
</tr>
<tr>
<td>Broken bones?</td>
<td>Painful, frequent, or bloody urination?</td>
</tr>
<tr>
<td>Cancer/tumors?</td>
<td>Sugar or protein in urine?</td>
</tr>
<tr>
<td>Chest pain or angina?</td>
<td>Major illness or hospitalizations?</td>
</tr>
<tr>
<td>Diabetes or hypoglycemia?</td>
<td>Seasonal allergies or hay fever?</td>
</tr>
<tr>
<td>Eye trouble, glasses, or contacts?</td>
<td>Varicose veins or ankle swelling?</td>
</tr>
<tr>
<td>Fainting spells or blackouts?</td>
<td>Recent weight gain or loss?</td>
</tr>
<tr>
<td>Frequent migraines/headaches?</td>
<td>Surgeries or medical procedures?</td>
</tr>
<tr>
<td>Frequent colds or persistent cough?</td>
<td>Skin disease or rashes?</td>
</tr>
<tr>
<td>Frequent sore throat or sinuses?</td>
<td>Low back pain or back problems?</td>
</tr>
<tr>
<td>Frequent ear infections or deafness?</td>
<td>Neck pain or neck problems?</td>
</tr>
<tr>
<td>Glandular disease? (i.e. thyroid or pituitary)</td>
<td></td>
</tr>
<tr>
<td>Blood clots, strokes, TIAs?</td>
<td>Have you ever had a work-related injury?</td>
</tr>
<tr>
<td>Heart or coronary artery disease?</td>
<td>Have you ever lost time from a work-related injury?</td>
</tr>
<tr>
<td>Head injury? (concussion, loss of consciousness)</td>
<td>Do you drink alcohol, beer, or wine?</td>
</tr>
<tr>
<td>Heart murmur or rheumatic fever?</td>
<td>How many drinks per week ____</td>
</tr>
<tr>
<td>Hernia or rupture?</td>
<td>If no, have you in the past?</td>
</tr>
<tr>
<td>High or low blood pressure?</td>
<td>Do you smoke or chew tobacco?</td>
</tr>
<tr>
<td>Infectious disease? (TB, hepatitis, syphilis, typhoid fever)</td>
<td>How many packs per week ____</td>
</tr>
<tr>
<td>Hemorrhoids or rectal bleeding?</td>
<td>If no, have you in the past?</td>
</tr>
<tr>
<td>Joint, tendon, muscle pain?</td>
<td>Are your immunizations current:</td>
</tr>
<tr>
<td>Numbness, tingling of hands/fingers or history of carpal/cubital tunnel?</td>
<td>Tdap?</td>
</tr>
<tr>
<td>Kidney stones/gallstones?</td>
<td>Tuberculin (TB)?</td>
</tr>
<tr>
<td>Kidney or bladder infections?</td>
<td>Hepatitis B?</td>
</tr>
<tr>
<td>Liver problems or disease?</td>
<td>Have you been under the care of a health care provider for any reason in the past five years?</td>
</tr>
<tr>
<td>Peptic ulcer, black stools, heartburn, or GERD?</td>
<td></td>
</tr>
<tr>
<td>Pneumonia or pleurisy?</td>
<td>FEMALE ONLY: Do you suffer from heavy cramping or periods that cause you to miss work?</td>
</tr>
<tr>
<td>Weakness or fatigue?</td>
<td>Are you or do you think you may be pregnant?</td>
</tr>
<tr>
<td>Shortness of breath?</td>
<td></td>
</tr>
</tbody>
</table>

If you answered “YES” to any of the above questions, please explain here:

If you need additional space you may write on the back of this form

I hereby certify that all the information I have furnished on this form is true and correct. I authorize the examining healthcare provider to disclose to Illinois Central College any or all of my medical information, findings from the exam, or testing performed by the healthcare provider, for the purpose of processing my physical examination for admittance into an ICC Health Careers Program. I am willing submit to any required test necessary to complete this examination.

PRINT Full Name: ___________________________ Student ID Number: ___________________________

Signature: X________________________________________ Date: _______________________________
Physical Examination Form

Student completes this portion of the Physical Examination Form:

PRINT Full Name: ____________________________________________________________

Student ID Number: __________________________ Date: __________________________

Health Careers Program: _______________________________________________________

This portion of the Physical Examination Form to be completed by the healthcare provider:

Allergies (drug, latex, environmental, food): ________________________________


Eye Exam (Snellens Chart) Rt: ______ Lt: ______ Glasses / Contacts (circle one if exam with corrected vision)

Are there any abnormalities of any of the following?

☐ Head, ears, nose, throat? __________ Yes ☐ No

☐ Eyes, visual acuity? __________ Yes ☐ No

☐ Lungs? __________ Yes ☐ No

☐ Gastrointestinal/rectal? __________ Yes ☐ No

☐ Genitourinary/pelvic? __________ Yes ☐ No

☐ Metabolic/endocrine? __________ Yes ☐ No

☐ Skin? __________ Yes ☐ No

☐ Assistive hearing device? __________ Yes ☐ No

☐ Upper respiratory? __________ Yes ☐ No

☐ Cardiovascular? __________ Yes ☐ No

☐ Hemia? __________ Yes ☐ No

☐ Musculoskeletal? __________ Yes ☐ No

☐ Neuro? __________ Yes ☐ No

Current or history of the following illnesses. If yes, please comment:

☐ Rheumatic Fever: __________________________

☐ Hepatitis: __________________________

☐ Diabetes: __________________________

☐ Kidney/urinary Condition: __________________________

☐ Epilepsy/seizures: __________________________

☐ Seizure-free for last 6 months? ☐ Yes ☐ No

☐ If no, date of last seizure: __________________________

☐ Heart disorder/attack/disease: __________________________

☐ Tuberculosis/asthma/other respiratory disorder or disease: __________________________

☐ Varicosities: __________________________

☐ Mental illness/condition (diagnosed): __________________________

☐ Abnormal menstrual history/pap/pelvic: __________________________

☐ Skeletal injury or condition: __________________________

☐ Other current medical condition: __________________________

List current prescription and frequent over-the-counter medications: __________________________

List surgery types/dates: __________________________

Do you have recommendations, precautions, or limitations for this student in his/her role concerning patient contact: ☐ Yes ☐ No

If yes, please comment: __________________________

Based on your findings, should this student be restricted from patient contact?: ☐ Yes ☐ No

VERIFICATION

Your signature below indicates that you have completed the physical examination of the student named above and that this student is able to participate in the Health Careers program at Illinois Central College.

Healthcare provider signature: X____________ PRINT last name: __________________________

Clinic/Office name and location: __________________________

Date: __________________________ Phone: __________________________

Reviewed 03/2017
Communicable Disease Procedure

Illinois Central College places a high priority on the need to prevent the spread of dangerous chronic communicable diseases on its campus. This procedure is designed to promote the health and regular attendance of students. The College is committed to protecting the civil rights of individuals while preserving the health and safety of all students, therefore, strict confidentiality must be maintained.

Students with identified chronic communicable diseases may not be excluded from the College as long as, through reasonable accommodation, the risk of transmission of the disease and/or the risk of further injury to the student is sufficiently remote in such setting so as to be outweighed by the detrimental effects resulting from the student's exclusion from the College. Whenever possible, the College will attempt to assist students in continuing their pursuit of educational goals. Placement decisions will be made by using these objectives in conjunction with current, available public health guidelines concerning the particular disease in question. Individual cases will not be prejudged; rather, decisions will be based upon the facts of the particular case. The determination of whether a student with a chronic communicable disease may attend college shall be made in accordance with procedures implemented by the College.

Procedure in the event of potential risk to others:

1. The College shall respect the right to privacy of any student who has a chronic communicable disease. The student's medical condition shall be disclosed only to the extent necessary to minimize the health risks to the student and to others. The number of personnel aware of the student's condition will be kept at the minimum needed to assure proper care of the student and to detect situations in which the potential for transmission of the disease may increase. Persons deemed to have "a direct need to know" would be provided with appropriate information; however, these persons shall not further disclose such information.

2. The program director/coordinator shall investigate, as the situation warrants, the health status of any student known to have a chronic communicable disease. In addition, the health status of any student in a Health Careers program identified to the program director/coordinator by public health officials as being strongly suspected of having a chronic communicable disease will be investigated under proper guidelines identified by the public health officials. The program director/coordinator shall investigate and then refer the case to the Dean of Health Careers. As the situation warrants, a task force shall be formed and may include the following individuals: the Dean of Health Careers, Vice President of Human Resources, Program Director/Coordinator, Manager-Risk, Safety & Benefits, Vice President of Student Services, and the Coordinator of Public Relations and Public Information officer.

3. After reviewing the case and guidelines set forth by public health officials, the task force shall determine the appropriate action to be taken for the particular case based upon the following criteria:
   a. The nature of risk
   b. The duration of the risk
   c. The potential harm to other parties
   d. Possibility of transmission of the disease

4. The recommendation will include a summary of the findings relative to each of the above criteria, a description of the recommended attendance accommodations and specific description of the notifications suggested.

5. After a recommendation is made by the task force and an action set forth, the Vice President of Student Services will inform appropriate College officials of that recommendation and action.
   a. During the notification procedure, all efforts shall be made to keep confidential the name of the person/persons involved.
   b. Whenever a decision is made that might have an adverse effect on the educational placement of a student and the student disagrees with the decision, an appeal may be made to the President of the College for a review of that decision. The decision of the President shall be final.
Clinical Tuberculosis (TB) Exposure Procedure

Due to the fact it can take several weeks to confirm TB, the clinical site will collect the names of those potentially exposed. The bacteria that cause TB are very slow growing and can take weeks to identify in the laboratory. The sputum smear is a fast laboratory result, but it is not specific for tuberculosis; other closely related bacteria can be smear positive also. Not all smear positive patients are diagnosed with tuberculosis. There are many more instances of ruled out TB that are not confirmed than there are actual instances of culture positive TB; people that are exposed are not necessarily infected.

Procedure in the event of exposure:

1. Report TB exposure at clinical site/fieldwork to Program Director/Coordinator. The Program Director/Coordinator will then notify the student(s) and ICC Risk Management (309-694-8911 or 309-694-5475).

2. Complete ICC Health Careers Student TB Exposure Report Form (see attached).

3. Obtain TB skin test at ICC IWIRC as soon as possible after the exposure is reported. Each exposed student (except those with documented positive reactors) will receive a baseline TB skin test. A baseline test is not required for anyone with a documented negative TB skin test within the preceding 3 months prior to the exposure.
   a. If the TB skin test is negative, the test will be repeated 12 weeks after the exposure.
   b. If the TB skin test is positive, reactions of 10 mm or greater or students who are experiencing symptoms suggestive of TB will be referred for a chest X-ray.

NOTE: THOSE WITH POSITIVE TEST RESULTS PRIOR TO EXPOSURE DO NOT REQUIRE SKIN TESTING OR X-RAYS UNLESS EXPERIENCING SYMPTOMS SUGGESTIVE OF TB.

These students do need to complete the ICC Health Careers TB Exposure Assessment Questionnaire.

Return forms to:

Program Director/Coordinator

and

Illinois Central College
Risk Management, Room 338C
1 College Drive
East Peoria, IL 61635
Phone: (309) 694-5475
Fax: (309) 694-8563
ILLINOIS CENTRAL COLLEGE HEALTH CAREERS

Student TB Exposure Form

Student Name ____________________________ Student ID _________________

Student Phone # __________________________ Program _________________

Date of Exposure __________________________ Time _________________

Describe the circumstances surrounding the exposure:

Is this a confirmed case of TB? ________ YES, per the following:

☐ Health Department ☐ Hospital ☐ MD

Date of the last TB Montoux Test _________________

Results of last TB Mantoux Test: ☐ Negative ☐ Positive

If positive, date and results of most recent chest x-ray: __________________________

If the student has had a negative TB test within past three months, no immediate TB testing is needed. Follow-up TB test is required in 12 weeks.

Date TB Test Due __________________________ (Continue to Section B)

Section A

If over 3 months since last TB test, TB test should be done ASAP

Date Administered __________________________

Date Read __________________________ By: __________________________

Results: ☐ Negative ☐ Positive

If positive, refer to health department or personal physician for chest x-ray.

Section B

Follow-up 12 week testing

Date Administered __________________________

Date Read __________________________ By: __________________________

Results: ☐ Negative ☐ Positive

If positive, refer to health department or personal physician for chest x-ray.
TB Exposure Assessment Student Questionnaire

Name: ___________________________ Student ID#: ___________________________

Program: ___________________________ Birthdate: ___________________________

I. Have you recently experienced any of the following symptoms?

Yes ☐ No ☐
☐ ☐ Anorexia – loss of appetite?
☐ ☐ Weight loss – other than dieting?
☐ ☐ Night Sweats?
☐ ☐ Low Grade Fever?
☐ ☐ Cough – productive?
☐ ☐ Spitting blood or bloody sputum?

If “yes” to any of the above, please explain.

II. For any of the symptoms above, have you consulted a physician? Yes ☐ No ☐

III. Are you currently taking any TB medications? Yes ☐ No ☐

Have you taken any TB medications in the past? Yes ☐ No ☐

If yes, when? ____________________________________________________________

For how long? __________________________________________________________

IV. When did you have your last TB Skin Test (PPD)?

Where? ________________________________________________________________

Was the test: Negative ☐ Positive ☐

V. When did you have your last chest x-ray? ________________________________

(Date)
Clinical Blood and Body Fluid Exposure

The following procedure must be followed after an accidental exposure to blood or body fluids in a clinical setting. This procedure is to be followed by all Illinois Central College Health Careers students in any clinical location. **NOTE: Dental Hygiene students are to follow Dental Clinic procedure as noted in Dental Hygiene student handbook.**

1. In the event of a needle stick, force the wound to bleed if possible by squeezing. Then wash the exposed area thoroughly with soap and water. In the event of mucous membrane exposure (eye, nose, mouth, etc.), flush mucous membranes with water as soon as possible.

2. **IMMEDIATELY notify ICC clinical supervisor.** Notify ICC Risk Management, (309) 694 5475 and Program Director/Coordinator. If the exposure occurs at a facility where no ICC clinical supervisor is present, notify the facility personnel and follow their instruction. **It is the student's responsibility to adhere to the ICC procedure.**

3. Complete the facility's incident report and the ICC Student Exposure Report Form provided. The ICC clinical supervisor should complete the applicable portion of the form and send the completed form to ICC Risk Management at the address/fax listed on the back of the form. If no clinical supervisor is present, it is the student's responsibility to obtain a copy of the facility's incident report that was completed and send a copy of it to ICC Risk Management at the address/fax listed in item 10.

4. A blood sample is typically drawn from the student and the patient who is the source of the exposure. The blood from the student and the source is tested for HIV, Hepatitis B, and Hepatitis C.

5. If **off-campus** and blood can be drawn at the clinical facility request blood draws there. In this instance, a copy of all the results should be sent to the student's personal physician **AND** an additional copy of all the results need to be sent to ICC Risk Management at the address/fax listed in item 10.

6. If **on-campus** or at a facility where a blood sample cannot be drawn, **YOU MUST NOTIFY THE PROGRAM DIRECTOR/COORDINATOR IMMEDIATELY** to arrange for the student and the source to have blood drawn.

**During morning or afternoon** clinical students may go to any of the Peoria or East Peoria Unity Point/Proctor First Cares, or call Risk Management at (309) 694-5475 for assistance.

**During evening hours** please send student and source to:

Unity Point/Proctor First Care  
3915 W. Barring Trace  
Peoria, IL 61615  
(Across Route 150 from Sam’s Club)  
Hours: 8am-10pm  
Phone: 309-689-3030

The facility should forward ALL lab results to the student's personal physician and to ICC Risk Management at the address/fax listed in item 10.

- over -

Reviewed 03/2017  
HC-22
7. Payment:
   a) **ICC will cover the entire cost of the source's blood work.**
   b) **The student is financially responsible for any medical care, treatment or examination that was provided to the student at that facility.** (Signature of an Acknowledgement of Health Insurance / Financial Responsibility form is required.)

8. The program director/coordinator will contact the student approximately a week after exposure to make sure the student has received blood work and the sources blood work and also to give post-exposure counseling from the facility in which the exposure occurred. The student should then follow-up with their personal physician for the appropriate follow-up treatment. **Follow-up treatment and laboratory testing with the student's personal physician is HIGHLY recommended in all occurrences.**

9. **The student is ENTIRELY responsible for obtaining all follow-up treatment and for all medical bills associated with the follow-up treatment.**

10. **Mailing Address/Fax Information:**
    Illinois Central College  
    Risk Management 338C  
    1 College Drive  
    East Peoria, IL 61635  
    Phone: (309) 694-5475  
    Fax: (309) 694-8563
# I L L I N O I S C E N T R A L C O L L E G E H E A L T H C A R E E R S

## Student Exposure Report Form

<table>
<thead>
<tr>
<th>Category</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
<td>Student ID#:</td>
</tr>
<tr>
<td>Program:</td>
<td>Phone Number:</td>
</tr>
<tr>
<td>DOB:</td>
<td>Gender:</td>
</tr>
<tr>
<td>Date/Location of Exposure</td>
<td>Time:</td>
</tr>
<tr>
<td>Date Exposure Reported:</td>
<td>Time:</td>
</tr>
<tr>
<td>Student’s Personal Physician:</td>
<td></td>
</tr>
<tr>
<td>Description of exposure incident, including details of where, when, how, as well as the route of entry and areas of body affected:</td>
<td></td>
</tr>
<tr>
<td>What type of personal protection was being used?</td>
<td></td>
</tr>
<tr>
<td>Name the person to whom you were exposed (if known):</td>
<td></td>
</tr>
<tr>
<td>List Names of Witnesses to the incident (and contact information):</td>
<td></td>
</tr>
<tr>
<td>Describe factors contributing to the incident:</td>
<td></td>
</tr>
<tr>
<td>Dates of Hepatitis B Vaccinations:</td>
<td>#1</td>
</tr>
<tr>
<td>Locations of Hepatitis B Vaccinations:</td>
<td>#1</td>
</tr>
</tbody>
</table>

**Student Signature:**

---

**Supervisor’s Section:**
Supervisor’s description of the exposure:

What action was taken?

Did unsafe conditions or actions contribute to the incident? If yes, please explain in detail.

What follow up or specific corrective action has or will be taken to prevent a recurrence?

<table>
<thead>
<tr>
<th>ICC Supervisor’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**PLEASE SEND THIS COMPLETED REPORT TO:**

Illinois Central College  
Risk Management Room 338C  
1 College Drive  
East Peoria, IL 61635  
Phone: (309) 694-5475  
Fax: (309) 694-8563
Accident/Incident/Injury Reporting Procedure

A student who is injured during a clinical/fieldwork experience should:

1. Notify clinical/fieldwork instructor and program director/coordinator.

2. The instructor/supervisor completes the clinical facility incident report.

3. The instructor/supervisor completes the ICC Health Careers Student Accident/Injury Report.

4. The instructor notifies ICC Risk Management (309) 694-5475.

5. If medical attention is needed the student may choose to receive care at the clinical facility or from the student’s personal physician, with the student responsible for any and all medical expenses resulting from the injury.

6. If the student is injured while in on-campus laboratory activity, the student is to notify the instructor immediately. The instructor will complete the ICC Health Careers Student Accident/Injury Report. The student is responsible for any and all medical expenses resulting from the injury.
Illinois Central College  
Accident/Incident/Injury Report  

**PRINT LEGIBLY & COMPLETE ALL SECTIONS OF THE FORM**

<table>
<thead>
<tr>
<th>Person’s Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Individual Involved:</td>
<td>DOB:</td>
</tr>
<tr>
<td>Sex:</td>
<td>Phone #:</td>
</tr>
<tr>
<td>□ M</td>
<td>□ F</td>
</tr>
<tr>
<td>ID #:</td>
<td>Classification:</td>
</tr>
<tr>
<td>□ Student</td>
<td>□ Employee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accident/ Incident/ Injury Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Occurrence:</td>
<td>Time of Occurrence:</td>
</tr>
<tr>
<td>□ a.m.</td>
<td>□ p.m.</td>
</tr>
<tr>
<td>Facility Location (Building and Room #):</td>
<td></td>
</tr>
<tr>
<td>Body Part Injured: (Be specific Left or Right/Upper or Lower)</td>
<td></td>
</tr>
<tr>
<td>Description of Accident, Incident, or Injury in Detail:</td>
<td></td>
</tr>
<tr>
<td>Witness Name: ____________________________</td>
<td>Witness Ph. #: ____________________________</td>
</tr>
<tr>
<td>(Additional space is provided on back of the form.)</td>
<td></td>
</tr>
<tr>
<td>Treatment:</td>
<td></td>
</tr>
<tr>
<td>Other Action Taken (person transported to hospital, Sent to IWIRC etc.):</td>
<td>Transported by:</td>
</tr>
<tr>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>Signature</td>
<td>X ____________________________</td>
</tr>
<tr>
<td>Campus Police called:</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Officer’s Name:</td>
<td></td>
</tr>
<tr>
<td>Injured Person Refused Attention:</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Injured Person’s Signature:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Completing this Report:</td>
<td>Phone #:</td>
</tr>
<tr>
<td>Date Report Completed:</td>
<td></td>
</tr>
</tbody>
</table>
**TURN OVER FOR ADDITIONAL SPACE**

Additional Space (if needed) to describe Accident, Incident, or Injury:

<table>
<thead>
<tr>
<th>Follow-up Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Member Conducting Follow-up:</td>
</tr>
<tr>
<td>Follow-up Comments:</td>
</tr>
</tbody>
</table>

** RETURN ALL COMPLETED REPORTS TO BOTH: **

** RISK MANGEMENT & BENEFITS **
East Peoria Campus, Rm 338C  
Fax# (309) 694-8563

** CAMPUS POLICE **
East Peoria Campus, Rm 103A  
Fax # (309) 694-5242

ILLINOIS CENTRAL COLLEGE HEALTH CAREERS
Professional Conduct Policy in Classrooms/Laboratory/Clinical/Fieldwork Sites

This policy for professional conduct is to assure a standardized professional image of all Health Careers Program students and to promote a recognizable image across all Program settings. Any violation will be handled immediately so as to not affect ICC’s use of the clinical site for future students.

In accordance with these expectations, when participating in classroom experiences, laboratory exercises, and/or assigned to clinical sites, students enrolled in Programs must adhere to the following Professional Conduct Policy. This policy is in addition to the Student Code of Conduct outlined in the College catalog. Program-specific attendance policies and program-specific clinical/fieldwork expectations/attire/conduct will take precedence over the general Health Careers conduct guidelines presented here.

Appropriate professional conduct is a significant component of the Health Careers Programs (the “Program”) of Illinois Central College. Students of the Programs are expected and required to be reliable and competent, exercise sound judgment, act with a high degree of personal integrity, represent themselves and Illinois Central College (the “College”) in a respectful manner, and observe all rules and regulations of the clinical sites to which they are assigned. Students also have a responsibility to protect the welfare and safety of the patients/clients for whom services are being provided. Students placed at clinical sites and in clinical must realize the privilege of this experience, its responsibilities, and the reflection on Illinois Central College and its numerous health career programs.

The Professional Conduct Policy includes, but is not limited to:

1. Being prepared for the learning environment and actively participating in appropriate ways that will ensure learning of key components.
   a. Be on time.
   b. Refrain from excessive absenteeism.
   c. Remain in assigned area of clinical experience, leaving only with permission.
2. Providing competent and reliable services to patients/clients using sound judgment and discretion. Students are expected not leave patients unattended and/or release patients without prior approval from a qualified staff member (if applicable).
3. Demonstrating respect and courtesy to patients/clients and their families
4. Demonstrating respect and courtesy to peers/classmates, instructors, college staff, supervisors, and all other members of the health care provider team in classroom, labs, and clinical sites.
5. Cooperating with all faculty, staff and peers without insubordination.
6. Providing safe care and/or services on a non-discriminatory basis.
7. Wearing uniform, name badge, student ICC patch at all times at clinical/fieldwork sites for student to be identified as an ICC Health Careers student. The student is allowed to identify himself or herself as a student ONLY during assigned clinical hours.
8. Wearing of uniform, student ID name badge and student patch is prohibited on non-assigned, nonclinical days, during outside employment, or in other facets of personal life. The ICC student ID should only be worn during ICC academic related activities.
9. Demonstrating and maintaining professional behavior by not exchanging personal contact information with patients/clients, not communicating with patients/clients outside of the clinical experience, and/or not accepting gifts from clients/patients.

10. Performing procedures and/or services only authorized by ICC faculty and/or ICC delegated supervisor in accordance with accepted professional standards.

11. Observing the rules of classroom/laboratory and clinical facility regulations including but not limited to:
   a. Proper use of equipment and other property.
   b. Not removing equipment or other property from facilities.
   c. Not distributing, possessing and/or being under the influence of illegal drugs or controlled substances.
   d. Not distributing, possessing and/or being under the influence of alcohol.
   e. Complying with all current health requirements, drug testing, and criminal background check requirements.
   f. Not possessing or using any type of weapon.
   g. Complying with cell phone or other electronic device (iPod, iPad, etc.) usage consistent with the policies of classroom syllabi, laboratory rules, and clinical site regulations.
   h. Refraining from smoking and the use of tobacco products, including e-cigarettes, at all clinical/fieldwork sites. Student will adhere to the College smoking policy on College premises.

12. Maintaining the confidentiality of patient/client information in accordance with recognized professional and institutional rules; without unauthorized release and/or misuse of patient/client information or institutional data.

13. Maintaining proper dress, appearance, hygiene, and decorum in accordance with the standards set by the clinical site, Program and professional standards including but not limited to:
   a. Hair clean. In direct patient care, hair shoulder length or longer must be pulled back for safety and to prevent the spread of infection.
   b. Mustaches and beards must be clean, well-trimmed, and neat.
   c. Fingernails trimmed and clean. No polish, artificial nails including wraps, decorative printing, shellac, extensions, decals, or jewels. Nail length is limited to ¼ inch above the fingertip.
   d. Makeup that is conservative and appropriately complements professional appearance.
   e. Offensive body odor and poor personal hygiene are not acceptable. Smoke odors are not allowed.
   f. Perfume, cologne, aftershave colognes, scented lotions, and smoking by-products should be avoided altogether as some individuals may be sensitive.
   g. Jewelry that undermines the professional image or creates a safety hazard is prohibited. Wearing an excessive amount of jewelry is prohibited. Jewelry must be removed from facial and tongue piercing or replaced with a very small clear stud. Earrings should be small studs, with no more than two piercings per ear worn.
   h. Wristwatches with a second hand are appropriate.
i. Clothing will be clean, neatly pressed, properly fitted, and in good repair. Extreme styles and appearance, including low cut tops, tops that expose the abdomen, and short skirts/shorts that when seated expose the upper thigh are not acceptable for classroom, laboratory, or clinical settings. Clothing which is too tight or too loose fitting negatively impacts the professionalism of the students and should be avoided. Undergarments will be worn at all times but will not be exposed during normal movement. Pant hem lines must not touch the ground.

j. Student uniforms will consist of the Program’s designated scrub color when scrubs are required as Program uniforms.

k. Stockings or socks will be worn with Program uniforms.

l. Leather or impervious shoes that are white will be permitted. Open-toe shoes are not permitted. Casual sandals (flip flops, sport sandals, etc.) and slippers are not permitted.

m. Tattoos will be concealed and covered to maintain a professional appearance. If a tattoo is unable to be covered by clothing, it is covered by a bandage.

Disciplinary action for a violation of proper dress will include an initial verbal warning. On second offense, the student will be sent home and may return only when appropriately attired. That day will count as an absence.

The penalty for violating the Professional Conduct Policy will be discipline up to and including suspension or dismissal from the Program. Due to the sequential design of the curriculum in most Health Careers Programs, any period of suspension or dismissal may result in a delay in program completion.

If the disciplinary action is suspension or dismissal from the Program, documentation will be completed by the Program Director/Coordinator and submitted to the Dean/Associate Dean of Health Careers and Dean of Student Services. The student may provide a written appeal of the disciplinary action to the Health Careers Dean/Associate Dean within 10 business days of the discipline imposed. The student will not be permitted to participate in the Program during the appeal process.

All Health Careers Programs require completion of current health requirements, drug testing, and fingerprint background check, as a condition of program participation. Drug testing will precede clinical experience in all cases and will be required prior to admission to some Programs. Positive results on a drug screen or misrepresentation regarding drug use will lead to immediate dismissal from, or non-admittance to the Program.

Positive fingerprint background checks revealing nonwaiverable offense will lead to immediate dismissal or nonadmittance to the Program. Offenses requiring a waiver may be permitted if waiver is issued prior to admission to the Program.

ACKNOWLEDGEMENT

I acknowledge receipt of the Health Careers Professional Conduct Policy. I have read and understand the statement and agree to abide by the standards and rules set forth therein. I understand that failure to abide by the Professional Conduct Policy may result in my suspension or dismissal from the Program. I understand that I will not receive a refund of tuition or fees or book, supplies, instruments, or equipment purchased should I be dismissed from the Program due to violating this policy.

Student Signature

Printed Student Name:

Date:

Reviewed 03/2017

HC-31
Social Networking Policy

Professional behavior is expected as outlined in the standards of each healthcare profession. Students should avoid all discussion of personalities, etc. involving college faculty, clinical instructors, other students, doctors, hospital personnel, and patients. Students must refrain from discussion of problems, issues, or negative experiences encountered either on campus, in the clinical facility, or in hospital departments on any social network.

The following are guidelines that should be followed when creating blogs, commenting on a blog, creating a LinkedIn profile, using Facebook, Twitter or MySpace, and/or engaging in any other social networking, including contributing to or through any of the other online media.

**PERSONAL EXPRESSION**

Personal blogs and social networking contain the views of a particular student, not the views of the college and/or clinical education setting (hospital). However, readers may not immediately appreciate this concept and a student may be held liable as representing the views of the college (program) and/or clinical education setting. Therefore, students must refrain from discussing and sharing photos related to their clinical experiences while using social networking sites.

**PROTECT CONFIDENTIAL/TRADE SECRET INFORMATION**

When posting blogs and/or contributing to, or through, any social networking site, students must refrain from disclosing confidential, proprietary, sensitive and/or trade secret information of the clinical educational setting and third parties.

**BE RESPECTFUL AND EXERCISE COMMON SENSE**

All blogs and social networking contributions must comply with this Health Careers policy. When posting a blog and/or contributing to, or through, any social networking site, be respectful of others. Assume faculty, other students, co-workers, hospital personnel, patients, and potential future employers are reading your blogs and contributions.

The Health Careers Program will determine, in its sole discretion, whether a particular blog or social networking use violates the policy. As with all other policies, violation of this policy may result in discipline, including dismissal from the Program.

**Acknowledgement of Understanding**

I have read and agree to comply with the terms of this policy which outlines my responsibility to Illinois Central College Health Careers and respectful social networking. I understand that violation of this policy may result in disciplinary action, including dismissal from the Program.

Student Signature: ____________________________

Printed Student Name: ____________________________

Date: ____________________________

Reviewed 03/2017

HC-32
I, undersigned, have read and understand the policies as stated in the Health Careers Handbook. As a Health Careers student, I accept the responsibility to abide by all policies as outlined in this handbook.

I understand that if I have not complied with health requirements, I will not be allowed to attend clinicals until the requirements are met.

STATEMENT OF CONFIDENTIALITY

I, undersigned, have read and understand Confidentiality and accept my responsibility to maintain confidentiality, including avoiding any disclosure within social media, as a Health Careers student in the health care setting.

CORE PERFORMANCE STANDARDS & CRITERIA OF ADMISSION AND PROGRESS

I, undersigned, have read the Core Performance Standards & Criteria of Admission and Progression and hereby represent that I can effectively and safely perform the competencies listed.

ACADEMIC WORK

I, undersigned, understand during my enrollment as a Health Careers student, give my permission to the program faculty and coordinator/director to use my academic work from courses within the program for education purposes, curriculum design and improvement, and program accreditation. I understand that my name will be removed from the academic work prior to its use.

Student Signature
__________________________________________

Printed Student Name: ____________________________

Date: ____________________________
ILLINOIS CENTRAL COLLEGE HEALTH CAREERS

Signature Pages to be Signed and Submitted
Student Chemical Compliance Contract

I, __________________________, agree to undergo a drug screen and breath alcohol test upon request and, if needed, a comprehensive substance use/abuse evaluation by a mental health professional selected from the approved list of accredited agencies provided by the Program Director/Coordinator. I understand that the payment for the drug screening and breath alcohol test, evaluation, treatment and follow up care will be my responsibility. If treatment is recommended, I must complete the individualized plan determined by the evaluator and follow all procedural steps of the Illinois Central College Chemical Impairment Policy. Written evidence of my treatment program, ability to return to the health program (evidence of exhibiting positive student behaviors), and my follow up care plan will be submitted to the Program Director/Coordinator. I further understand that random drug screens and breath alcohol testing may be a part of my treatment and follow up program.

Date: ________________________________________________

Student signature:

Agree ________________________________________________
or

Disagree ________________________________________________

Program Director/Coordinator/
Faculty signature: __________________________________________

Witness signature: __________________________________________
ILLINOIS CENTRAL COLLEGE HEALTH CAREERS

Understanding of Program Policies

I, undersigned, have read and understand the policies as stated in the Health Careers Handbook. As a Health Careers student, I accept the responsibility to abide by all policies as outlined in this handbook.

I understand that if I have not complied with health requirements, I will not be allowed to attend clinicals until the requirements are met.

STATEMENT OF CONFIDENTIALITY

I, undersigned, have read and understand Confidentiality and accept my responsibility to maintain confidentiality, including avoiding any disclosure within social media, as a Health Careers student in the health care setting.

CORE PERFORMANCE STANDARDS & CRITERIA OF ADMISSION AND PROGRESSION

I, undersigned, have read the Core Performance Standards & Criteria of Admission and Progression and hereby represent that I can effectively and safely perform the competencies listed.

ACADEMIC WORK

I, undersigned, understand during my enrollment as a Health Careers student, give my permission to the program faculty and coordinator/director to use my academic work from courses within the program for education purposes, curriculum design and improvement, and program accreditation. I understand that my name will be removed from the academic work prior to its use.

Student Signature

Printed Student Name:

Date:
Informed Consent to Act as a Simulated Patient

I, undersigned, have read and understand the Participation and Role Playing Policy, and understand there is some risk of injury resulting in my participation. If I have any pre-existing conditions or injuries that may make me susceptible to injury, I will report such conditions or injuries to the instructor prior to the activity and/or remind faculty as needed.

___________________________________________
Printed Name

___________________________________________
Signature/Date