

**Sacramento City College**  
**Physical Therapist Assistant Program**  
**Associate of Science Degree**

**Policies and Procedures**  
**2022-2023**

**FULL-TIME FACULTY**

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# Table of Contents

<b>INTRODUCTION</b>	<b>5</b>
PHYSICAL THERAPY AS A CAREER	5
ROLE OF THE PHYSICAL THERAPIST ASSISTANT	5
COLLEGE VISION, MISSION AND VALUES	6
NON-DISCRIMINATION STATEMENT	6
ALLIED HEALTH PROGRAMS AT SACRAMENTO CITY COLLEGE	7
PROGRAM MISSION, GOALS, AND PHILOSOPHY	9
PROGRAM OBJECTIVES AND EXPECTED OUTCOMES FOR GRADUATES	10
ADMINISTRATOR, FACULTY AND STAFF	11
ADVISORY COMMITTEE	12
<i>Members</i>	12
ACCREDITATION	13
PROGRAM ELIGIBILITY	13
ADMISSIONS	13
COVID POLICY	14
<i>Vaccinations</i>	14
<i>Masks</i>	14
<i>Safety / PPE / Hand Washing</i>	15
<i>Reporting</i>	15
PROGRAM ENTRY REQUIREMENTS	15
CONTINUED PROGRAM REQUIREMENTS	16
RETENTION & GRADUATION RATE	16
EMPLOYMENT	16
LICENSURE	17
LAWS AND REGULATIONS	17
ESTIMATED COSTS	18
<b>FACILITIES AND SERVICES</b>	<b>18</b>
CAMPUS	18
<i>Campus Services</i>	18
<i>Safety Tips</i>	18
<i>Emergency Services</i>	19
<i>Classrooms</i>	20
<i>Computer Laboratory</i>	20
<i>Administrative and Faculty Offices</i>	20
<i>Program Resources</i>	20
STUDENT TUTORING CENTER / LILLARD HALL	20
DISABILITIES SERVICES & PROGRAMS FOR STUDENTS	20
<b>ACADEMIC CONTENT</b>	<b>21</b>
CURRICULUM CONTENT	21
CURRICULUM SEQUENCE	22
EDUCATIONAL PLAN	23
COURSES	23
REQUIRED TEXTBOOKS	26
PHILOSOPHY OF LEARNING	26
FACULTY ASSESSMENT AND DEVELOPMENT	27
PROGRAM REVIEW AND MODIFICATION	27
STUDENT PARTICIPATION IN PROGRAM CONTENT AND EVALUATION	28
ACCREDITATION POLICIES AND PROCEDURES	28

COMPLAINTS	29
COMPLAINTS THAT FALL OUTSIDE DUE PROCESS	30
<i>Initial screening of the complaint:</i>	30
<i>Formal complaint:</i>	30
<b>ACADEMIC STANDARDS</b>	<b>31</b>
EVALUATION OF STUDENT PERFORMANCE	31
PRACTICAL EXAMINATIONS	31
ATTENDANCE	32
PUNCTUALITY	32
PROGRESSION THROUGH THE PROGRAM	33
LEAVE OF ABSENCE & WITHDRAWAL	33
CONFIDENTIALITY: PRIVACY OF STUDENT DATA	34
STUDENT CODE OF CONDUCT	34
<i>Willful Misconduct</i>	34
<i>Disruptive or Dangerous Behavior</i>	35
<i>Academic Honesty and Dishonesty</i>	36
STUDENT RIGHTS AND DUE PROCESS	36
GRADE APPEALS	37
<i>Policy Statement</i>	37
<i>Appeal Procedure</i>	38
<b>ACADEMIC POLICIES AND PROCEDURES</b>	<b>38</b>
CONTACT INFORMATION	38
RELEASE OF LIABILITY AND ASSUMPTION OF RISK	39
INTERACTIONS WITH PATIENTS AND HUMAN SUBJECTS	39
CLASS CANCELLATION	39
FIELD TRIPS	40
TELECOMMUNICATION DEVICES	40
FOOD AND BEVERAGES	40
PHYSICAL THERAPY "LAB" POLICIES AND PROCEDURES	40
<i>Availability of the Lab</i>	40
<i>Dress Code for Lab</i>	41
<i>Lab Cleanliness and Laundry Usage</i>	41
<i>Laboratory Equipment and Supplies</i>	41
<b>CLINICAL EDUCATION POLICIES AND PROCEDURES</b>	<b>42</b>
<b>BEHAVIORS OF SUCCESSFUL STUDENTS</b>	<b>42</b>
CRITICAL SAFETY ITEMS FOR PTA STUDENTS	43
PROFESSIONAL BEHAVIORS*	44
<b>EXCERPTS OF LAWS &amp; REGULATIONS (CALIFORNIA)</b>	<b>46</b>
<b>EXCERPTS OF CALIFORNIA LAWS &amp; REGULATIONS GOVERNING PHYSICAL THERAPIST ASSISTANT STUDENTS &amp; INTERNS</b>	<b>46</b>
LAWS	46
§2622. Management of Patient Care; Physical Therapist Assistants Services of Aide	46
§2630.3. Physical Therapist Assistants; Requirements	46
§2650. Physical Therapist and Physical Therapist Assistant Educational Requirements	47
§2651. Board Approval of Educational Programs	47
REGULATIONS	47
§1398.44 - Adequate Supervision Defined	48
§1398.52. Identification and Supervision of Physical Therapist Assistant Students Defined	49

§1399.12. Supervision of Physical Therapist Assistant License Applicant _____	49
<b>EXCERPTS OF CALIFORNIA REGULATIONS GOVERNING PATIENT RECORDS _____</b>	<b>50</b>
REGULATIONS _____	50
§1398.13. Patient Records _____	50
<b>EXCERPT OF LAWS &amp; REGULATIONS GOVERNING PHYSICAL THERAPY AIDES _____</b>	<b>51</b>
LAWS _____	51
§2630. Necessity of Physical Therapist License _____	52
§2630.4. Physical Therapy Aides; Requirements _____	52
REGULATIONS _____	52
§1399. Requirements for Use of Aides _____	52
<b>STANDARDS OF ETHICAL CONDUCT FOR THE PHYSICAL THERAPIST ASSISTANT _____</b>	<b>54</b>
<b>VALUES-BASED BEHAVIORS FOR THE PHYSICAL THERAPIST ASSISTANT _____</b>	<b>54</b>
<b>SACRAMENTO CITY COLLEGE PHYSICAL THERAPIST ASSISTANT PROGRAM STUDENT-INSTRUCTOR CONFERENCE _____</b>	<b>55</b>
<b>SACRAMENTO CITY COLLEGE PHYSICAL THERAPIST ASSISTANT PROGRAM EDUCATIONAL AGREEMENT _____</b>	<b>56</b>
<b>REQUIRED APPAREL FOR CLINICAL PRACTICUMS AND PRACTICAL EXAMS _____</b>	<b>58</b>
<b>PTA STUDENT NONDISCLOSURE AGREEMENT / HIPAA _____</b>	<b>59</b>
<b>CONSENT TO PARTICIPATE IN LAB ACTIVITIES &amp; PRACTICAL EXAMS _____</b>	<b>60</b>
<b>AGREEMENT TO PARTICIPATE AND WAIVER/ASSUMPTION OF RISK _____</b>	<b>61</b>
<b>POLICIES &amp; PROCEDURES AGREEMENT (2022-2023) _____</b>	<b>62</b>

# **Introduction**

This manual is intended to serve as a reference for students in the physical therapist assistant program at Sacramento City College, as well as for academic and clinical faculty members associated with the physical therapist assistant program. Important information on policies, procedures, and requirements relevant to academic and clinical education of physical therapist assistant students is included. With written notification of students, the information in this manual is subject to change. The Sacramento City College website and/or Catalog should also be consulted for program information and current college policies and procedures.

## **Physical Therapy as a Career**

The goal of physical therapy is to assess, prevent, and treat movement dysfunction and physical disability, with the overall goal of enhancing human movement and function. The profession of physical therapy emerged during World War I, with rehabilitation of injured soldiers. Physical therapy began with the service orientation of individuals who found that their understanding of human movement could make a difference in the quality of life experienced by others. Development of the national organization now known as the American Physical Therapy Association (APTA) began in the 1920's, and the APTA has been a strong force in defining the profession as it has developed. Another major growth period for physical therapy occurred during and following World War II. At that time major concepts related to rehabilitation (physical, psychological, vocational, and emotional) were introduced.

## **Role of the Physical Therapist Assistant**

The first physical therapist assistants (PTAs) graduated in 1969 from Miami Dade College in Florida and St. Mary's Campus of the College of St. Catherine in Minnesota. During the past five decades, the physical therapist assistant (PTA) has become a regular part of the physical therapy staffing pattern in the United States. Today there are 379 accredited PTA education programs in the United States and 21 in the state of California.

Physical therapist assistants work with physical therapists in providing therapy interventions and monitoring progress of patients. Physical therapist assistants are responsible to and supervised by physical therapists. The physical therapist performs the initial examination and evaluation of the client; develops the plan of care; selects those aspects of intervention that can and should be delegated to the physical therapist assistant; and re-evaluates patients to determine need for modification of the treatment plan or readiness for discharge. The field of physical therapy is dynamic and challenging. Shifts in health care delivery systems, specialization, autonomy of practice, and content of educational programs are contributing to continued growth and change in the field. With the foundation gained in the program, graduates have the preparation to successfully pursue licensure as physical therapist assistants and contribute positively to the health care profession.

According to the US Bureau of Labor Statistics, PTAs had 92,700 jobs in the US in 2020, with PTAs having a 2020 mean annual wage of \$59,770 (<https://www.bls.gov/ooh/healthcare/physical-therapist-assistants-and-aides.htm#tab-5>). Employment of physical therapist assistants and aides is expected to increase 32 percent between 2020 and 2030, much faster than the average for all occupations (<https://www.bls.gov/ooh/healthcare/physical-therapist-assistants-and-aides.htm#tab-6>). In California, 5,860 PTAs were employed with a mean salary of \$70,570 (<https://www.bls.gov/oes/current/oes312021.htm#st>). Physical therapist assistants are currently in demand in the health care system across the country, and graduation from the physical therapist assistant program will provide students with varied career opportunities.

### **College Vision, Mission and Values**

The vision of Sacramento City College is to seek to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership. The college mission states that: “Sacramento City College is an open-access, comprehensive community college, serving a diverse student population. We provide a wide range of educational opportunities and support services designed to foster the success of all students seeking transfer, career advancement, Associate degree and certificate attainment, basic skills development, and personal enrichment. Our commitment to continuous improvement through outcome-guided assessment, planning, and evaluation promotes student learning. Through these efforts, we contribute to the intellectual, cultural, and economic vitality of the community.”

The core values of the college are: “working together, pursuing excellence, and inspiring achievement”. The college is one of four colleges within the Los Rios Community College District. Sacramento City College serves the entire metropolitan area of Sacramento, with campuses downtown, in West Sacramento, and in Davis. The students, staff, and faculty mirror the diversity of the community. The college is open to all who wish to apply regardless of previous educational background. There is a commitment to access, to providing educational opportunity to all who can benefit in order to help students achieve success in education, careers, and as contributing members of society. Relationships with local businesses and industries, including health care organizations, have created opportunities for students and help to serve the needs and goals of the community.

### **Non-Discrimination Statement**

The Los Rios Community College District is in compliance with all pertinent Titles and Sections of the Civil Rights Act of 1964, the Educational Amendments of 1972, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all other applicable Federal, State and local laws.

It is the policy of the Los Rios Community College District to take action to guarantee that no qualified student or prospective student or any person in his/her educational relationship with the District shall be discriminated against or excluded from any benefits, activities, or programs on the grounds of ethnic group identification, religion, sex, age, color, sexual orientation, or physical or mental disability, nor shall any students be discriminated against for conversing in a language other than English. However, students shall be required to speak English when an instructional setting necessitates the use of English for educational or communication purposes.

The District further complies with those Federal and State laws and the regulations of the Board of Governors of the California Community Colleges that prohibit sexual harassment. In addition, the college supports and complies with the Federal Carl D. Perkins Vocational and Technical Education Act of 1998 by reducing sex discrimination, sex bias, and sex stereotyping in vocational education and employment. Such non-discrimination policies extend to all of the functions and activities of the Los Rios Community College District including employment and employment selection, educational programs, services, admissions, and financial aid. Student equity in all academic and vocational programs is a primary goal of the college. The lack of English language skills will not be a barrier to admission to and participation in vocational education programs. The college also attempts to achieve a balanced staff representative of the composition of the community so that students will have an opportunity to relate to members of minority races, ethnic groups, individuals with disabilities, and women.

The Dean of Office of Campus Interventions (Andre Coleman, College Equity, Title IX, Grievance and Student Conduct Officer: Student Services Building, STS 105; 916-650-2929, [ColemanA@scc.losrios.edu](mailto:ColemanA@scc.losrios.edu)) may be contacted with inquiries regarding staff or student complaints based on ethnic group identification, religion, age, color, language, physical disability, mental disability, sex (gender), sexual orientation, sex bias, and sex stereotyping.

### **Allied Health Programs at Sacramento City College**

Allied health programs within the Science and Allied Health Division at Sacramento City College have an established history and are well-respected in the community. Physical therapist assistant students can be proud to be a part of this tradition.

- **Associate Degree Nursing.** Associate Degree Nursing (ADN) is the oldest and largest of the health programs at Sacramento City College. The nursing programs had their roots in the Sacramento County Hospital School of Nursing which began in 1909. The college has continuously graduated nurses since that time. The ADN Program of Nursing at Sacramento City College is approved by the California Board of Registered Nursing. Students enrolled in this program are required to complete a combination of general education, science, and nursing education courses with related clinical experiences in local hospitals. The program is four semesters and two summer sessions in length, 80-82 units' total.

- **Vocational Degree Nursing.** The Vocational Nursing (VN) Program was initiated in 1953. The Vocational Nursing Program at Sacramento City College is approved by the California Board of Vocational Nursing and Psychiatric Technicians. Upon successful completion of the three-semester, 53-unit program, the student is eligible to apply for the National Licensing Examination to qualify as a Licensed Vocational Nurse. Students enrolled in this program are required to complete nursing education courses and related clinical experiences in local hospitals.
- **Dental Assisting.** The certificate program in Dental Assisting began in the early 1960's. The Dental Assisting program, 27 units, is a full-time day program to which students are admitted in August of each year. The curriculum is approved by the Commission on Dental Accreditation of the American Dental Association and leads to a Career Certificate in Dental Assisting.
- **Dental Hygiene.** The Associate Degree program in Dental Hygiene began in 1967. The Dental Hygiene Program consists of 35-39.5 units of prerequisite courses in addition to 43.5 units of dental hygiene courses plus additional requirements to earn the AS degree. The program is accredited by the Commission on Dental Accreditation of the American Dental Association. Graduates are eligible for the National Board of Dental Hygiene examination and state board examination for registered Dental Hygienist. Students in this program gain clinical experience in a campus dental laboratory.
- **Occupational Therapy Assistant.** The Occupational Therapy Assistant Program was established in 1989. The Occupational Therapy Assistant Program consists of 48.5 units of occupational therapy assistant / allied health coursework plus additional requirements to earn the AS degree. The program was designed to accommodate the needs of part-time evening students. The Occupational Therapy Assistant Program is at the associate degree level and is approved by the Accreditation Division of the American Occupational Therapy Association (AOTA). The shortest time to complete all requirements of the program is two years and two summer sessions after being admitted. Supervised clinical work experiences are integrated throughout the program.
- **Physical Therapist Assistant.** The Associate Degree Physical Therapist Assistant Program evolved from a community need for more PTA's to be employed in health care settings in the region. The Physical Therapist Assistant program consists of prerequisite courses (14.5 units), PTA courses (36.5 units), Allied Health courses (3 units), and specific general education courses required for the program (9 units). Students must also take additional courses to meet graduation requirements of the college (10-19 units). The program was initiated in 1993 by request of the Hospital Council of Northern and Central California. The program was granted initial accreditation by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association in May 1995. The PTA program is a part-time evening program. The shortest time to complete all requirements of the program after being enrolled is two years including one summer session. More than 500 students have graduated from the program to date.



## **Program Mission, Goals, and Philosophy**

***Physical Therapist Assistant Program Mission:*** *To help meet the health care needs of the community the Physical Therapist Assistant Program at Sacramento City College provides a comprehensive educational program that prepares a diverse student population for practice as licensed physical therapist assistants. The goals of the program are:*

- *The program will offer a curriculum with learning opportunities that meet current professional standards of excellence, and non-traditional scheduling of classes to enhance accessibility.*
- *The program faculty will be committed to providing a supportive learning environment where all individuals are valued, and life-long education is encouraged.*
- *The program will produce graduates who contribute to their communities as competent, safe, and caring members of the health care team who will practice under the supervision of a physical therapist.*

The physical therapist assistant program is dedicated to the education of practitioners who will enter the work force as a vital part of the health care team. Physical therapist assistant education provides students the opportunity to develop the basic competencies necessary to become eligible for licensure and to function as members of the profession. A broad foundation in physical therapy interventions prepares the student to enter practice with the basic skills to treat patients of all ages within structured health care agencies.

The Physical Therapist Assistant Program is designed to prepare a practitioner who is competent to carry out effective direct and indirect patient care. PTA graduates will work under the direction and supervision of a physical therapist. Physical therapists perform initial examinations of clients to determine goals and treatment plans. Therapeutic interventions may be provided by PT's or PTA's. PTAs also perform selected aspects of data collection as directed by the physical therapist in order to monitor progress toward goals. The PTA must have the theoretical knowledge and the ability to carry out established treatment plans, and to provide safe care in a dynamically changing health care environment. PTA's must use appropriate independent judgment in carrying out their duties. They must be able to communicate effectively with patients, staff and families. Students will be challenged to grow and develop therapeutic and interpersonal skills to meet the standards of competency for entry into the profession.

The Physical Therapist Assistant Program allows the student the opportunity to gain skills in professional behavior, physical therapy procedures, written and verbal communication, and critical thinking through a variety of learning experiences. Development of knowledge and skills is an ongoing process that continues throughout one's lifetime. Appreciation of the importance of lifelong continuing education is fostered in the physical therapist assistant program and students are encouraged to become responsible for their own continued learning and skill development in clinical practice.

The program includes basic general education as well as Physical Therapist Assistant courses. An integrated curriculum facilitates learning and development of values and principles which

can be applied to the patient care situation. The need to look at the client as a whole person is emphasized. We believe that every person, regardless of ethnic group, religion, sex, age, color, sexual orientation, or physical or mental disability is worthy of being treated with respect. Each person shares common human attributes and basic human needs. People change continuously throughout their lives adapting to stressors and responding to each experience based on current perceptions and influenced by past experiences. As health care professionals we assist individuals as they strive to attain optimal wellness and pursue their individual life goals.

The physical therapist assistant program agrees with the mission and values of the college. Accessibility is provided through non-traditional scheduling of classes to accommodate working students. The program provides an educational opportunity which directly leads to career development or advancement. Support is available to learners as they progress through the program, including both full-time and part-time faculty members with academic and clinical expertise in the areas in which they teach. The multi-cultural make up at SCC allows students opportunities to learn and interact with students of varied backgrounds and values. Clinical experiences threaded throughout the program provide real-world opportunities for students to apply their developing knowledge and learn in an authentic environment with supervision.

### **Program Objectives and Expected Outcomes for Graduates**

#### ***Program Objectives***

1. The program will offer a curriculum that is sequential and integrated and that reflects contemporary physical therapist assistant practice.
2. The program will participate in recruitment and retention activities designed to attract and support a diverse student population.
3. The program will engage in regular self-assessment for continuous quality improvement.
4. The program will employ faculty who demonstrate current knowledge in the areas they teach, who achieve credentialing commensurate with academic and professional expectations, and who are committed to the education of physical therapist assistant students.
5. The program will provide a variety of types of sites for clinical education to facilitate development of student competence.
6. The program will provide learning experiences that lead students to attainment of student learning outcomes that represent entry-level competency.

#### ***Expected Outcomes for Graduates:***

1. Graduates will perform in a safe manner that minimizes risk to patients, self, and others.

2. Graduates will demonstrate professional behavior.
3. Graduates will practice under the supervision of a physical therapist in a manner consistent with legal standards, ethical guidelines, and standards of the profession.
4. Graduates will perform interventions in a competent manner consistent with the plan of care established by the physical therapist.
5. Graduates will gather data effectively to measure and report patient response.
6. Graduates will demonstrate clinical problem-solving skills.
7. Graduates will demonstrate effective verbal and non-verbal communication with patients, family, staff, other health care providers, and members of the community.
8. Graduates will adapt delivery of care with recognition and respect for individual differences, within the plan of care established by the physical therapist.
9. Graduates will produce quality documentation to support delivery of care.
10. Graduates will use resources effectively.
11. Graduates will be prepared for employment in a variety of settings to meet the health care resource needs of the community.
12. Graduates will participate in ongoing self-assessment and learning activities to enhance clinical performance.

### **Administrator, Faculty and Staff**

The Interim Dean of the Science and Allied Health Division is Rose Giordano, PhD (916-558-2279; GiordaR@scc.losrios.edu; Mohr 104). Two full-time faculty members and several adjunct faculty members are associated with the physical therapist assistant program. One full-time faculty member is the program coordinator, and the other is designated with responsibility for clinical education. The entire faculty meets a minimum of once each semester. Minutes are recorded at faculty meetings. Full-time faculty members meet at least weekly.

#### *Full time faculty members:*

- **David Doron**, PT, DPT, CSCS, CCI (Program Coordinator/Professor). David earned his bachelor's degree from CSU Chico and his master's degree from CSU Sacramento. David went on to earn his doctorate degree from A. T. Still University. David is a Certified Strength and Conditioning Specialist and Orthopedic Manual Therapist. David

has additional training in multiple forms of manual therapy including augmented and instrument assisted soft tissue mobilization. David has completed additional training in sports rehabilitation, vestibular rehabilitation, wound care, Kinesiotaping, and chronic pain management. His clinical experiences involved working in complex outpatient clinics, managing orthopedic and neurological patient populations for a large health organization and a rural privately-owned setting. These positions afforded David the opportunity to be a Clinical Instructor. David has prior experience as an adjunct professor for the physical therapy program at CSU Sacramento and the Director of Clinical Education for the Sacramento City College PTA program.

- **Millie Burns, PTA** (Director of Clinical Education/Assistant Professor). Millie earned her A.A. degree in Physical Therapy Assistant from DeAnza Community College. She has worked in a variety of settings, primarily outpatient and skilled nursing. Her areas of interest and experience include manual therapy, geriatrics, neurological and orthopedic rehab, medically complex patients, and prenatal and postpartum exercise instruction. Millie is an APTA credentialed CI and was the CCCE at ManorCare in Citrus Heights. She maintains a per diem position at ManorCare.

*Adjunct faculty members:*

- Elaina Blankenship, PT, DPT
- Christina Ridley, PT, DPT
- Timothy Tubra, PTA, BS

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Custodial staff maintains the building

### **Advisory Committee**

The advisory committee for the program consists of members representing the academic and clinical community, members of the general public, and student representatives. The advisory committee meets once per semester. Minutes are recorded.

### **Members**

Kevin Billups, PTA, MHA - Sutter Medical Foundation

Kirk Bradley, PT, DPT - Amedysis Home Health

Linda Brown, PT- Brown Physical Therapy

Beth Chape, PT, PhD - Professor Emeritus, SCC (Retired)

David Doron, PT, DPT, CSCS, - Program Director / Director of Clinical Education / Faculty

Lisa Ferrin, PTA - Methodist Hospital (Retired)

Rose Giordano, PhD - Dean of Science and Allied Health (Interim)

Rick Hodge - Associate VP of Instruction, Economic, & Workforce Development  
Doreen Rajabian, PTA- Eskaton Greenhaven Care Center  
Scott Thompson, PT, EdD - Assistant Professor, CSU Sacramento Physical Therapy Program  
PTA student representative (rotates annually)

### **Accreditation**

The Physical Therapist Assistant Program at Sacramento City College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, VA, 22305-3085 telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. The Physical Therapist Assistant program at Sacramento City College has been continuously accredited by CAPTE since its initial accreditation in 1995. The current accreditation expires on 06/30/2031. The next scheduled accreditation visit is in fall 2030. A list of accredited PTA programs is available to the public on the following website - [https://aptaapps.apta.org/accreditedschoolsdirectory/captedirectory.aspx?\\_ga=2.208411670.563923834.1648162648-1453499492.1636407856](https://aptaapps.apta.org/accreditedschoolsdirectory/captedirectory.aspx?_ga=2.208411670.563923834.1648162648-1453499492.1636407856). To file a complaint, contact CAPTE at [accreditation@apta.org](mailto:accreditation@apta.org).

### **Program Eligibility**

Information about the PTA program for prospective students can be found on the program's website: <https://scc.losrios.edu/academics/programs-and-majors/physical-therapist-assistant>. Applicants are required to complete prerequisite courses prior to applying. Applicants must achieve at least a 3.0 prerequisite GPA in the following courses. No grade less than a 'C' is accepted.

- BIO 430 & 431 (or equivalent); must be taken within last 10 years
- ENGWR 300 or ENGWR 488 or ESLWR 340 (or equivalent)
- PTA 100 (or equivalent)

### **Admissions**

Information on the application process can be found on the program's website: <https://scc.losrios.edu/academics/physical-therapist-assistant-program-details/apply-to-pta>

The PTA program enrolls a new cohort of students each year, with a program starting in the fall semester. The program admits a maximum cohort size of 30 students each year. This number is based upon available classroom and lab space, faculty to student ratio, employment opportunities, and availability of clinical sites. Enrollment beyond 30 students requires approval by the program's accrediting body.

The annual number of applicants for the physical therapist assistant program has ranged from 40 to 191 during the years 2006–2022.. There were 121 applicants for 2021-2022 application period. Currently there is an alternate list (waiting list) of students who applied to the program and met the criteria for eligibility the previous year but were not part of the previous year's cohort. The students were randomized and placed on the alternate list and issued an alternate list number. In order for a student issued an alternate number to maintain the position on the alternate list, the student must submit a returning applicant application annually between March 15<sup>th</sup> and April 15<sup>th</sup> via the online form located on the PTA website (<https://scc.losrios.edu/academics/physical-therapist-assistant-program-details/apply-to-pta/returning-applicants>) to show continued interest in the program. Each year, the alternate list is updated based on the submitted returning applicant applications and adjusted for attrition and deferment. First-time applicants who submit an application online via the online form located on the PTA website (<https://scc.losrios.edu/academics/physical-therapist-assistant-program-details/apply-to-pta/first-time-applicants>) during the first-time applicant application period (start of fall semester to April 15<sup>th</sup>) and meet criteria for eligibility are randomized and placed on the alternate list after the returning applicants. The first 30 student on the updated alternate list are offered a slot for the incoming cohort. If there are more students on the alternat list than spaces available, any applicants not selected will be given a new alternate candidate number. Each student on the alternate list must submit a returning applicant application each year to maintain position on alternate list.

### **COVID Policy**

#### **Vaccinations**

Los Rios Community College District requires evidence of full COVID-19 vaccination status for all students who access district and college facilities (including in-person classes or student support services) and all employees. The PTA program does not have the option for remote only participation in the coursework including labs. Due to this requirement, all students in the program must be vaccinated and submit proof of full vaccination to the college and the PTA program in order to attend class and matriculate through the program.

The California Department of Public Health requires all healthcare workers, including students, to be fully vaccinated AND boosted. Clinical sites are also requiring students to be fully vaccinated AND boosted. **Due to these requirements, all PTA students need to be fully vaccinated AND boosted in order to attend class and participate in clinical assignments.**

#### **Masks**

For the Los Rios Community College District, masks are strongly recommended but not required for all students, faculty, and staff in any indoor space in Los Rios. Many clinical sites are also requiring masks to be worn when in the clinical facilities. Clinical sites have different requirements for the type of mask required, but many are requiring N-95 masks. Students must comply with the hospital/clinical policies.

## **Safety / PPE / Hand Washing**

The following are policies apply to on campus and clinical activities related to the program.

- Students are to avoid touching eyes, nose, and mouth.
- Students should frequently wash their hands or use alcohol-based (at least 60% alcohol) hand sanitizer when soap and water are unavailable.
- All students will wipe down any item that they touch during lab activities.
- Students will not come to the clinical facility or campus with a fever, cough, or if feeling ill.
- Students will abide by all hospital/facility policies while caring for patients, which may include temperature screening and questionnaires.
- PPE will be worn according to hospital/facility policy.

## **Reporting**

Students are required to report to the course instructor, program coordinator, and clinical site (if applicable) when they have a close contact exposure to someone who is COVID positive. Close contact is defined as less than 6 feet distance for more than 15 minutes. Students are also required to report when they test positive for COVID or have symptoms consistent with COVID. Depending on status and symptoms, the student may have to quarantine at home, not attend class/clinical site for a designated period of time and may be required to provide results of a negative COVID PCR test prior to resuming class/clinical activities. If a student is unable to attend class, it is the student's responsibility to make up the necessary work / lab activities. Additionally, the student is responsible for the information covered in class on days they are absent and make arrangements to obtain handouts and/or lecture notes from a classmate. If the student is unable to attend clinical rotation, the student will have to make up the missed time. **All missed clinical hours must be made up at the convenience of the facility.** The program coordinator/faculty will advise the student on how to proceed after gathering information and discussing with college administration.

Please note that the college may change the policies and requirements depending on public health guidelines and regulations.

## **Program Entry Requirements**

Students who are offered a slot in an upcoming cohort must complete several items in order to start the program in the fall. Students are sent information via email on the requirements and the due dates for each of the items. The student must complete the items and submit to Castlebranch (unless otherwise instructed) by the due date in order to retain their slot in the cohort. Castlebranch is a web-based software used by the program to track and monitor student data. The items include:

- Acceptance of Enrollment
- Signup and pay for Castlebranch

- Proof of payment for Malpractice and Nametag
- Physical Examination
- Background Check
- Drug & Alcohol Screen
- Health Insurance
- HIPPA Certification
- TB Test (2-Step TB test or Chest X-Ray)
- Tetanus, Diptheria, & Pertussis (Tdap) immunization
- MMR (2 Vaccines or 3 titers) immunization
- Varicella (2 vaccines or titer) immunization
- Hepatitis B (series or titer) immunization
- AHA Basic Life Support for Health Care Provider CPR Certification
- First Aid Certification
- Blood-borne Pathogen Training
- COVID Vaccinations – full vaccination and boosters
- Influenza immunization (annual)

### **Continued Program Requirements**

Students must also maintain compliance with annual items with submission of proof regarding the completion of items, including influenza immunization and malpractice insurance. Failure to comply may result in loss of clinical placement, delay in program, or dismissal from the program. Students must also maintain CPR certification throughout the program.

### **Retention & Graduation Rate**

The program graduation rate has averaged over 85% for the period of 2019-2021. Student retention is maintained through the following efforts: tutoring services, writing center services, disabilities services and programs for students, counseling services/educational planning, and faculty-student advising.

### **Employment**

To the best of our knowledge, 100% of graduates in recent cohorts who have sought employment have obtained employment as physical therapist assistants within six months of attaining



licensure. Employment rate is determined through graduate surveys, distributed six months after the licensing exam date which is most proximate to the cohort's graduation date.

### **Licensure**

Graduation from an accredited PTA program AND successful completion of examinations and other requirements as required by state law are necessary in order to practice as a physical therapist assistant. Graduates of the PTA program at Sacramento City College are eligible to take the National Physical Therapy Examination (NPTE) developed by the Federation of State Boards of Physical Therapy ([www.fsbpt.org](http://www.fsbpt.org)) and the state jurisprudence examination of the state in which the graduate will practice. Graduates planning to practice in California will need to take and pass the CAL-LAW Examination. After successful completion of the examinations and all requirements of the Physical Therapy Board of California ([www.ptb.ca.gov](http://www.ptb.ca.gov)), graduates may be licensed to work as physical therapist assistants in California. The ultimate NPTE pass rate (available at [www.fsbpt.org](http://www.fsbpt.org)) for SCC graduates who took the exam from 2019 – 2021 was 96.7%.

Applications for licensure in California are obtained through Physical Therapy Board of California ([www.ptbc.ca.gov](http://www.ptbc.ca.gov)). Information on application for licensure is reviewed with students in the final semester of the program. The Physical Therapy Board requires applicants for licensure to disclose history of misdemeanor or felony offenses and undergo a background check for criminal convictions from the Federal Bureau of Investigations (FBI) and the California Department of Justice (DOJ).

California law allows a graduate of an approved program to practice as a "physical therapist assistant applicant" only between the time the applicant receives notice from the physical therapy board that his/her application is on file, and the date of receipt of their license. During this time an applicant may perform as a "PTA license applicant" under the direct and immediate supervision of a physical therapist licensed in this state. If an applicant does not successfully complete the NPTE and California Law examinations within the required timeframe, authorization to work as a license applicant will be withdrawn.

### **Laws and Regulations**

Graduates of the program must successfully pass an examination on all California laws and regulations relevant to the practice of physical therapy as a part of the licensure process. The Physical Therapy Board ([www.ptbc.ca.gov](http://www.ptbc.ca.gov)) website contains the full text of laws and regulations. Furthermore, the board regularly posts revisions of laws and regulations regarding physical therapy practice, as well as proposed changes. Extracts of selected California laws and regulations specific to physical therapist assistant practice are included elsewhere in this document.

## **Estimated Costs**

The cost of the program includes enrollment fees, which are currently \$46.00 per unit. Other costs include: books and supplies ~\$1400.00; physical examination and immunizations ~\$250.00; Castlebranch fees for Drug Screen, Background check, and document storage ~\$120.00; CPR and First Aid training ~\$100.00; malpractice insurance \$30.00; uniforms ~\$50.00; and name tag \$5.00. [After graduation, students need to plan for fees for application for licensure and national testing (NPTE) which are approximately \$1060.00.] Students must also plan for travel costs to and from the clinical facilities, many of which are outside the Sacramento area. Some students may need to arrange for housing during full time clinical affiliations. Since many clinical facilities require students to have personal health insurance, this is another expense that should be anticipated.

## **Facilities and Services**

### **Campus**

#### **Campus Services**

A variety of services for students are available for students on campus. These include, but are not limited to counseling services, learning resources, disability services, financial aid, childcare, tutoring, veteran's services, international student assistance, scholarship information, and career services. Students should consult the college website ([www.scc.losrios.edu](http://www.scc.losrios.edu)) and/or the current college catalog for a full description of available services.

#### **Safety Tips**

At more than 20,000 students, Sacramento City College, like other campuses, functions like a small city. The same safety precautions taken in an urban area should be taken on campus to keep safe. Below are safety tips from the Los Rios Police Department at SCC (SCC College Police Department).

- Use the buddy system and the shuttle service when going to and from college parking lots.
- Don't take unnecessary risks with personal safety. Always be aware of your surroundings.
- Report all suspicious persons or incidents to College Police (558-2221).
- Always safeguard and secure your personal belongings.
- Request safety lecture for crime prevention techniques and recent incident/crime trends' information.
- Do not leave valuables in your vehicle. If unable to secure valuables, make sure they are not in view.
- Lock your vehicle and close all windows of the vehicle.
- If possible, secure steering wheel with steering lock.
- If possible, invest in anti-theft vehicle alarm system.

- Please park in college parking lots. They are much safer.

### Emergency Services

- **Campus Police.** In the event of an emergency contact Campus Police at extension -2221 (off campus 916-558-2221) or use emergency telephones located throughout the campus which will connect you directly. The Campus Police are located at the base of the main parking structure and are there to assist you. Stop in if you need assistance with your vehicle or to report accidents, losses, or suspicious occurrences.
- **Accident or Severe Illness.** Don't panic. Call or send for assistance (call Campus Police at ext. 2221 or Fire Department or Ambulance at -911). Campus Police are trained in this area and should be immediately notified regardless of who else is notified. First Aid Kits are located in the Physical Therapist Assistant Student Laboratory (equipment closet) and the Science and Allied Health Division office. The attendant faculty member or administrator will file an accident report form.
- **Reaching a student.** In the event of a family member or friend attempting to reach a student on campus in an emergency, an attempt will be made to locate the student. Emergency calls can be directed to the Campus Police at 916-558-2221. The caller must know where to locate the student on campus. Students should consult with the clinical instructor to determine how they could be reached in a clinical setting.
- **Assault, Battery, and Miscellaneous Threats.** Immediately contact the Campus Police, ext. 2221, or pick up an Emergency Telephone for assistance from Campus Police. Remain at the scene with the persons involved and any witnesses. Do not engage in physical contact with other persons involved in a fight. Campus police officers will break up fights and make arrests if necessary. Contact the Campus Police to provide first aid and/or call an ambulance, if warranted.
- **Fire.** Call the fire department at -911. Call the Campus Police, ext. 2221. Extinguish fire if possible. If necessary, pull fire alarm and evacuate building. Close all doors leading into main hallways and close all office doors. Pull window drapes or shade. "All Clear" will be sounded by Campus Police or administrator, if necessary. During fire drills students must follow procedures to vacate the building as directed by the instructor, division dean, and campus police.
- **Power Failure.** Notify the Campus Police (ext. 2221). Emergency flashlights are located in the Physical Therapist Assistant Student Laboratory (equipment closet), the PTA Program Coordinator's office (Mohr 223), and the Division office (Mohr 104). Most buildings are equipped with emergency lighting that will go on automatically or can be immediately turned on by boiler room personnel or a campus maintenance technician. In the case of a power disruption caused by a rotating blackout the college recommends that all students remain in class until power is restored or the class time period is over, in order to ensure safety. The reason for this request is that lights will be out in parking lots, and traffic lights near the college may not be operating. All emergency phones will remain operable. Campus phone systems will remain operable on back up battery power for up to four hours.
- **Bomb Threat.** In the event of a bomb threat the appropriate administrator (such as the Evening Duty Administrator) or the Campus Police will decide upon a plan of action. This may involve evacuation of the building or campus, evacuation of a specific area, a preliminary search, or no action.

- **Nuclear Disaster.** All campus buildings offer protection from radiation. The Municipal Air Raid Signal Systems will alert staff and students to take protective action. Individuals should seek shelter away from windows and await building clearance instructions.
- **Earthquake.** Stay in the building until the tremor stops. Take cover under furniture or in doorways. Keep away from windows, overhead fixtures or objects which may fall on you. Stay in the building and await instructions from campus administrators.
- **Tornado / Severe Windstorm / Flood.** Remain in the building until instructions are issued by campus faculty or administrators.

### **Classrooms**

Classroom and laboratory space designated for the physical therapist assistant program is located in Mohr Hall. Mohr 204 is specifically designed for the physical therapist assistant program and contains treatment tables, equipment, storage space, and a sink for hand washing.

### **Computer Laboratory**

A computer laboratory is located in the Learning Resource Center and is available for students for word processing, internet use, and for access to specific software for students in health programs.

### **Administrative and Faculty Offices**

The Dean of Science and Allied Health is located in Mohr 104, within the Science and Allied Health Division office. The office of the PTA Program Coordinator is in Mohr 223. The office of the Director of Clinical Education is in Mohr 224. The PTA Adjunct faculty office is in Mohr 225.

### **Program Resources**

In addition to learning resource center materials, a collection of physical therapy CDs, videotapes, books, and journals is available for student use. Students may contact full-time faculty members to sign-out some materials, subject to availability.

### **Student Tutoring Center / Lillard Hall**

The Student Tutoring Center is located in Lillard Hall, Room 115. The center is open to Science and Allied Health students as a study lab. Tutoring is available for Biology, Chemistry, Medical Language and the Allied Health Programs.

### **Disabilities Services & Programs for Students**

During program courses, some students may require prearranged accommodations. Students with a learning disability, physical disability, or other special needs, should let the instructor know of

any required accommodations as soon as possible. These kinds of confidential discussions are best handled during office hours or by appointment. Students can expect confidentiality and cooperation regarding any circumstances and needs that have been verified through the disability centers on campus. For information on special accommodations, please visit the Disabilities Services & Programs for Students (DSPS) website: <https://scc.losrios.edu/student-resources/dsps>

## **Academic Content**

### **Curriculum Content**

Course content in the Physical Therapist Assistant Program is organized to provide theoretical basics and learning experiences that will build upon each other as students' progress through the curriculum. Knowledge acquired in earlier and prerequisite courses is crucial as the student advances to more complex problem solving and intervention skills and to the clinical practicums.

The PTA curriculum includes both general education and specialized courses. Prerequisite courses such as anatomy and physiology, composition, reading, and an introductory physical therapy course ensure that students have the foundation to be successful. Courses in sociology or cultural anthropology, life-span human development, and nutrition or health science help the student develop a broad perspective of social, psychological, and physical factors that impact clients.

During the first year of course work within the vocational program the emphasis is on developing a sound foundation of knowledge of kinesiology, basic physical therapy skills, professionalism, and the role of the PTA. Goniometry and functional muscle testing as well as other data collection procedures are introduced in order to help students learn to understand therapy goals, and to be able to monitor progress as directed by the physical therapist. Students learn skills for application of a variety of physical therapy treatment modalities and procedures. They also develop understanding of the reasons for the use of interventions. (In accordance with the APTA position regarding joint mobilization and selective sharp debridement as procedures to be performed exclusively by physical therapists, these items are not included in the entry-level PTA curriculum.) Approaches to documentation are introduced. Students study musculoskeletal, cardiopulmonary, and integumentary disorders which can interfere with human movement and function. Courses in ethics and communication promote reflection on practice issues, critical thinking, and development of communication skills important for health care providers. The initial three-week full-time clinical affiliation provides the opportunity to observe experienced therapists in the clinic setting, and to practice basic interventions with supervision.

In the second year of the program students continue their study of medical disorders relevant to physical therapy practice, with emphasis on neuromuscular conditions. They develop skill in applying therapeutic exercise techniques and progressing patient treatment within the plan of care. Problem solving activities are designed to help students adapt techniques to a variety of patient problems and situations. More complex physical therapy procedures and functional

activities are explored. Additional modalities and procedures are introduced. Students prepare for the NPTE and review California laws and regulations for the CAL-LAW examination. They develop resumes and practice interview skills. Six-week full time clinical affiliations at the end of fall and spring semester provide students the opportunity to work directly with patients, and to develop increased independence in the clinic situation while receiving feedback and guidance.

### Curriculum Sequence

<u>PREREQUISITE COURSES:</u>	<u>Units</u>
PTA 100 - Introduction to Physical Therapist Assistant	1.5
BIO 430 & 431 - Anatomy/Physiology	10
ENG 300 or ESL 340 - College Composition	3
AH 110 - Medical Language, is advised/recommended	
<u>REQUIRED GENERAL EDUCATION COURSES:</u>	
(may be completed prior to, or during, the program)	
PSYCH 370 or FCS 324 - Human Development: A Life Span	3
SOC 300 - Introductory Sociology OR/ ANTH 310 – Cultural Anthropology	3
FCS 340 or NUTR 300 - Nutrition OR/ HEED 300 – Health Science	3
<u>PHYSICAL THERAPIST ASSISTANT &amp; ALLIED HEALTH COURSES:</u>	
<u>FIRST YEAR: FALL SEMESTER</u>	
PTA 110 - Kinesiology for PTA Students	3
PTA 111 - Kinesiology Lab for PTA Students	2
AH 100 - Professional Ethics of Health Team Members	1
<u>SPRING SEMESTER</u>	
PTA 120 - Beginning Procedures	3.5
PTA 121 - Disorders I	3
AH 106 - Communication for Allied Health Careers	2
<u>SUMMER SEMESTER</u>	
PTA 122 - Introduction to Clinical Practice	3
PTA 130 - Intermediate Procedures	1
<u>SECOND YEAR: FALL SEMESTER</u>	
PTA 140 - Therapeutic Exercise	3
PTA 141 - Disorders II	2
PTA 142 - Clinical Practicum I	4
<u>SPRING SEMESTER</u>	
PTA 150 - Functional Activities and Gait	3
PTA 151 - Advanced Modalities & Treatment Procedures	1
PTA 152 - Clinical Practicum II	4
PTA 153 – Professional Issues in Physical Therapy	1
<u>GRADUATION REQUIREMENTS:</u>	
Area 1 - Humanities	3

Area IIb - Language/Rationality - Communication and Analytical Thinking	3
Area IIIa - Living Skills - Physical Education	1
Area Va - Social and Behavioral Sciences - American Institutions	3
Area VI - Ethnic/Multicultural Studies	0 -3
Competency in Basic Skills - Math and Reading	0-6

*Only students who have completed prerequisites and have been accepted for enrollment in the PTA program may begin PTA 110 & 111. Subsequent PTA courses must be taken in the sequence listed above. A grade of C or better is required for all courses.*

### **Educational Plan**

In order to graduate from the Physical Therapist Assistant Program a student must complete all courses in the required program for major, as well as other courses and competencies which may be necessary to meet graduation requirements. Students should consult with a counselor to confirm that their educational plan is complete. Continuing students must regularly request official transcripts to be sent to the Science and Allied Health Division Office and the Admissions and Records department to update their file, if any courses are taken at another college or university. The student must have a grade of "C" or better in all courses applied to the PTA program. It is the student's responsibility to review their records periodically to ascertain if degree requirements are being met.

### **Courses**

Descriptions of courses in the physical therapist assistant program are included below. A comprehensive course outline is provided at the beginning of each course. The course outline includes contact information for instructors, course objectives, course requirements, methods of evaluation, and a schedule of topics.

- **PTA 100 - Introduction to Physical Therapist Assistant.** This course provides an introduction to the field of physical therapy and the role of the physical therapist assistant within the health care delivery system. Definitions of physical therapy, history and development of the profession, and the diverse types of clinical practice and employment settings are explored. The mission and goals of the professional organization, standards of practice, laws and regulations, and licensure requirements are introduced. Students observe examples of physical therapy practice using on-line media resources and submit a written report.
- **PTA 110 - Kinesiology for PTA Students.** This course involves developing and utilizing knowledge of the skeletal, articular, muscular, and nervous systems to analyze human posture and movement. Components of joint structure and function, muscle action, balance mechanisms, and sensory influence are applied to analysis of spinal and extremity motions, as well as common functional activities. Kinesiological principles are presented as they apply to the practice of physical therapy and the roles and responsibilities of the physical therapist assistant. A paper and project are required.

- **PTA 111 - Kinesiology Lab for PTA Students.** This course utilizes a problem-solving approach to analysis of human movement emphasizing application of kinesiological principles to the field of physical therapy and the role of the physical therapist assistant. Students practice procedures for performing and recording results of palpation, goniometry, tests for flexibility/muscle length, body dimensions, muscle performance, sensation, coordination, balance, and analysis of posture and gait. Physical therapy procedures such as range of motion, positioning and draping, and body mechanics are introduced. Students practice skills and activities with each other in a laboratory setting under instructor supervision. A project and class presentation are required.
- **PTA 120 - Beginning Procedures: Physical Therapy Modalities and Procedures.** This course introduces the theory and application of physical therapy modalities and procedures to include thermal agents, hydrotherapy, external compression, wound management, transfers and gait training, wheelchair fitting and mobility, and utilization of infection control procedures. Students develop skills in gathering data regarding vital signs, functional ability in gait and transfers, pain status, and integumentary integrity. Documentation procedures, including use of medical abbreviations and terminology, are practiced. Through laboratory activities and problem-solving with case studies, students develop skills in utilizing modalities and procedures in comprehensive implementation of the physical therapy plan of care. Class activities may include a field trip.
- **PTA 121 - Disorders I: Selected Disorders Commonly Seen in Physical Therapy.** This course is designed as an overview of musculoskeletal, cardiovascular, respiratory, renal, endocrine, immune, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, lymphatic, and integumentary disorders relevant to the practice of physical therapy. Additional topics include: infectious disease, genetic disorders, neoplasms, peripheral nerve injury, and the effect of developmental, psychosocial, and cultural factors. Etiology, signs and symptoms, prognosis, and medical/surgical interventions for disorders are surveyed. Approaches to data collection and physical therapy interventions are introduced. Emphasis is placed on utilization of knowledge of medical disorders by physical therapist assistants within the context of implementing a comprehensive plan of care.
- **PTA 122 - Introduction to Clinical Practice.** This course provides students with the initial opportunity to observe physical therapy practice and perform selected delegated responsibilities with guidance, direction, and supervision. Students complete 112 hours in an assigned clinical setting. Assignments are determined by the program faculty and may be in acute, sub-acute, outpatient, skilled nursing and rehabilitation, or other type of physical therapy practice. Seminar, individual meeting, and online discussion topics include orientation to the clinical practice setting, discussion of clinical experiences and clinical practice issues, and self-assessment of performance. The course is graded on a Pass/No Pass basis.
- **PTA 130 - Intermediate Procedures: Physical Therapy Modalities and Procedures.** This course introduces theory and application of traction and electrotherapeutic modalities utilized by physical therapist assistants. Topics include the use of traction for



pain relief and tissue healing, as well as electrical stimulation for pain management, muscle re-education, and tissue healing. Through case-based learning activities students integrate skills in data collection, traction, electrotherapeutic modalities, and other interventions for implementation of a comprehensive physical therapy plan of care.

- **PTA 140 - Therapeutic Exercise: Exercise Programs, Protocols, and Procedures.** This course presents the basic principles of therapeutic exercise and implementation of therapeutic exercise procedures in physical therapy. Approaches to improve range of motion, strength, muscular endurance, balance, coordination, and functional limitations are included. Theories of motor control and motor learning are introduced. Knowledge of kinesiology, medical disorders, and documentation is integrated as students apply therapeutic exercise principles to case-based learning activities that emphasize the role of the physical therapist assistant in implementing a comprehensive physical therapy plan of care. Class activities may include a field trip.
- **PTA 141 - Disorders II: Nervous System Disorders.** This course is designed as an overview of central and peripheral nervous system disorders relevant to the practice of physical therapy. Etiology, signs and symptoms, prognosis, and medical/surgical interventions are surveyed. Approaches to physical therapy data collection and interventions are introduced. Emphasis is placed on utilization of knowledge of medical disorders by physical therapist assistants within the context of implementing a comprehensive plan of care.
- **PTA 142 - Clinical Practicum I.** This course provides students with the opportunity to perform supervised delegated patient care responsibilities in a physical therapy clinical setting. Students complete a clinical practicum of six weeks (40 hours per week) at a facility assigned by the program faculty. The placement may be in an acute, sub-acute, outpatient, skilled nursing and rehabilitation, or other type of physical therapy practice. Additionally, weekly on-line discussion board participation is required. The course is graded on a Pass/No Pass basis.
- **PTA 150 - Functional Activities & Gait.** This course presents the application of functional exercise and gait activities, with emphasis on the physical therapist assistant's role in comprehensive treatment of patients with cardiopulmonary disorders, adult or pediatric neurological disorders, and amputation. Data collection activities related to assessing cardiopulmonary status, functional abilities, gait, equipment and assistive devices, and home and community environment are included. Students practice implementation of interventions to include aerobic exercise principles, endurance training for patients with cardio-pulmonary disorders, pulmonary hygiene techniques, functional activities and gait, activities of daily living, developmental activities, management of prosthetics and orthotics, management of wheelchairs and other equipment, and client/family education.
- **PTA 151 - Advanced Procedures – Advanced Modalities and Treatment Procedures.** This course introduces the theory and application of massage, soft tissue mobilization techniques, and biofeedback by physical therapist assistants. Through laboratory practice

and case-based learning activities, students develop skills in utilizing these modalities and procedures in comprehensive implementation of the physical therapy plan of care.

- **PTA 152 - Clinical Practicum II.** This course provides students with the opportunity to perform supervised delegated patient care in a physical therapy clinical setting. This is the final clinical assignment during the program. Students complete a clinical practicum of six weeks (40 hours per week) at a facility assigned by the program faculty. The placement may be in an acute, sub-acute, outpatient, skilled nursing and rehabilitation, or other type of physical therapy practice. This assignment will be at a facility which differs from previous clinical assignments. Additionally, weekly online discussion board participation is required. The course is graded on a Pass/No Pass basis.
- **PTA 153 – Professional Issues in Physical Therapy.** This course addresses professional practice issues in physical therapy to include organizational structure, budget, time management, and social responsibility. Students review and integrate information on physical therapy practice and laws and regulations in preparation for the national examination and the California jurisprudence examination.

### **Required Textbooks**

**Program textbooks are updated regularly. For the most up-to-date list of textbooks, please visit the program website: <https://scc.losrios.edu/scc/main/doc/3-Academics/2-Programs-and-Majors/Physical-Therapist-Assistant/pta-textbooks.pdf>**

### **Philosophy of Learning**

The faculty at SCC believes that individuals learn in different ways in cognitive, psychomotor, and affective dimensions. Students come to the program with diverse cultural, ethnic, and past educational and life experiences that influence their learning style. Student achievement is influenced by self-concept and the learning environment. Generally, success fosters success and recognition of achievement promotes learning retention.

Motivation plays a major role in adult learning, and learning is promoted when the information is perceived as relevant and useful to the individual. Integration of clinical experiences throughout the academic program is important in relating theoretical concepts to their practical application. Learning is enhanced as the student relates initial learning experiences to more complex situations, and the curriculum is designed to help students build upon knowledge and skills to increase clinical and problem-solving expertise. Development of the student as a whole person is important in the process of becoming a health care provider. Students are required to reflect on their own progress in developing professional skills and interpersonal abilities.

Learning is fostered in an atmosphere of mutual trust and respect. This type of environment encourages development of the individual's potential for self-direction. Within this context, we believe that the learners are responsible for their own learning. However, supportive services are available to maximize student success. These include faculty advising, counseling services, learning resource center referrals, laboratory skills practice, computer-assisted instruction, and tutorial services.

We believe that limited student-teacher ratios facilitate optimum learning and are essential for safe clinical practice. Both academic and clinical instructors provide important guidance and feedback for students as they progress through the program. Laboratory courses within the program have a maximum 16/1 student teacher ratio.

### **Faculty Assessment and Development**

Faculty members in the PTA program are regularly evaluated according to college policy and procedure. This process involves self-study, peer and administrative review, and student evaluations. Additionally, surveys are completed by students at the end of each course. Full-time faculty members participate in committees on and off campus as schedules allow.

### **Program Review and Modification**

Regular review of the program is accomplished and reported through college processes such as the annual Unit Plan, and the more comprehensive Program Review submitted every six years. Information on these processes can be found on the college website: [www.scc.losrios.edu](http://www.scc.losrios.edu) or requested through the program coordinator. Multiple sources of information are used in determining need for modifications in the program. These include students, faculty, administrators, advisory committee members, representatives of clinical facilities, graduates, and employers. Procedures for obtaining information include information discussions, surveys, and regular meetings (minutes are recorded). Examples:

- PTA faculty meeting (full-time and adjunct): once per semester
- Science and Allied Health program coordinator meetings: once per semester
- Science and Allied Health Division meetings: once per semester
- Advisory committee meetings: once per semester
- Student representative meetings: once per semester
- Clinical instructor meetings or surveys: annually
- Graduate and employer surveys: annually
- Student learning outcome analysis: once per semester
- End of course evaluations: once per semester

Suggested changes to curriculum, academic standards, admissions processes, or other important areas are presented to the Division Dean and Curriculum Committee for review and approval. Final approval is granted by the Instructional Services Office.

### **Student Participation in Program Content and Evaluation**

The Physical Therapist Assistant Program faculty believes that students should have direct input into the formulation of the program's philosophy, course objectives, curriculum and any other matters directly related to students. We value student involvement in all aspects of the program.

Students in each class are asked to select a class representative (and an alternate representative) to attend and participate in the program advisory committee meetings and to serve as the student American Physical Therapy Association (APTA) representative. The student representative (or other interested students) may also attend regularly scheduled faculty meetings upon request. When students would like time in a faculty meeting for consideration of a student/program issue, the PT program coordinator should be notified one week prior to the meeting so that adequate time can be scheduled on the agenda.

Students are expected to complete the course evaluation forms made available at the end of each semester, as well as other surveys designed to elicit feedback on aspects of the program. Students are urged to participate in this activity and to do so in an objective, constructive manner to ensure due consideration of their assessment and suggestions.

Graduates are urged to participate in college surveys regarding the effectiveness of the educational process and in activities designed to ensure specific follow-up of PTA program alumni. Feedback from graduates is important in ensuring that the curriculum meets the needs of the community and continues to evolve to reflect current practice.

### **Accreditation Policies and Procedures**

It is the institution's intent to assist the program in achieving compliance with the Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants according to established timelines. Therefore, the following procedures have been established.

*Procedure for submission of accreditation fees:*

- In February of each year, the Division Dean shall verify with the Program Coordinator the necessary fees for program accreditation.
- In March of each year, the Division Dean will submit to the Dean of Instruction, Economic & Workforce Development a request to establish the accreditation fee budget allocation in the upcoming fiscal year.

- Two months prior (November) to the due date of the accreditation fee, a requisition for payment of required fees will be submitted by the Program Coordinator and the Division Dean to the Vice President of Administration.

*Procedure for submission of documentation, substantive change(s) and/or any change in institutional accreditation status or legal authority to provide post-secondary education:*

- The Program Coordinator will collect necessary data required by the commission that would include, but not necessarily be limited to, graduation rates, student performance on state licensing examinations, and employment rates through student exit and post-graduation surveys at the end of each academic year.
- Data will be submitted to the Commission by the Program Coordinator according to the reporting requirement timelines.

*Procedure for reporting substantive program or institutional changes:*

- Substantive changes within the program or a change in the institution's accreditation status will be submitted to the Commission immediately.
- These changes would include, but not necessarily be limited to, a change in program leadership, administrative structure, decreases in program resources, substantive increase in class size, major curriculum changes or establishment of an expansion program.

*Procedure for coming into compliance with accreditation criteria:*

- In the event that the program is found to be out of compliance with any accreditation criteria, the program will take immediate steps to develop and implement a plan to address the deficiencies.
- The Program Coordinator will be assisted by the program faculty and the Division Dean in the development of the strategies and methods to achieve compliance. Institutional resources will be allocated to assist the program in achieving compliance.
- The plan to address the deficiency shall be developed within six (6) months of the original Summary of Action, evidence of implementation of the plan will be provided within twelve (12) months, and the program will demonstrate full compliance with accreditation criteria within eighteen (18) months.

## **Complaints**

*Procedure for handling complaints against the program or program faculty:*

- Complaints regarding program faculty or instruction will be handled according to the established college policy.
- The individual or agency with the complaint will be encouraged to initiate a discussion with the faculty or program coordinator. Informal concerns expressed by students or other concerned parties will be documented by the program coordinator and brought to the attention of the program faculty and administration so that corrective action can be developed if necessary.
- If the issue cannot be handled in an informal manner, the individual or agency will be directed to the Division Dean and informed of the formalized college grievance process.

Records of formal complaints against the program faculty or the program will be maintained in a confidential file in the Division Dean's office. Such records will include the nature of the complaint, and its disposition.

### **Complaints that Fall Outside Due Process**

It is the intent of the program to ensure that institutional policies, procedures and practices protect the rights and privileges of persons associated with the education program. Persons associated with the program such as representatives of clinical sites, employers of graduates, and the public may contact the program with a complaint. The following procedures have been established for consideration of complaints that fall outside due process:

#### **Initial screening of the complaint:**

1. Any inquiry about filing a complaint about the program will be recorded as it is received by the program coordinator or division dean. If such inquiries are received by other faculty or staff members, they will be referred to the program coordinator or division dean.
2. Informal resolution of the complaint will be attempted.

#### **Formal complaint:**

1. If informal resolution is unsuccessful, the complainant will be requested to provide a written and signed description of the complaint.
2. Within 2 weeks of receiving the complaint, the program coordinator or division dean will acknowledge receiving the complaint and provide the complainant with the anticipated timeline for review of the complaint.
3. The Vice President of Instruction will be notified regarding the complaint.
4. If the complaint relates to a program policy or procedure, written documentation of such policies and/or procedures will be provided to the complainant.
5. The Program Coordinator, Dean of Science and Allied Health, and the Vice President of Instruction will investigate the complaint, and review relevant documents and materials related to the complaint.
6. Changes in policies and procedures will be considered, as indicated.
7. Legal counsel may be consulted to assist in determining an appropriate approach to resolution of the complaint.
8. The program coordinator or division dean will inform the complainant of the results of consideration of the complaint, including any action or response taken.
9. A record of the complaint about the program, including the nature of the complaint and the disposition of the complaint, will be maintained by the institution for a period of no less than three (3) years.

# **Academic Standards**

## **Evaluation of Student Performance**

The student's grade in each course is determined by the level of achievement on written and practical examinations and assignments. The procedure for computing the grades for each course will be explained in the course outline distributed to students on the first day of each course. Students are advised to read the course outline, requirements, and grading criteria for each course carefully. It is the student's responsibility to fulfill all requirements. A final grade of 'C' or better is required in each course in the physical therapist assistant program for progression to the next semester. Letter grades for all academic courses within the physical therapist assistant program are determined according to the following percentages:

- A = 90-100%
- B = 80-89%
- C = 75-79%
- D = 69-74%
- F = < 69%

When a student is not meeting the course objectives the student will be notified of this unsatisfactory performance in writing. Any student with a midterm grade of less than a 'C' is asked to arrange a conference with the instructor. The instructor and the student shall confer to identify the problem(s) and make plans to help the student meet the specific unmet objectives. It may be necessary to place the student on an educational agreement. The instructor and the student will identify specific tactics to assist the student in his or her efforts to satisfactorily meet the course objectives within the time specified in the educational agreement.

## **Practical Examinations**

Practical examinations are included in most courses that include a laboratory component. Additionally, several courses have 'skills check' processes that are used to ensure clinical proficiency in all PTA related skills. Practical examinations and skills check offs allow the student an opportunity to demonstrate understanding of course material through application to a hypothetical patient care situation. Students are assessed by instructors individually with a classmate simulating a patient. Practical exams are graded Pass/No Pass according to performance on established criteria. Criteria for successfully completing practical examinations and skills check offs (including critical safety items) are included with the course outline provided at the beginning of each semester. They are included here:

### Practical Exam Grading Criteria

<b>Score</b>	<b>Descriptor</b>
3	Above novice level skill or competence. Follows safety procedures. Follows safety procedures. Consistent, and efficient in performance.
2	Novice level skill or competence. Follows safety procedures. Can continue to improve performance on the task, as well as consistency and efficiency.
1	Approaching novice level for skill or competence but needs improvement, and/or safety concern.
0	Neglected item, unable to perform satisfactorily, and/or safety concern.

For all courses, in order to pass the practical examinations all criteria must be rated 2 or higher on a 3-point scale. Students will have a maximum of two opportunities (exam and one retake) to pass each practical examination. Retakes of practical examinations are scheduled in such a way that there is time for remediation with the instructor and further practice, prior to the retake. Retakes for practicals and/or skills checks may be scheduled outside of normal class time, based on the availability of staff and facilities. Students must pass practical examinations in order to pass courses. Students who fail to pass a practical examination for a course upon retake will earn either a “D” or an “F” in the course, depending on the grade for the theory component.

### Attendance

The faculty is committed to excellence in physical therapy practice and to the belief that theory and clinical experience are integral and equal components of this excellence. In keeping with this philosophy uninterrupted and consistent class and clinical attendance is essential to the student's success. Class and clinical attendance are a part of accountability, responsibility and professionalism inherent to physical therapy practice. Missing classes will jeopardize the student's learning experience.

According to college policy students are expected to attend all sessions of classes in which they are enrolled. A student having excessive absences may be dropped from the class by the instructor. Excessive absences are defined as 6% of the total hours of class time. If the student anticipates missing a class session, the instructor should be contacted. Additionally, the student is responsible for the information covered in class on days they are absent and should make arrangements for obtaining handouts and/or lecture notes from a classmate.

### Punctuality

Students are expected to arrive to class on time. Late arrivals disrupt everyone, and also often result in the student missing important information. We suggest that students treat school as they would work and plan their schedule to arrive 10 minutes early in order to be prepared to actually begin class at the scheduled time. We understand that freeway or weather events occur that



occasionally affect the entire class. Three instances of tardiness or leaving class early is equivalent to one absence.

### **Progression Through the Program**

Should a student achieve a grade lower than a 'C'/pass in any PTA course, the student will not progress to the next semester. Should a student have excessive absences (see attendance policy above), the student may be withdrawn from the course by the instructor, or the student may receive a failing/not passing grade. PTA students in a cohort can repeat one "PTA" designated course one time. **ONLY ONE** course with 'PTA' designators can be repeated one time. Once that limit has been met, the student is dismissed from the program if they receive a grade lower than a 'C' in another PTA course. If a student chooses to repeat a 'PTA' designated course, they will be required to take the course the next time the course is offered. Prior to retaking the course, the student will perform a skills check/practical examination with the faculty to demonstrate continued competency in skills learned from prior passed courses. The student will get two attempts to show competency. If the student is unable to show continued competency, the student will not be able to repeat the course and will be dismissed from the program. A student who fails a PTA course in the **first semester** may not continue with the program. If such student wishes to re-apply to the program in the future, the student will progress as a new applicant, however an approved petition to repeat courses must be obtained from the Dean of Admissions and Records PRIOR to applying and must be submitted with the program application.

### **Leave of Absence & Withdrawal**

Various circumstances may result in a student not being able to complete all courses in the program sequentially. Students may request or require a one-time leave of absence for personal reasons. The maximum period of a leave of absence is one year. A student must be in good academic standing at the time of the request to be permitted a leave of absence. This means that the student is passing all PTA courses at the time of the leave. Students who take a leave of absence must submit a written request for the leave. Students requesting re-entry will be required to take written or performance examinations/skills check/practical examination prior to re-acceptance for enrollment in the program. The student will need to demonstrate competency in previously passed course content in order to resume program. If the student is unable to demonstrate continued competency in content from previously passed courses after two attempts, the student will not be allowed to resume and will be dismissed from the program. Upon demonstration of preparedness to re-enter the program, admission of re-entry students will be on a space-available basis, and in chronological order according to the date of request. Only one such re-entry into the program will be granted per student. During a leave of absence, the student's nametag is to be left in the student file in the PTA Program Coordinator's office.

Students who are considering permanent withdrawal from the program should schedule a meeting with the program coordinator. Withdrawal from courses through the admissions and records department is the student's responsibility. Students will be advised of the process for requesting re-entry to the program, as per the leave of absence policy noted above.

### **Confidentiality: Privacy of Student Data**

It is the intent of the program faculty and college administrators to maintain confidentiality of student data. Measures used to maximize confidentiality and privacy of student data are listed below.

- Conferences with students are held in private offices or conference rooms
- Security screens are utilized during practical examinations
- Feedback on practical examinations is presented individually
- Student data (e.g. academic, medical, background drug screening) is kept in a secure location in the Science and Allied Health Division office or a locked filing cabinet in the Program Coordinator's office.
- Grades are provided to students via Canvas course management system, and are not posted publicly
- Examinations and quizzes are returned in a discreet manner
- Classes are provided with composite results of class performance only, in a way that does not disclose individual student performance
- Student contact data is not provided to outside sources without permission of the student
- Letters of reference are provided only at the written request of students

### **Student Code of Conduct**

Students are expected to behave with respect toward self and others in the classroom and clinical environments. In the classroom all students have the right to a productive learning environment without disruption. In the clinical setting patients and staff have the right to expect professional behavior from students. College students have the same rights and responsibilities as other members of the community and are accountable to the same federal and state laws and statutes. In addition, SCC students are accountable to Los Rios Board policies and SCC rules and regulations. The Student Code of Conduct has been adopted by SCC to protect the rights and privileges of students and to allow the college to function properly.

#### **Willful Misconduct**

*The following types of behaviors cannot be tolerated, and violation will lead to college disciplinary processes:*

- Obstruction or disruption of the learning process of the college, including teaching, administration, and college activities.

- Physical or threatening abuse of any person on college-owned or controlled property, or at any college-sponsored or supervised activity.
- Theft of, or damage to, property of any person on college-owned or controlled property, or at a college-sponsored or supervised activity.
- Unauthorized entry to or use of college facilities.
- Violation of college policies or campus regulations.
- Disorderly, lewd, obscene, or indecent conduct or expression on college-owned or controlled property or at college-sponsored or supervised activities.
- Willful disturbance at any college meeting.

In any conflict related to student discipline, students shall be informed in writing of charges to be brought against them, and they shall have the right to participate in an informal investigative meeting with the Student Discipline Officer.

### **Disruptive or Dangerous Behavior**

If a student is disruptive to the class, the student will be asked to leave that class. Examples of disruptive behaviors may include, but are not limited to: physical impairment, impaired judgment, mental or emotional impairment, disruptive actions, alcohol abuse, substance use, and inconsistent behavior patterns. Sacramento City College and the Physical Therapist Assistant Program maintain a no tolerance policy regarding substance use when participating in the physical therapist assistant program. All enrolled physical therapist assistant students are subject to drug screening through a school-designated vendor prior to enrollment and may be randomly selected for drug screening during the program. A student with a positive drug screen will be denied placement and participation at the clinical facilities and will be required to withdraw from the program. Additionally, students must agree at time of admission to random drug testing while in the program. Any evidence of substance abuse may result in immediate administrative dismissal from the program. Students are responsible for the cost of all screenings. Students who exhibit symptoms of alcoholism, drug abuse or emotional illness cannot effectively participate in class and behaviors may pose a disruption or danger to others in the classroom or clinical setting.

*When a student exhibits any of the above disruptive behaviors the following actions will take place:*

- The student will be removed from the classroom or clinical area immediately.
- The student will be responsible to find safe transportation from the school / clinical site.
- The student may be required to perform a drug screening through a school-designated vendor at the students' expense.
- The instructor will immediately report the incident to the Dean of Science and Allied Health.
- Within 24 hours, the student will make an appointment to see the Dean of Science and Allied Health. At this time, the student will be referred for further professional assessment. The student will be given a referral form indicating those behaviors that led to the classroom/clinical exclusion. In order to return, the student must have this form signed by a licensed mental health professional indicating that the student is safe to return to the program.

- When an instructor identifies a student as being disruptive or a danger to self or others and the student refuses to submit to the required assessment, the student may be suspended from the program.

### **Academic Honesty and Dishonesty**

In order to provide quality education for all students, the integrity of the learning process must be maintained. It is important that all students understand exactly what is expected and what is considered inappropriate during the teaching/learning process. Cheating and plagiarism are two types of academic dishonesty that cannot be tolerated. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive, or fraudulent means. Plagiarism is representing the work of someone else as your own and submitting it for any purpose.

*Examples of cheating include:*

- Copying from someone else's test
- Submitting work that is not your own
- Submitting work presented previously in another course, if contrary to the rules of either course
- Altering or interfering with grading
- Using material during an exam that is not allowed
- Consulting with someone, other than the instructor, during an exam
- Purposely allowing another student to copy from you during a test
- Giving your homework, term paper, or other academic work to another person to plagiarize
- Having another student submit work in your name
- Lying to an instructor to improve your grade
- Stealing tests
- Forging signatures

*Examples of plagiarism include:*

- Incorporating the ideas, works, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as your own work
- Representing another's academic work as your own
- Submitting a paper purchased from a research or term paper service

Depending on the seriousness of the infraction, a number of consequences may occur as a result of academic dishonesty. Students may receive a failing grade on the test or paper, have a course grade lowered, receive an "F" in the course, be placed on disciplinary probation or suspension, or be expelled from the program.

### **Student Rights and Due Process**

Students are encouraged to use the following guidelines for resolving any problems that occur with respect to their participation in the physical therapist assistant program. Open communication is the key to successfully identifying and resolving issues that may occur and preventing small issues from becoming larger ones.

*When a student identifies a problem which interferes with learning, the student should:*

- Meet with the involved person(s) in an effort to resolve the problem. If not satisfied with the outcome:
- Meet with the instructor/team, who will assist the student in problem resolution. If not satisfied with the outcome:
- Meet with the program director, who will assist the student in resolving the problem. If not satisfied with the outcome:
- Meet with the Dean of Science and Allied Health who will advise and assist the student in resolving the problem. If not satisfied with the decision of the Dean:
- Meet with the Student Grievance Officer (Rodda North 257) for information on following the Student Grievance Process. The Associate Vice President can also answer questions students have about any aspect of the process. The Student Grievance Form and LRCCD Board Policy and Regulations P/R-2412 are available through that office.

### **Grade Appeals**

#### **Policy Statement**

The purpose of this policy is to set out the guidelines and standards for appeal by a student of a course or assessment grade. This policy is intended to reflect the program's commitment to the principles, goals, and ideals described in the program's policies & procedures manual.

Instructors of record have the sole right and responsibility to provide clear grading criteria, careful evaluation, and timely assignment of course grades. There is a presumption that grades assigned are correct. It is the responsibility of students appealing an assigned grade to demonstrate otherwise.

When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course, and the determination of the student's grade by the instructor in the absence of capriciousness, bad faith, or mistake shall be final. If a student believes that the final grade issued is based on capriciousness, bad faith, error, or is not in alignment with established grading criteria in the course syllabus, the student may file an appeal. Capricious, bad faith, or erroneous grading, as those terms are used here, comprise any of the following:

- The assignment of a grade to a particular student on some basis other than the student's performance in the course.
- The assignment of a grade to a particular student according to more exacting or demanding standards than were applied to other students in the course.
- The assignment of a grade by a substantial departure from the instructor's standards as stated in the course syllabus and/or assessment grading rubric.

- The assignment of a grade in consequence to an error in assessment on the part of the instructor.

### **Appeal Procedure**

The student shall follow the appeal process herein delineated. Failure to do so may jeopardize the rights of a student to appeal a grade.

- The student must electronically\* submit a completed and signed grade appeal form (found in Modules section of each class on Canvas) to the course instructor within the permitted time-period:
  - For exams, quizzes, papers, assignments, and presentations: **1 week following the date of the student receiving the grade for the assessment**
  - For practical examinations and skills check-offs: **24 hours following the assessment**
- The student should provide a reason for the grade appeal and should include any supporting documentation (excerpts from textbooks or journal articles, audio and/or video recordings, etc.) as appendices that will substantiate the student's claims.
- If the matter is not resolved with the instructor, an appeal can be made to the department chair, in accordance with the college's appeals process. The department chair does not have the authority to overturn a grade; however, the department chair can facilitate a resolution to the grade appeal.
- If the matter is not resolved at the departmental level, an appeal can be made to the division dean in accordance with the college's appeals process. The decision of the dean will be communicated to the student, the instructor, and the department.
- If the matter is not resolved within the division, the student may appeal to the Associate Vice-President of Instruction. The Associate Vice-President of Instruction or designated representative shall review the full record of the case and appeal documents. The decision of the Associate Vice-President of Instruction is final and will be communicated to the student, the instructor, the department chair, and the division dean.

\*Electronic submission provides a record of the date and time of the appeal.

## **Academic Policies and Procedures**

### **Contact Information**

Students are responsible for maintaining current contact information on file with the program coordinator, director of clinical education (DCE), and any clinical facility to which they are assigned. This includes address, any temporary address during the clinical affiliation, phone, and email.

### **Release of Liability and Assumption of Risk**

Students are asked to sign a Los Rios Community College District release of liability and assumption of risk agreement, for participation in courses in the physical therapist assistant program. This release of liability covers participation in laboratory activities, clinical education, and any field trips. Students must use good judgment in participating with laboratory, classroom and clinical activities with regard to personal safety. Students must use standard precautions at all times. While acting as a simulated patient in laboratory activities, it is the student's responsibility to communicate any circumstances that may impact safety.

### **Interactions with Patients and Human Subjects**

As part of their education, students will interact with patients and human subjects in clinical and classroom settings. As such, students are expected to adhere to professional and legal standards that include, but are not limited to:

- **Respect & Dignity:** All patients and human subjects shall be treated as individuals capable of deliberate judgment.
- **Informed Consent:** Participation as a patient or human subject must be voluntary. Participants should be fully informed of any proposed interventions and should be given the opportunity to voluntarily accept or decline those interventions.
- **Safety:** Adherence to standard precautions and any relevant safety standards is required when working with patients or human subjects.
- **Supervision:** Students are not to perform any intervention on a patient or human subject without appropriate supervision, as determined by the program, the facility, and/or the jurisdiction's practice act or laws.
- **Privacy:** In adherence with professional standards and federal law, students should not disclose personal or health information about any patient or human subject without the individual's expressed consent.

### **Class Cancellation**

Very occasionally classes may need to be cancelled due to instructor absence, severe weather, or other unforeseen circumstances. If time allows, an effort will be made to contact all students of the cancellation by means of electronic communication, a phone call or phone tree. Students are responsible for keeping their contact information up to date with the program coordinator.

### **Field Trips**

A field trip may be included as a part of some classes. If a student is unable to attend the field trip, they will need to make individual arrangements with the instructor to develop a plan for addressing the content area. Any proposed field trips will be noted in the course outline, and a field trip information/release form must be completed by each student. Field trips begin and end at the outside site. Students are responsible for their own transportation. Students must be professionally dressed and wear their name tag if going to an outside facility on a field trip. Cutoffs, strapless tops, short crop tops, see-through tops, short skirts, high heeled shoes, or bare feet are not considered acceptable attire.

### **Telecommunication Devices**

In order to maximize the effectiveness of the learning environment, cells phones and other telecommunication devices must be turned off during class sessions. If an emergency call is expected, the phone should be set to “vibrate” and the student should discreetly leave the room to receive the call.

### **Food and Beverages**

Food and beverages are not allowed in the physical therapy laboratory while classes are in session. Water bottles may be allowed during lecture courses at the discretion of the instructor. Food and beverages are not allowed at any time in the computer laboratory.

### **Physical Therapy “Lab” Policies and Procedures**

#### **Availability of the Lab**

The physical therapy laboratory classroom is available for independent or small group study sessions at selected times. Open lab hours will be posted on Canvas for the primary PTA lab/classroom. Students may check the schedule for the room and make advance reservations with the evening clerk in the Allied Health Division Office. A variety of physical therapy supplies may be available for student use during such sessions. However, for safety reasons, an instructor must be present if electrical devices which plug into wall sockets are utilized. Additionally, students shall not practice any laboratory skills for which they have not received



prior instruction. Students may be required to sign in during open lab hours. Students must use standard precautions for infection control at all times.

### **Dress Code for Lab**

Students participating in PTA laboratory courses on campus are required to wear appropriate attire (such as shorts for men, shorts and sports bra or halter top for women) in order to practice procedures and modalities with access to body parts and preservation of modesty. During laboratory sessions one student often role-plays the patient, while another is the physical therapist assistant student. The student may wish to bring warmer clothing to wear while they are not simulating the patient. A small gym bag with lab clothes and a personal hand towel is recommended. Students should be dressed for lab at the beginning of class, and prepared to expose the body part under study. Students will be required to don a treatment gown if they are not prepared with appropriate lab clothes. Restrooms are used as changing areas.

### **Lab Cleanliness and Laundry Usage**

The physical therapy lab should be kept clean and orderly at all times. Clean linen is kept neatly folded in the linen closet. Use of linen should not be excessive. Soiled linen should be placed in the hamper for pick-up by the laundry service. Tables are to be cleaned by students after each use. Cleaning supplies are located under the sink in the laboratory.

### **Laboratory Equipment and Supplies**

Equipment and supplies are the property of the college. Equipment in the physical therapy laboratory should be cared for just as equipment in the clinical facilities; safety and good judgment should be used. Equipment and supplies should be returned to their original storage place after use.

Care should be taken with cords and accessories. A manual is kept with each piece of laboratory equipment, easily accessible to users. Original copies of equipment manuals are kept in the program office. No equipment should leave the lab without permission of the program coordinator. Safety, availability, and cost of equipment are considerations. Students are financially responsible for any equipment signed out.

All electrical equipment in the physical therapy laboratory is inspected annually in March by DESCO medical equipment company. The company provides documentation of equipment testing and calibration, and labels are placed on each item of equipment to verify such testing. Recommended repairs are performed.

Wheelchairs are inspected annually by the physical therapist assistant program coordinator and occupational therapy assistant program coordinator. Repairs are arranged as needed.

A part of OSHA workplace standards includes regular inspection of the environment for safety hazards. If students note any potential safety hazards in the physical therapy laboratory, the instructor or program coordinator should be notified so that corrective action may be taken to

prevent injury or accidents. Materials Safety and Data Sheets are maintained for all hazardous materials and are kept in the PTA laboratory.

## **Clinical Education Policies and Procedures**

Please refer to the Clinical Education Handbook for information on the program's clinical education policies and procedures.

## **Behaviors of Successful Students**

Students who are successful in the program typically have genuine interest in the profession, excellent attendance, good study habits, ability to communicate their needs, flexibility, and the long-term commitment needed to complete school and pass the licensing examinations. Many students who volunteer in clinical facilities, or work as physical therapy aides part-time, find that the transition to clinical practice is easier. Students who are eager to learn will find that academic and clinical faculty members will do all that they can to support them in their efforts to succeed.

Familiarity with program and college policies and procedures is important as students' progress through the program. Adherence to Critical Safety Items (see attached list) is expected at all times in the program, including classroom activities, skills checks, practical examinations, and clinical experiences. Deepening understanding of the role of the physical therapist assistant should be part of the student's ongoing exploration. Also, knowing that knowledge and technical skills are only one aspect of physical therapy is important. Strong generic abilities make graduates good employees and continuing to develop these abilities should be a part of life-long growth. Finally, adherence to California Laws and Regulations and Standards of Ethical Conduct is essential. Further information on a few of these topics is presented in the pages that follow.

## **Critical Safety Items for PTA Students**

Failure to follow critical safety procedures will result in failure on skills checks, practical examinations, or in the clinical setting. The following list is not all-inclusive of critical safety items which must be adhered to.

<p><b>Must Maintain Safety Precautions</b></p> <ul style="list-style-type: none"> <li>• lock the wheelchair or other devices</li> <li>• secure the patient in a transfer device (e.g. Hoyer Lift)</li> <li>• safely set up equipment and procedure for patient transfer between surfaces</li> <li>• lower the treatment table if leaving area</li> <li>• guard adequately for safety</li> <li>• use appropriate body mechanics</li> <li>• maintain weight bearing status</li> <li>• have patient don shoes or non-skid slippers for transfers and gait</li> <li>• maintain precautions for the diagnosis (e.g. total hip precautions)</li> <li>• care for equipment and check for broken parts/wires</li> <li>• use standard/transmission-based precautions for infection control</li> <li>• apply the proper dosage of a modality</li> <li>• maintain the prescribed ROM (e.g.: student must not move the patient beyond the prescribed limit of ROM)</li> <li>• provide clear instructions to patients</li> <li>• communicate with other disciplines as required in the clinical setting</li> <li>• provide patient with necessary set-up and equipment post treatment (e.g.: restraints, call bell) in clinical setting</li> </ul>	<p><b>Must Provide the Treatment Prescribed by the Physical Therapist*</b></p> <ul style="list-style-type: none"> <li>• treat the involved body part (e.g.: right vs. left, thoracic vs. cervical, place electrodes on correct muscle group, etc.)</li> <li>• ensure that the patient performs the correct gait pattern</li> <li>• apply the indicated amount of resistance or level of exercise</li> <li>• plug in and turn on the machinery before treating the patient</li> <li>• administer treatment as instructed by the physical therapist in the clinical setting</li> <li>• progress interventions within the plan of care in response to the patient's age, discomfort, diagnosis, comprehension and cooperativeness in the clinical setting</li> </ul> <p><b>*Note:</b> Adding anything <u>beyond</u> the scope of the prescribed treatment is considered failure to provide the treatment prescribed by the PT!!</p> <p><b>Must Use Critical Thinking Skills</b></p> <ul style="list-style-type: none"> <li>• individualize treatment for patient needs</li> <li>• report back to supervising therapist when changes in patient's condition or response to treatment occur in clinical setting</li> <li>• request the PT re-evaluate the patient when appropriate in clinical setting</li> </ul>
<p><b>Must Collect Essential Data</b></p> <ul style="list-style-type: none"> <li>• read the patient's chart and collect data that may influence the PT treatment</li> <li>• demonstrate understanding of the PT evaluation and plan of care</li> <li>• accurately measure vital signs</li> <li>• consistently measure joint ROM within 5° of accuracy</li> <li>• recognize indications, contraindications and precautions to physical therapy treatment and report any contraindications to the PT</li> </ul>	

**Must Maintain Professionalism**

- obtain informed consent
- communicate effectively with patients and staff
- treat the patient with dignity and respect
- recognize a patient's demonstration of emotional distress and interact effectively
- maintain confidentiality of information
- seek assistance with patient care when unsure of the procedure in the clinical setting
- initiate and complete assigned tasks without prompting in the clinical setting
- comply with departmental policies and procedures in the clinical setting
- adhere to ethical and legal standards of practice in the clinical setting

**Professional Behaviors\***

Professional Behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Ten Professional Behaviors were identified through a study conducted at the Physical Therapy Program at UW-Madison. The ten abilities and definitions developed are:

<b>Generic Ability</b>	<b>Definition</b>
1. Critical Thinking	The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
2. Communication	The ability to communicate effectively (i.e., verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. Problem Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
4. Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. Responsibility	The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
6. Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

7. Use of Constructive Feedback	The ability to seek out and identify quality sources of feedback, reflects on and integrates the feedback, and provides meaningful feedback to others.
8. Effective Use of Time and Resources	The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. Stress Management	The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10. Commitment to Learning	The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

*\*Originally developed by the Physical Therapy Program, University of Wisconsin-Madison*

May WW, Morgan, BJ, Lemke, JC, Karst, GM, & Stone, HL. Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*; 9(1): 3-6. Updated 2010.  
[https://journals.lww.com/jopte/Abstract/1995/01000/Model\\_for\\_Ability\\_Based\\_Assessment\\_in\\_Physical.2.aspx](https://journals.lww.com/jopte/Abstract/1995/01000/Model_for_Ability_Based_Assessment_in_Physical.2.aspx)

## **Excerpts of Laws & Regulations (California)**

The student is encouraged to download the full text of the laws and regulations relative to physical therapy from the Physical Therapy Board of California website: [www.ptbc.ca.gov/](http://www.ptbc.ca.gov/) Selected sections are included below.

### **Excerpts of California Laws & Regulations Governing Physical Therapist Assistant Students & Interns**

#### **LAWS**

#### **Business and Professions Code; Division 2. Healing Arts; Chapter 5.7 Physical Therapy; Article 2. Scope of Regulation and Exemptions**

##### **§2622. Management of Patient Care; Physical Therapist Assistants Services of Aide**

- (a) A physical therapist shall be responsible for managing all aspects of the care of each patient as set forth in regulations promulgated by the board.
  - (b) A physical therapist shall not supervise more than two physical therapist assistants at one time to assist the physical therapist in his or her practice of physical therapy.
  - (c) A physical therapist may utilize the services of one aide engaged in patient-related tasks to aid the physical therapist in his or her practice of physical therapy.
- (Repealed and added by Stats. 2013, Ch. 389, Sec. 23. Effective January 1, 2014.)

#### **Business and Professions Code; Division 2. Healing Arts; Chapter 5.7. Physical Therapy; Article 2. Scope of Regulation and Exemptions**

##### **§2630.3. Physical Therapist Assistants; Requirements**

- (a) A licensed physical therapist assistant holding a valid, unexpired, and unrevoked physical therapist assistant license may assist in the provision of physical therapy services only under the supervision of a physical therapist licensed by the board. A licensed physical therapist shall at all times be responsible for the extent, kind, quality, and documentation of all physical therapy services provided by the physical therapist assistant.
- (b) It is unlawful for any person or persons to hold himself or herself out as a physical therapist assistant, unless at the time of so doing the person holds a valid, unexpired, and unrevoked physical therapist assistant license issued under this chapter, except as authorized in subdivisions (f) and (g) of Section 2630.5.
- (c) Physical therapist assistants shall not be independently supervised by a physical therapist license applicant, as defined in Section 2639, or a physical therapist student, as defined in Section 2633.7.
- (d) A physical therapist assistant shall not perform any evaluation of a patient or prepare a discharge summary. The supervising physical therapist shall determine which elements of the Business and Professions Code Page 32 treatment plan, if any, shall be assigned to the physical therapist assistant. Assignment of patient care shall be commensurate with the competence of the physical therapist assistant. (Added by Stats. 2013, Ch. 389, Sec. 27. Effective January 1, 2014.)

## **Business and Professions Codes; Article 5: Educational Standards**

### **§2650. Physical Therapist and Physical Therapist Assistant Educational Requirements**

(a) The physical therapist education requirements are as follows:

(1) Except as otherwise provided in this chapter, each applicant for a license as a physical therapist shall be a graduate of a professional degree program of an accredited postsecondary institution or institutions approved by the board and shall have completed a professional education program including academic course work and clinical internship in physical therapy.

(2) Unless otherwise specified by the board by regulation, the educational requirements shall include instruction in the subjects prescribed by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association or Physiotherapy Education Accreditation Canada and shall include a combination of didactic and clinical experiences. The clinical experience shall include at least 18 weeks of full-time experience with a variety of patients.

(b) The physical therapist assistant educational requirements are as follows:

(1) Except as otherwise provided in this chapter, each applicant for a license as a physical therapist assistant shall be a graduate of a physical therapist assistant program of an accredited postsecondary institution or institutions approved by the board and shall have completed both the academic and clinical experience required by the physical therapist assistant program and have been awarded an associate degree.

(2) Unless otherwise specified by the board by regulation, the educational requirements shall include instruction in the subjects prescribed by the CAPTE of the American Physical Therapy Association or Physiotherapy Education Accreditation Canada or another body as may be approved by the board by regulation and shall include a combination of didactic and clinical experiences. (Amended by Stats. 2015, Ch. 426, Sec. 20. Effective January 1, 2016.)

### **§2651. Board Approval of Educational Programs**

The board shall approve only those physical therapist and physical therapist assistant education programs that prove to the satisfaction of the board that they comply with the minimum physical therapist or physical therapist assistant educational requirements set forth in this chapter and adopted by the board pursuant to this chapter. Physical therapist and physical therapist assistant education programs that are accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association, Physiotherapy Education Accreditation Canada, or such other body as may be approved by the board by regulation shall be deemed approved by the board unless the board determines otherwise. This chapter shall not prohibit the board from disapproving any foreign physical therapist or physical therapist assistant educational program or from denying an applicant if, in the opinion of the board, the instruction received by the applicant or the courses offered by the program were not equivalent to that which is required by this chapter. (Amended by Stats. 2013, Ch. 389, Sec. 47. (SB 198) Effective January 1, 2014.)

## **REGULATIONS**

**California Code of Regulations; Title 16, Professional and Vocational Regulations; Division 13.2, Physical Therapy Board of California; Article 4, Physical Therapist Assistant**

### **§1398.44 - Adequate Supervision Defined**

(a) “Adequate supervision” of a physical therapist assistant shall mean supervision that complies with this section. A physical therapist shall at all times be responsible for all physical therapy services provided by the physical therapist assistant and shall ensure that the physical therapist assistant does not function autonomously. The physical therapist has a continuing responsibility to follow the progress of each patient and is responsible for determining which elements of a treatment plan may be assigned to a physical therapist assistant.

(b) A physical therapist who performs the initial evaluation of a patient shall be the physical therapist of record for that patient. The physical therapist of record shall remain as such until a reassignment of that patient to another physical therapist of record has occurred. The physical therapist of record shall ensure that a written system of transfer to the succeeding physical therapist exists.

(c) The physical therapist of record shall provide supervision and direction to the physical therapist assistant in the treatment of patients to whom the physical therapist assistant is providing care. The physical therapist assistant shall be able to identify, and communicate with, the physical therapist of record at all times during the treatment of a patient.

(d) A physical therapist assistant shall not:

- (1) Perform measurement, data collection or care prior to the evaluation of the patient by the physical therapist
- (2) Document patient evaluation and reevaluation
- (3) Write a discharge summary
- (4) Establish or change a plan of care
- (5) Write progress reports to another health care professional, as distinguished from daily chart notes
- (6) Be the sole physical therapy representative in any meeting with other health care professionals where the patient's plan of care is assessed or may be modified.
- (7) Supervise a physical therapy aide performing patient-related tasks
- (8) Provide treatment if the physical therapist assistant holds a management position in the physical therapy business where the care is being provided. For purposes of this section, “management position” shall mean a position that has control or influence over scheduling, hiring, or firing.

The prohibitions in subsection (d) above shall not prohibit a physical therapist assistant from collecting and documenting data, administering standard tests, or taking measurements related to patient status.

(e) The physical therapist assistant shall notify the physical therapist of record, document in the patient record any change in the patient's condition not within the planned progress or treatment goals, and any change in the patient's general condition.

**Note:** Authority cited: Section 2615, Business and Professions Code. Reference: Sections 2622 and 2630.3, Business and Professions Code.

### **HISTORY**

1. Repealer of subsection (f) filed 6-29-83; effective thirtieth day thereafter (Register 83, No. 27).
2. Amendment of section and Note filed 9-18-96; operative 9-18-96 pursuant to Government Code section 11343.4(d) (Register 96, No. 38).
3. Repealer and new section filed 6-14-2011; operative 7-14-2011 (Register 2011, No. 24).



4. Change without regulatory effect amending subsection (e) and repealing subsection (e)(1) filed 9-21-2015 pursuant to section 100, title 1, California Code of Regulations (Register 2015, No. 39).
  5. Change without regulatory effect amending Note filed 7-6-2017 pursuant to section 100, title 1, California Code of Regulations (Register 2017, No. 27).
- This database is current through 03/11/22 Register 2022, No. 10

**California Code of Regulations; Title 16, Professional and Vocational Regulations; Division 13.2, Physical Therapy Board of California; Article 5, Physical Therapist Assistant Schools**

**§1398.52. Identification and Supervision of Physical Therapist Assistant Students Defined**

- (a) A physical therapist assistant student is an unlicensed person rendering physical therapy services as part of academic training pursuant to section 2650.1 of the Code and shall only be identified as a “physical therapist assistant student.” When rendering physical therapy services, the required identification shall be clearly visible and include his or her name and working title in at least 18-point type.
- (b) The physical therapist assistant student shall be supervised by a physical therapist supervisor. A physical therapist assistant under the supervision of a physical therapist supervisor may perform as a clinical instructor of the physical therapist assistant student when rendering physical therapy services.
- (c) A physical therapist supervisor shall provide on-site supervision of the assigned patient care rendered by the physical therapist assistant student.
- (d) The physical therapist assistant student shall document each treatment in the patient record, along with his or her signature. The clinical instructor shall countersign with his or her first initial and last name in the patient's record on the same day as patient related tasks were provided by the physical therapist assistant student. The supervising physical therapist shall conduct a weekly case conference and document it in the patient record.

Note: Authority cited: Section 2615, Business and Professions Code. Reference: Section 2633.7, Business and Professions Code.

**HISTORY**

1. New section filed 12-23-2002; operative 1-22-2003 (Register 2002, No. 52).
  2. Change without regulatory effect amending section heading, section and Note filed 9-21-2015 pursuant to section 100, title 1, California Code of Regulations (Register 2015, No. 39).
  3. Change without regulatory effect amending Note filed 7-6-2017 pursuant to section 100, title 1, California Code of Regulations (Register 2017, No. 27).
- This database is current through 03/11/2022 Register 2022, No. 10

**California Code of Regulations; Title 16, Professional and Vocational Regulations; Division 13.2, Physical Therapy Board of California; Article 7, Practice by Applicants**

**§1399.12. Supervision of Physical Therapist Assistant License Applicant**

Pursuant to Section 2655.91 of the code, a physical therapist assistant license applicant whose application for license has been filed and reviewed by the board may assist in the provision of physical therapy services if he or she is under the direct and immediate supervision of a physical therapist licensed by the board. “Direct and immediate” means a supervisor shall at all times be responsible for and provide adequate supervision of the work performed by the applicant and shall be in close proximity to the location where the applicant is assisting in the provision of physical therapy treatment. The physical therapist assistant license applicant shall document each treatment in the patient record, along with his or her signature. A supervising physical therapist shall countersign with his or her first initial and last name in the patient's record on the same day as patient related tasks were

provided by the physical therapist assistant license applicant. A supervising physical therapist will conduct a weekly case conference and document it in the patient record.

A supervising physical therapist shall document receipt of the letter authorizing physical therapist assistant license applicant status and record the expiration date of such status in the employee record. A supervising physical therapist shall require the applicant to provide documentation of the license issued at the conclusion of the physical therapist assistant license applicant status. If the applicant fails to pass the licensing examination all privileges to work as a physical therapist assistant license applicant shall terminate.

Authorizing the physical therapist assistant license applicant to work after the conclusion of physical therapist assistant license applicant status constitutes unprofessional conduct.

Note: Authority cited: Section 2615, Business and Professions Code. Reference: Section 2622, Business and Professions Code.

#### **HISTORY**

1. New section filed 3-20-78; effective thirtieth day thereafter (Register 78, No. 12).
2. Amendment filed 10-19-83; effective thirtieth day thereafter (Register 83, No. 43).
3. Change without regulatory effect amending section filed 9-11-97 pursuant to section 100, title 1, California Code of Regulations (Register 97, No. 37).
4. Amendment of section heading and Note filed 3-8-2000; operative 4-7-2000 (Register 2000, No. 10).
5. Amendment of section and Note filed 12-19-2002; operative 1-18-2003 (Register 2002, No. 51).
6. Amendment of section heading, section and Note filed 12-23-2002; operative 1-22-2003 (Register 2002, No. 52).
7. Change without regulatory effect amending Note filed 9-21-2015 pursuant to section 100, title 1, California Code of Regulations (Register 2015, No. 39).

This database is current through 03/11/22 Register 2022, No. 10

## **Excerpts of California Regulations Governing Patient Records**

### **REGULATIONS**

#### **California Code of Regulations; Title 16, Professional and Vocational Regulations; Division 13.2, Physical Therapy Board of California; Article 1, General Provisions**

##### **§1398.13. Patient Records**

(a) A physical therapist shall document and sign in the patient record the following in accordance with subsection (c):

- (1) Examination and re-examination
- (2) Evaluation and reevaluation
- (3) Diagnosis
- (4) Prognosis and intervention
- (5) Treatment plan and modification of the plan of care

- (6) Each treatment provided by the physical therapist or a physical therapy aide
- (7) Discharge Summary
- (b) The physical therapist assistant shall document and sign in the patient record any treatment provided by that individual, in accordance with subsection (c).
- (c) With respect to any care provided to the patient, the patient record shall indicate:
  - (1) The date and nature of the service provided and
  - (2) The name and title of any individual who provided such service, including the individual's role in that service. As used in this section, the term "service" does not include "non-patient related tasks" as defined in section 1399.
- (d) The physical therapist shall ensure compliance with subsection ©.
- (e) The requirements of this section are in addition to the requirements of the following sections:
  - (1) 1398.37(d) [relating to physical therapist students],
  - (2) 1398.44(e)(1) [relating to physical therapist assistants]
  - (3) 1398.52(d) [relating to physical therapist assistant students]
  - (4) 1399.10 [relating to physical therapist license applicants]; and
  - (5) 1399.12 [relating to physical therapist assistant license applicants]. California Code of Regulations Page 78
- (f) Electronic signatures are sufficient for purposes of this section.

Note: Authority cited: Section 2615, Business and Professions Code. Reference: Section 2620.7, Business and Professions Code.

#### HISTORY

1. Renumbering and amendment of former section 1399.85 to new section 1398.13 filed 6-14- 2011; operative 7-14-2011 (Register 2011, No. 24).
  2. Change without regulatory effect amending subsection (e)(1) filed 9-21-2015 pursuant to section 100, title 1, California Code of Regulations (Register 2015, No. 39).
- This database is current through 03/11/22 Register 2022, No. 10

## **Excerpt of Laws & Regulations Governing Physical Therapy Aides**

### **LAWS**

**Business and Professions Code; Division 2. Healing Arts; Chapter 5.7. Physical Therapy; Article 2. Scope of Regulation and Exemption**

### **§2630. Necessity of Physical Therapist License**

It is unlawful for any person or persons to practice, or offer to practice, physical therapy in this state for compensation received or expected, or to hold himself or herself out as a physical therapist, unless at the time of so doing the person holds a valid, unexpired, and unrevoked physical therapist license issued under this chapter, except as authorized by subdivisions (c), (d), (e), and (g) of Section 2630.5. (Amended by Stats. 2013, Ch. 389, Sec. 26. Effective January 1, 2014.)

### **§2630.4. Physical Therapy Aides; Requirements**

(a) A “physical therapy aide” is an unlicensed person, at least 18 years of age, who aids a licensed physical therapist consistent with subdivision (b).

(b) The aide shall at all times be under the supervision of the physical therapist. An aide shall not independently perform physical therapy or any physical therapy procedure. The board shall adopt regulations that set forth the standards and requirements for the supervision of an aide by a physical therapist.

(c) Physical therapy aides shall not be independently supervised by a physical therapist license applicant, as defined in Section 2639, or a physical therapist student, as defined in Section 2633.7.

(d) This section does not prohibit the administration by a physical therapy aide of massage, external baths, or normal exercise not a part of a physical therapy treatment.

(Added by Stats. 2013, Ch. 389, Sec. 28. Effective January 1, 2014.)

## **REGULATIONS**

### **California Code of Regulations; Title 16, Professional and Vocational Regulations; Division 13.2, Physical Therapy Board of California; Article 6, Physical Therapy Aides**

### **§1399. Requirements for Use of Aides**

(a) A physical therapy aide is an unlicensed person who may be utilized by a physical therapist in his or her practice by performing non-patient related tasks, or by performing patient related tasks.

(b) Prior to the aide providing patient related care, a physical therapist shall evaluate and document, the aide's competency level for performing the patient related task that the aide will provide in that setting. The record of competencies shall be made available to the board or any physical therapist utilizing that aide upon request.

(c) As used in these regulations:

(1) A “patient related task” means a physical therapy service rendered directly to the patient by an aide, excluding non-patient related tasks as defined below.

(2) A “non-patient related task” means a task related to observation of the patient, transport of patients, physical support only during gait or transfer, housekeeping duties, clerical duties and similar functions.

(3) “Under the orders, direction and immediate supervision” means:

(A) Prior to the initiation of care, the physical therapist shall evaluate every patient prior to the performance of any patient related tasks by the aide.

(B) The physical therapist shall formulate and record in the patient's record a treatment program based upon the evaluation and any other information available to the physical therapist and shall determine those patient related tasks which may be assigned to an aide.

(C) The physical therapist shall assign only those patient related tasks that can be safely and effectively performed by the aide. The physical therapist shall be responsible at all times for the conduct of the aide while the aide is performing “patient related tasks” and “non-patient related tasks” as defined in this section.

(D) The physical therapist shall provide continuous and immediate supervision of the aide. The physical therapist shall be in the same facility as the aide and in immediate proximity to the location where the aide is performing patient related tasks. The physical therapist shall be readily available at all times to provide immediate advice, instruction or intervention in the care of the patient. When patient related tasks are provided to a patient by an aide the physical therapist shall at some point during the treatment day provide direct service to the patient as treatment for the patient's condition or to further evaluate and monitor the patient's progress.

(E) The physical therapist shall perform periodic re-evaluation of the patient as necessary and make adjustments in the patient's treatment program. The re-evaluation shall be documented in the patient's record.

Note: Authority cited: Section 2615, Business and Professions Code. Reference: Section 2630.4, Business and Professions Code.

## HISTORY

1. Amendment of subsection (b) filed 3-20-78; effective thirtieth day thereafter (Register 78, No. 12).

2. Amendment filed 8-13-81; effective thirtieth day thereafter (Register 81, No. 33).

3. Amendment of subsections (b)(1), (b)(2), (b)(4) and (b)(5) and new subsection (b)(6) filed 10-21-94; operative 11-21-94 (Register 94, No. 42).

4. Amendment filed 6-14-2011; operative 7-14-2011 (Register 2011, No. 24).

5. Change without regulatory effect amending Note filed 9-21-2015 pursuant to section 100, title 1, California Code of Regulations (Register 2015, No. 39).

6. Change without regulatory effect amending Note filed 7-6-2017 pursuant to section 100, title 1, California Code of Regulations (Register 2017, No. 27).

This database is current through 03/11/2022 Register 2022, No. 10

## **Standards of Ethical Conduct for the Physical Therapist Assistant**

(Please see the full text of the Standards of Ethical Conduct on the American Physical Therapy Association website: <http://www.apta.org/Ethics/Core/>)

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.

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

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

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

**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.

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

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

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

**Standard #8:** Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.

## **Values-Based Behaviors for the Physical Therapist Assistant**

(Please see the full-text of the Values-based Behaviors for the PTA on the American Physical Therapy Association website: <http://www.apta.org/ValuesBasedBehaviors/>)

These are the 8 values most commonly associated with PTAs:

1. Altruism
2. Caring and Compassion
3. Continuing Competence
4. Duty
5. Integrity
6. PT/PTA Collaboration
7. Responsibility
8. Social Responsibility

# **Sacramento City College Physical Therapist Assistant Program Student-Instructor Conference**

**Student:**  
**Instructor:**  
**Course:**

**TOPIC OF CONFERENCE:**

**RECOMMENDATIONS:**

**Student Signature:**  
**Instructor Signature:**  
**Program Coordinator Signature:**  
**Date:**

---

**FOLLOW-UP REPORT:**

**Student Signature:**  
**Instructor Signature:**  
**Program Coordinator Signature:**  
**Date:**

*Copies: student, instructor, program  
coordinator*

## **Sacramento City College Physical Therapist Assistant Program Educational Agreement**

**Student:**

**Instructor:**

**Course:**

**DESCRIPTION OF PROBLEM (e.g., academic or clinical objectives not met, professional behavior, attendance ...):**

**PERFORMANCE EXPECTATIONS (specific measurable skills or behaviors to be demonstrated, and applicable conditions):**

**RECOMMENDED STRATEGIES FOR IMPROVING PERFORMANCE: (study groups, tutoring, elective coursework, independent study...)**

**METHOD AND DATE BY WHICH PERFORMANCE WILL BE EVALUATED:**

**continued on next page:**



**STATEMENT OF UNDERSTANDING:**

I have been advised regarding my performance in the Physical Therapist Assistant Program. I understand that failure to achieve and sustain the agreed upon level of performance as described above may result in failure to pass this class and impact continued enrollment in the Physical Therapist Assistant program.

Student Signature:

Date:

Instructor Signature:

Coordinator Signature:

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**FOLLOW-UP REPORT:**

On \_\_\_\_\_(date) it was determined that student MET / DID NOT MEET (circle one) the terms of this educational agreement satisfactorily.

Comments:

Student Signature:

Instructor Signature:

Coordinator Signature:

*Copies: student, instructor, program coordinator*

## Required Apparel for Clinical Practicums and Practical Exams

- 1) Polo shirt: in SCC burgundy.
- 2) Picture nametag from SCC indicating name and designation as PTA student, to be purchased during first semester. *(Temporary nametags will be given to students for first-semester practical examinations.)*
- 3) Slacks: khaki or black recommended. No jeans.



### Option to purchase:

- **D3 Athletics** offers polo shirts with embroidered SCC PTA logo for the SCC PTA program. A group order will be made for those students who wish to purchase a polo shirt. **Cost is \$25.**
- Many clothing stores may carry polos in this color
- Amazon

Please order/purchase items at least 6 weeks ahead of clinical affiliations in order to ensure that you receive them on time.

**\*NOTE: Clinical facilities may have different dress codes requirements. Students are required to follow the guidelines from the clinical facility.**

## PTA Student Nondisclosure Agreement / HIPAA

As a student in the Physical Therapist Assistant Program at Sacramento City College I have the legal and ethical responsibility to safeguard the privacy of all patients and protect the confidentiality of their health and personal information. In the course of clinical affiliations or during academic course work I may come into possession of confidential patient information through direct or indirect involvement in providing patient care. I understand that patient information must be maintained in the strictest confidence.

I hereby agree that:

- I will not at any time **during** or **after** my clinical affiliations or academic courses disclose any patient information to any person whatsoever or permit any person to examine or make copies of any patient reports or other documents that contain patient information, other than as necessary in the course of my clinical assignment.
- I will refrain from requesting, obtaining or communicating more confidential patient information than is necessary to accomplish my assigned duties.
- When patient information must be discussed with other healthcare practitioners in the course of my clinical affiliation, I will use discretion to ensure that such conversations cannot be overheard by others who are not involved in the patient's care.
- I will take reasonable care to properly secure confidential health information on computers and will take steps to ensure that others cannot view or access such information. When I am away from the computer or when my review of medical records or documentation is completed, I will log off or use a password-protected screensaver in order to prevent access by unauthorized users. I will not record or post my password in an accessible location or disclose my password to anyone without permission of my supervisor.
- If patient case-based examples are used in the context of any academic coursework or discussions all information that might identify the patient, staff, or facility will be removed.

My signature on this form confirms that I have been trained in the HIPAA regulations for confidentiality and that I agree to comply with them. I understand that violation of this agreement may result in corrective action, up to and including dismissal from the Physical Therapist Assistant Program.

Name of Student \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## **Consent to Participate in Lab Activities & Practical Exams**

### ***SCC Physical Therapist Assistant Program***

As a part of the educational process for physical therapist assistant students you will be asked to simulate a patient/client during practice of data collection procedures and interventions. There is a great benefit to hands-on learning, both in experiencing the role of a patient and in being able to practice PTA skills with persons of varied body structure. Participation in lab activities is a requirement of the program. However, we want to ensure that students feel safe and respected during all of their learning activities. Please review (1) the following guidelines regarding your own participation as a 'patient' for other students or instructors, and (2) the expectations we have of you when working with classmates. If you have any cultural or individual differences that impact your participation with lab activities, please contact the program coordinator.

#### **(1) When simulating a patient/client:**

I, \_\_\_\_\_, agree to wear appropriate lab clothes (as per course syllabus) and simulate a patient/client for the purposes of learning activities in the physical therapist assistant program. Examples of such activities would include palpation, measurement of range of motion and strength, posture analysis, gait, functional activities, thermal modalities, traction, electricity, and other interventions. I have the right to expect to be treated with modesty and safety, and the responsibility to inform my classmates or instructors if there are any activities that I do not feel safe with. I will report any prior injury or condition that may require modification of my participation with a specific activity. If I am uncomfortable with any draping, manner of touch, or intervention I will express my concern to the person involved. If the concern is unresolved, I will report it to the instructor. I understand that this is a learning environment, and as such it is not the purpose of lab activities to obtain or request actual medical treatment from other students or from instructors for any condition.

#### **(2) When working with classmates:**

I, \_\_\_\_\_, agree to treat my classmates with modesty, respect, and attention to safety when practicing lab procedures. I will drape my partner as appropriate to preserve modesty. I recognize that some classmates may require modifications of procedures or positioning due to prior injuries or conditions. I will use considerate non-verbal and verbal communication during lab activities. I understand that this is a learning situation, and it is not my role to provide medical treatment to classmates. I will promptly report any malfunctioning equipment or safety hazards to the instructor.

Signed: \_\_\_\_\_

Printed Name: \_\_\_\_\_

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

**LOS RIOS COMMUNITY COLLEGE DISTRICT**  
**AGREEMENT TO PARTICIPATE AND WAIVER/ASSUMPTION OF RISK**

NAME: \_\_\_\_\_ STUDENT ID NUMBER: \_\_\_\_\_

CLASS/ACTIVITY: \_\_\_\_\_ INSTRUCTOR'S NAME: \_\_\_\_\_

This is a release of liability and assumption of risk agreement. Read it carefully and sign below. Completion of this form is necessary in order to participate in this class activity. I understand my decision to take this class or activity is optional and voluntary. This document cannot be altered or modified by any verbal or written statements.

I am aware that participating in this Los Rios Community College District (DISTRICT) class or activity (including labs and/or activities undertaken at home or off-campus for online courses) can involve **MANY RISKS OF INJURY** including, but not limited to, property damage, bodily injury, personal injury and death.

In consideration of the DISTRICT permitting me to participate in the \_\_\_\_\_ class/activity, I hereby voluntarily assume all risks associated with my participation and release the DISTRICT, its employees and volunteers, its colleges, campuses and centers, its governing board and the individual members thereof, and all other DISTRICT officers, agents and employees from all liability (whether based on negligence or otherwise) for injuries (including death) and damages arising out of or in any way related to the activity and/or class.

I understand that if this is/involves an excursion or field trip as defined by California Code of Regulations, Section 55220 that Section states in part:

“All persons making the field trip or excursion shall be deemed to have waived all claims against the District or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of minor students taking out-of-state field trips or excursions shall sign a statement waiving such claims.”

By signing this Agreement, I hereby waive all such claims.

I understand and agree to accept all the rules and requirements of the activity and/or class, including safety rules and instructions given by the supervisory personnel. I understand, and agree, and grant to the DISTRICT the right to terminate my participation in the activity and/or class within the DISTRICT's or DISTRICT's employee's sole discretion. If applicable, I understand and agree that any costs associated with my return transportation shall be at my personal expense.

I consent to the DISTRICT providing emergency health assistance if it is determined necessary and further consent to the DISTRICT notifying the emergency contact (listed below) and agree that this liability release and assumption of risk agreement applies to any of the DISTRICT's actions in this regard.

This agreement shall inure to the benefit of and be binding upon my heirs, decedents, successors, executors, assignees, legal representatives, and all family members. The provisions of this agreement including, but not limited to, my waiver of liability and my assumption of risk shall survive this agreement.

The following person should be contacted in case of an emergency: (please print)

Name	Address	Telephone No.
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I/WE, THE UNDERSIGNED, HAVE READ THIS AGREEMENT AND UNDERSTAND THAT IT IS A RELEASE OF ALL CLAIMS AND THAT I/WE ARE VOLUNTARILY ASSUMING ALL RISKS AND WAIVING ANY AND ALL CLAIMS ARISING OUT OF OR IN ANY WAY RELATED TO THIS ACTIVITY AND/OR CLASS. I/WE AGREE THAT NO ORAL REPRESENTATIONS, PROMISES, OR INDUCEMENTS, NOT EXPRESSLY CONTAINED HEREIN HAVE BEEN MADE AND THAT THIS DOCUMENT CONSTITUTES THE ENTIRE AGREEMENT PERTAINING TO THE SUBJECT MATTER CONTAINED HEREIN.

<i>If participant is under 18, parent or guardian must sign.</i>	SIGNATURE _____ PARENT OR GUARDIAN	Date _____ Date
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**Policies & Procedures Agreement (2022-2023)**  
**Sacramento City College Physical Therapist Assistant Program**

I, \_\_\_\_\_, have read,  
understand, and agree to abide by the provisions set forth in this Policies and Procedures Manual.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date