

Preface

The program continues to adapt through the years to reflect changes in contemporary educational practices and the expectations of the role of the physical therapist assistant in the provision of physical therapy services, and to respond to the needs the students, community, and other target audiences that the college serves. The program continues to offer a traditional track and an online track (distance education) to meet student's needs. The theoretical portions of online track (distance education) courses are offered via the college's learning management system. Program faculty typically record lectures during the traditional course to provide the online students with real-time lectures. Students are able to access this theory portion of the program at any time that is convenient to them via a computer. The laboratory portion of the courses for both tracks are completed on-campus at the same time. Clinical experiences are also held in the same format for both tracks. Students complete a total of 720 hours of clinical education. We currently have twenty-three students enrolled in the program; sixteen are enrolled in the traditional/on-campus track, seven are enrolled in the internet/online distance education track.

The PTA program continues to be perceived very positively in the local health care community, and evaluation processes reveal that graduates and employers believe that the program prepares competent, ethical, entry level Physical Therapist Assistants. The faculty recognizes that maintenance of an effective program requires ongoing efforts and is committed to continuous improvement of program effectiveness.

1A – Mission

The mission of Jefferson State Community College (JSCC) states “As a member of the Alabama Community College System, Jefferson State Community College serves and enhances its communities by providing affordable, accessible, quality educational and workforce development opportunities.”

The mission of the Health-Related Program (HRP) division is to provide quality academic instruction and clinical experiences to educate and graduate entry-level, competent health related professionals. The HRP division is committed to offering programs and services that support the mission of the college. The HRP division offers the following health-related programs: Histologic Technician; Medical Laboratory Technology; EMS/Paramedic; Funeral Service; Physical Therapist Assistant; Radiologic Technology; Respiratory Therapy, and Veterinary Technology (Distance Learning).

The mission of the JSCC Physical Therapist Assistant Program is to prepare competent, ethical, entry level Physical Therapist Assistants who are lifelong learners. The Program exists to provide an educational environment in which the needs of the individual student, the community, and other target audiences can be met. We are committed to accomplishing this mission through the use of quality instructional methods including both traditional and technology-based instruction, whereby students are assisted to achieve the academic knowledge and clinical skills necessary to serve the physical therapy healthcare needs of the public.

The program's mission statement is consistent with and supportive of those of the institution and the division within which it is located. The program's mission is congruent with the division and college's mission in that to meet the program's mission, the college provides quality educational opportunities, and the division provides quality clinical experiences. This congruency provides enhancement to the healthcare workforce in the state of Alabama. These statements reflect our commitment to providing quality accessible education to the traditional and distance tracks of the program. The program recognizes that while the traditional on-campus track meets the needs of students in the geographic area in which JSCC is located, access to PTA education is not readily available to many students because of geography (i.e., rural areas distant from educational programs) or time constraints (i.e., work schedules). The distance program track provides educational access to these students.

The program's mission allows for the program to grow with the profession in terms of contemporary professional expectations. To produce competent, ethical, and entry level Physical Therapist Assistants who are lifelong learners, the program updates the academic knowledge and clinical skills to support current practice standards provided by the State of Alabama Board of Physical Therapy and the American Physical Therapist Association.

1B- Goals

The college has long-range goals that establishes the overall direction of the institution. The goals address five areas which are accessibility, educational program, learning environment, human resources, and college/community partnerships. The program's

goals are supportive of the institution's long-range goals in the areas of educational program and human resources. Specifically, program goals

1. Graduates will integrate knowledge of basic and applied sciences to perform physical therapy in a safe, legal, and ethical manner under the direction and supervision of a physical therapist.),
2. Graduates will work effectively with physical therapists, other physical therapist assistants, other health-care providers, and caregivers in a variety of environments.),
3. Graduates will utilize effective written and electronic communication in the medical record and effective verbal and nonverbal communication with healthcare providers, patients/clients, caregivers and families, and the public), and (Program students will demonstrate the knowledge, skill, and professional behaviors to provide entry level physical therapist assistant care.)

supports the college's long-range goal 2 (Jefferson State Community College shall offer educational opportunities that meet or exceed standards set forth by the appropriate accrediting agencies: 2.2 Career and professional associate degree programs that integrate general and career-specific education and prepare students for immediate employment).

Program goal 4 (Program faculty will model lifelong learning, professional growth, and development) supports the institution's long-range goal 4. (Jefferson State Community College shall promote the development of its human resources by encouraging the following: 4.2 Professional development experiences that enable personnel to maintain currency in their respective fields, increase their awareness and use of alternative methods of meeting the needs of a diverse student population, and develop innovative approaches to fulfilling their roles in the institution).

The program has established goals which, when met, help ensure that graduates achieve this level of performance. The curriculum is designed to assist students in achieving the mission and program goals through an integrated sequence of coursework and clinical experience. Examples of how each program goal is addressed in the curriculum to meet the mission are as follows:

1. Graduates will integrate knowledge of basic and applied sciences to perform physical therapy in a safe, legal, and ethical manner under the direction and supervision of a physical therapist. This objective is initially addressed during the first semester in PTA 202 PTA Communication Skills and continued in PTA 200 Introduction to Physical Therapy, through the study of ethics, State Practice Act, PTA job duties and moral responsibilities. Safety instruction is integrated into each course in the curriculum. This is further developed in all subsequent coursework. Basic science knowledge is included in the prerequisite general education courses. The knowledge base gained in these courses is expanded upon in PTA courses during the technical phase of the curriculum.

2. Graduates will work effectively with physical therapists, other physical therapist assistants, other health-care providers, and caregivers in a variety of environments. This objective is first addressed in PTA 202 Communication Skills and expanded upon in other PTA courses. The communication aspect of this objective is addressed in PTA 202 - PTA Communication Skills. In addition, all subsequent coursework emphasizes the importance of communication and cooperation between disciplines. These skills are practiced and tested upon especially in all the clinical affiliation courses.

3. Graduates will utilize effective written and electronic communication in the medical record and effective verbal and nonverbal communication with healthcare providers, patients/clients, caregivers and families, and the public. Communication is initially considered with the English and Speech prerequisite courses and developed in the PTA courses including PTA 202 Communication Skills, PTA 250 - Therapeutic Procedures I, PTA 251 - Therapeutic Procedures II, PTA 231 - Rehabilitation Techniques. In addition, this goal is met by the completion of various oral and written reports throughout the curriculum, and by the completion of clinical documentation.

4. Program faculty will model lifelong learning, professional growth, and development. The importance of promoting the continued development of the profession of physical therapy is discussed in PTA 202, 200, and 201, and subsequent seminars. Students are encouraged (at the very first orientation session) to join the APTA, attend state chapter meetings and become active in the organization. Program faculty model lifelong learning, professional growth, and development by attending continuing education

courses, attending state and national physical therapy meetings and events. In 2017, the PD, Vanessa LeBlanc, completed 12 semester hours in educational theory and methodology, instructional design, and student evaluation and outcome assessment. Also in 2017, the ACCE, Leslie Naugher, and full-time faculty member, Cindy Elliott earned master's degrees in Adult Education and Curriculum Design. All program faculty are members of the APTA. The PD has been active in APTA Alabama by serving as the treasurer for two terms and is currently serving on the education committee. The ACCE has been active in APTA Alabama by serving as the PTA caucus representative. Cindy Elliott, the full-time faculty member presented at the 2022 Alabama chapter conference. The program hosted the 2022 APTA Alabama conference.

1C1 – Grad Rate

•Class of 2022: Traditional/On-Campus Track (8/12) 67%; Internet/Online Track (7/8) 87.5%

- Admitted 17 students to the Traditional/On-Campus Track; 5 students withdrew from the program; 4 students failed out of the program
- Admitted 13 students to the Internet/Online Track; 5 students withdrew from the program; one student failed out of the program

•Class of 2021: Traditional/On-Campus Track (12/13) 92.3%; Internet/Online Track (3/3) 100%

- Admitted 18 students to the Traditional/On-Campus Track; 5 students withdrew from the program; 1 student failed out of the program
- Admitted 5 students to the Internet/Online Track; 2 students withdrew from the program; no student failed

•Class of 2020: Traditional/On-Campus Track (17/18) 94.4%, Internet/Online Track (3/4) 75%

- Admitted 21 students to the Traditional/On-Campus Track; 3 students withdrew from the program; 1 student failed out of the program
- Admitted 7 students to the Internet/Online Track; 3 students withdrew from the program; 1 student failed out of the program

The class of 2020 traditional/on-campus and internet/online students graduated within 150% of program length due to covid.

•Class of 2019: Traditional/On-Campus Track (13/17) 76.4%, Internet/Online Track (6/8) 75%

- Admitted 20 students to the Traditional/On-Campus Track; 3 students withdrew from the program; 4 students failed out of the program
- Admitted 10 students to the Internet/Online Track; 2 students withdrew from the program; 2 students failed out of the program

1C2 – Licensure Rate

Traditional cohort

2021	First Time	12	7	58.3%
	Ultimate	12	9	75.0%
2020	First Time	17	10	58.8%
	Ultimate	17	17	100.0%
2019	First Time	13	13	100.0%
	Ultimate	13	13	100.0%

Internet cohort

2021	First Time	3	3	100.0%
	Ultimate	3	3	100.0%
2020	First Time	3	3	100.0%
	Ultimate	3	3	100.0%
2019	First Time	6	6	100.0%
	Ultimate	6	6	100.0%

1C3 – Employment Rate

Traditional and Internet cohort

2021	100.0%
	100.0%
2020	100.0%
	100.0%
2019	100.0%
	100.0%

1C4 – Entry-level Performance

The mechanism used to determine entry level performance is passing the final practicals in PTA 251 Therapeutic Procedures II and PTA 231 Rehabilitation Techniques and the use of the 14 performance items within WEB CPI from the final of the last clinical education experience (PTA 268B Clinical Practicum). For the practicals, the students must score at least 75% and have no documented safety fail items (fail items are not scored, they are pass or fail). The CI evaluates the student using these criteria and the Academic Coordinator of Clinical Education (ACCE) reviews the items upon completion of the clinical experience to determine if the student is at entry level.

Evidence that each student within the last year demonstrated entry-level clinical performance is located within the WEB CPI online management suite.

PTA 268B CPI

Statistics Class of

2021

CPI Criteria Number	M. A	E. B.	C.B	E.C	C.D	C.F	C.H	M.K	S.L	T. M	J.P	G.P	S.S	A.W	K.W
1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
8	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
11	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
12	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
13	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
14	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

Experience 4: (5 weeks)

Students are expected to achieve Entry Level Performance (5) by the end of Clinical experience 4 for items 1-3; Advanced Intermediate Performance (4) – Entry Level Performance for items 4-14.

1C5 – Graduate Outcomes-

1. Graduates will integrate knowledge of basic and applied sciences to perform physical therapy in a safe, legal, and ethical manner under the direction and supervision of a physical therapist.

- a. The graduation rate of enrolled students in the PTA Program will be 70% or higher per cohort. The program maintains an electronic record that details the enrollment status of students. This record is used to determine if the graduation rate has been met.
- b. At least 85% of graduates will pass the licensure examination (NPTE) on the first attempt. The program reviews the Federation of State Board of Physical Therapy (FSPBT) licensure pass rates.

2. Graduates will work effectively with physical therapists, other physical therapist assistants, other healthcare providers and caregivers in a variety of environments.

a. 85% of graduates will be employed as PTAs within six months of passing the NPTE.

b. 95% of graduates will be employed as PTAs within twelve months of passing the NPTE.

Six, twelve, and eighteen months after program completion graduates receive the Physical Therapist Assistant Program Graduate Questionnaire. This survey rates employers' satisfaction with graduates' preparation to demonstrate program goals and objectives

3. Graduates will utilize effective written and electronic communication in the medical record and effective verbal and nonverbal communication with health care providers, patients/clients, caregivers and families, and the public.

a. 90% of employers surveyed will indicate that graduates were adequately prepared for entry level PTA practice.

Six, twelve, and eighteen months after the graduation of a class, employers are asked to complete the Employer Questionnaire. This survey rates employers' satisfaction with graduates' preparation to demonstrate program goals and objectives.

- As mentioned in 1B narrative the program has goals and outcomes in place. Assessment of these outcomes are tracked through the program assessment document titled the Systematic Program Evaluation (SPE). The document is a combination of the program assessment matrix and the curriculum assessment matrix. Over the past four years, the program has consistently graduated enough students to fill the work force in the college's service area. Employers of our graduates are consistently satisfied with entry-level performance of our graduates. Since 2020 the traditional track of graduates have not met his first time passage rate outcome. In 2022, for the first time in over 5 years, the internet track did not meet the first-time passage rate outcome.

1C6 – Other Expected Program Outcomes

1. Program faculty will model lifelong learning, professional growth, and development.

a. 100% of PTA faculty members will maintain appropriate credentials as required by college and accrediting agency. 100% of PTA faculty members will participate in 10 hours of continuing education units each year. The Systematic Plan of

Evaluation (SPE) is an electronic record that directs the evaluation of program goals, outcomes, and objectives. The SPE also includes program faculty credentialing status. The program director reviews the SPE to determine if the outcome above is met. This goal has been consistently met over the last 10 years.

2A – Assessment Process

The program uses a document titled the Systematic Plan of Evaluation (SPE) to assess the program. This document assesses the admissions process and criteria, enrollment, outcomes and workforce need, the collective core, associated and clinical education faculty meet, resources, policies and procedures, and the curriculum. Program faculty meet in the spring semester to discuss and review data collected for the SPE. Data is retrieved from graduating students, graduates, clinical partners, employers, the advisory committee, and faculty. If any threshold is not meet faculty will plan to address the issue.

Overall strengths include, the program has consistently had access to greater than 125% of clinical placements, graduates are consistently employed within 6 months of obtaining their licensure, and faculty consistently participate in continuing education above the state of Alabama requirements.

Weaknesses include first time passage rates for the traditional students and limited diversity in ethnicity of the student population.

During 2020-2021, traditional students received lectures via online format. Even though the lectures were live students reported missing the in-person lecture experience.

Students also reported obtaining temporary license to work which decreased their study time. To address this weakness faculty returned to in-person lectures as soon as we were allowed. Faculty also discouraged the procurement of a temporary license, increased the use of NPTE like questions in PTA courses, encouraged students to attend the NPTE review course. The program offered the NPTE review course on our campus to increase student participation.

Within the last four years the program has changed the ACT score requirement of earning a 21 or higher within three years of the application due date. Students with a bachelor's degree do not have to meet this requirement. This change was made for the January 17, 2021, application due date and yielded an increase in African American (AA) student applicants.

- Admitted students for the class of 2021 one student identified as AA; this student held a bachelor and master's degree
- Admitted students for the class of 2022 three students identified as AA; two of the students held a bachelor's degree and one student held a master's degree
- Admitted students for the class 2023 six students identified as AA; five of the students held a bachelor's degree

2B1 – Admission

The Systematic Plan of Evaluation (SPE) directs the evaluation of the admission process using three thresholds. Analysis of data from PTA forms AA from 2019-2022 indicated that when directed to admission process documents students were able to locate all resources. Analysis of data from 2019-2022 dept form BB Admissions indicated that only students who met the requirements were accepted into the program. Analysis of

data from 2019, 2020, and 2022 admission ranking forms indicated the admission process yielded excellent candidates. Analysis of data from 2021 admission ranking forms indicated that 9/30 (30%) of accepted applicants did not meet the threshold. The PD discussed the finding with the advisory committee. The committee did not make any adjustments to the admission process. Program faculty were charged with reviewing the process in 2022. As stated above, in 2022 admission ranking forms indicated the admission process yielded excellent candidates. For the 2020-2022 cohorts' analysis of data indicated that the traditional/on-campus graduates did not meet the programs or CAPTE's benchmark for licensure pass rates. However, the benchmarks for the program and CAPTE were met for the internet graduates. At this time, faculty has decided not to make any changes to the admission process. The analysis of data did not reach any thresholds that demonstrated that the admission process had a negative impact of the licensure passage rates. Program faculty will continue to monitor the thresholds for the admissions process.

2B2 – Enrollment

The Systematic Plan of Evaluation (SPE) directs the evaluation of the criteria for program admission as follows:

The program classroom and laboratory are sufficient to meet the needs of the program's planned size of 30 students. The program has a 1 to 12 faculty to student ratio for laboratory courses. The three full-time faculty assigned to the program is

sufficient to meet this ratio. If needed to maintain the ratio L-19 faculty will be hired to assist in the lab.

The program's lab equipment and technology are reflective of contemporary practice. This is a priority of the program so that students will have hands on experience to prepare them to meet work force needs in the program's service area.

The clinical program has an abundance of clinical placements to accommodate all program required learning clinical experiences.

According to the Alabama Department of Labor 2014-2024, PTA jobs will increase from 1,850 to 2,610 positions. The program admits enough students to fill the positions.

At this time, program faculty has decided not to make any changes to enrollment. We found that the licensure pass rate issues were related to student preparation as well as the online learning environment for traditional learners. As stated in 2A, to address this program weakness, faculty returned to in-person lectures as soon as we were allowed in the second semester of the technical program of 2021. Faculty also discouraged the procurement of a temporary license, increased the use of NPTE like questions in PTA courses, encouraged students to attend the NPTE review course. The program also offered a NPTE review course on our campus to increase participation and will offer the course on campus for the class of 2023. Program faculty will reassess after the next set of students take the exam for the first time.

2B3 – Faculty

The collective core and clinical education faculty meet program and curriculum needs. The core faculty has a combined total of over 10 years of full-time clinical experience in the areas of orthopedic rehabilitation, neurological rehabilitation, outpatient rehabilitation, anatomy and physiology, wound care, cardiopulmonary, geriatrics, neurology, acute/intensive care physical therapy, administration and management, physical therapy law, and ethics and over 20 years of teaching experience. The PD and ACCE are APTA credentialed clinical instructors. Additionally, core faculty have completed clinical education courses in areas of teaching above and beyond what is required by the State of Alabama board of Physical Therapy. Additionally guest lecturers with significant knowledge and expertise in specific topics are occasionally used to supplement instruction by faculty. For example, the program utilizes a pediatric clinical specialist and orthotist/prosthetist in the second semester of the technical program. Data collected from course evaluations and graduate surveys indicate that the faculty have assisted the students/graduates to meet program goals.

All CIs meet the program's requirement of having at least one year of clinical experience, current licensure in the state of practice and other program requires. Typically, CIs have three or more years of experience, complete the web CPI training, and have specializations in the areas of their respective practices. Data from the Clinical Instructor Program Evaluation and Self-Assessment includes a program evaluation, professional development, instructor self-assessment, additional comments regarding the clinical experience and specific instructor data. Student evaluations, CI self-

evaluations, and the ACCE's review of data indicate that clinical faculty meet and exceed program and curriculum needs.

As stated in 2A, to address this program weakness, faculty returned to in-person lectures as soon as we were allowed in the fall semester of 2021. Faculty also discouraged the procurement of a temporary license, increased the use of NPTE like questions in PTA courses, encouraged students to attend the NPTE review course. The program also offered a NPTE review course on our campus to increase participation and will offer the course on campus for the class of 2023. Program faculty will reassess after the next set of students take the exam for the first time.

2B4 – Resources

Our current resources meet the needs of the program indicated in this standard.

Program faculty meet formally and informally to discuss each semester's budget and financial resources, staff, space, equipment, technology, materials, library and learning resources, and student services.

Finances: The program has a fully funded budget. All requests for equipment and supplies were approved. The program participates in a budget review each year in August. The university is supportive of the program, and there have not been budget cuts that limit the program's activities. The budget for 2022-2023 has increased by \$24,650.87.

Per the appendixes document titled financial support letter, the college's Chief Financial Officer reports that Jefferson State is committed to making this program a success. In

the event we incur unexpected expenses, or the revenue is less than expected, we have reserves to fully fund the program. The Alabama Community College System requires its member institutions to maintain a two months' operating contingency. On Jefferson State's 2022-2023 Operating Budget that was submitted to our Board of Trustees, Jefferson State showed a nine-month contingency. We have always made fiscal decisions that ensure our commitment to the students that enroll into all Jefferson State programs.

Program faculty and staff meet the needs of the program by consistently meeting and exceeding the faculty to student ration of 1:12. Faculty is also adequate to allow the PD and ACCE to have course release(s) to complete their administrative duties. To continue to meet the needs of the program, cohort classes will remain at 30 students with the possibility of increasing to 36 while maintain the 1:12 faculty to student ratio. An analysis of current students and program graduates' surveys indicates the program classroom and laboratory space meet the needs of the program.

Equipment, Technology, and Materials meet the program's needs. **An analysis of clinical form U supports this finding.** A review of **advisory committee minutes** also indicate that equipment, technology, and materials meet the programs. Faculty continue to monitor current trends in the clinical environment and update as needed.

Library and learning resources meet the program's needs. An analysis of current students and program graduates' surveys supports this finding. Program faculty utilization and review of library offerings for physical therapy content also indicate that needs are being met. Program faculty collaborate with Barbara Goss, the college's

Library Director, to address projected needs by continuing to add new resources. In 2021, the library added ICE Learning Center Videos as a resource for the PTA program.

Student services meet the program's needs. Faculty meets to discuss the adequacy of student services. Students attend the advisory committee meetings to also provide input on this area. **Student surveys** indicate that student services meet their needs. To ensure future needs are met, program faculty will continue to monitor student feedback concerning academic, counseling, health, disability, and financial aid services.

Classroom and laboratory space needs are reviewed during advisory committee meetings and through course and graduate surveys. No changes to either space has occurred in the past four years. An analysis of current students and program graduates' surveys indicates the program classroom and laboratory space meet the needs of the program.

In the last four years, the program has purchased an Anatomage Table for the classroom and the laboratory.

The PD recognizes that the program did not meet the benchmark for the NPTE licensure pass rate; however, the data does not provide evidence the program resources impacted the passage rate.

2B5 – Policies

The Systematic Plan of Evaluation (SPE) directs the evaluation of program policies and procedures as well as relevant institutional policies and procedures using four

thresholds. Analysis of data from the programs review of relevant institutional and program policies indicated no conflict was noted and no policy was out of compliance with any accreditation standard. Analysis of data from PTA form R indicated that students are aware of program policies. Analysis of data from 2019, 2020, and 2022 admission ranking forms indicated the admission process yielded excellent candidates. Analysis of data from 2021 admission ranking forms indicated that 9/30 (30%) of accepted applicants did not meet the threshold. The PD discussed the finding with the advisory committee. The committee did not make any adjustments to the admission process. Program faculty were charged with reviewing the process in 2022. As stated above, in 2022 admission ranking forms indicated the admission process yielded excellent candidates. For the 2020-2022 cohorts' analysis of data indicated that the traditional/on-campus graduates did not meet the programs or CAPTE's benchmark for licensure pass rates. However, the benchmarks for the program and CAPTE were met for the internet graduates. At this time, faculty has decided not to make any changes to the program's policies and procedures. The analysis of data did not reach any thresholds that demonstrated that the admission process had a negative impact of the licensure passage rates. Program faculty will continue to monitor the thresholds for policies and procedures.

Appendix policies and procedures, SPE, program handbook (includes clinical handbook)

2C – Curricular Assessment

The curriculum assessment process considers the changing roles and responsibilities of PTAs and the dynamic nature of the profession and the health care delivery system by reviewing current changes of the Alabama practice act, APTA best practices for PTAs, CAPTE standards and other stakeholders. For example, the Veteran’s Affairs (VA) department now allows PTAs to treat their patients. To address this change, the program is in the process of adding more clinical opportunities with local VA clinics. The curriculum assessment process also includes assessment of program textbooks to ensure that students aren’t receiving outdated information. Program textbooks are aligned with references used to write NPTE questions. Historically, this has had a positive impact on student achievement on NPTE content area and licensure pass rates graduate outcome.

Program faculty use student achievement on NPTE content area and licensure pass rates to assess the curriculum. This has had a positive impact on graduate outcomes related to licensure pass rates. For example, we select textbooks that are aligned with the references used to write NPTE questions. The use of these textbooks provides students with a foundation of terminology and evidence-based practice information that is used on the NPTE. See appendix SPE, faculty communication email.

The curricular assessment includes a review of the required elements in Elements 6A-6L. The Systematic Plan of Evaluation (SPE) covers the global objective, person

responsible, sources of information used in data collection, timeline, threshold/action, analysis, and use of results. Survey results and meetings will be provided onsite.

The program director reviews the evaluative data and, when needed, works with core faculty and the Program Advisory Committee to initiate curriculum revisions.

Clinical education - Clinical education development and evaluation begin with review of the curriculum to determine the number and variety of clinical education sites necessary to enable program students to achieve goals.

The Systematic Plan of Evaluation (SPE) directs the evaluation of the clinical education program as follows. ACCE and PD annually evaluate clinical facilities to determine if they are adequate in number, meet instructional needs, and have a positive influence on student learning.

During annual review, the ACCE provides information to the PD and other faculty regarding data assessment of pertinent clinical education documents including the number of executed contracts, placement opportunities, student preferences for clinical experiences and performance evaluations, student evaluations of the clinical experience, CI evaluations of program and self-assessment of preparedness for role as a CI among others.

Examples of changes made in the curriculum include:

1. In program advisory through in-formal discussion we were made aware that PTAs in our service are clinic director and serving in other leadership roles. At

our next faculty meeting we made the decision to add leadership to PTA 200 P.T. Issues and Trends. We made this change to ensure our graduates are prepared to address this trend. Employment rates are maintained at 100% for students who actively sought employment.

2. In 2019, the program's overall passage rate declined for the traditional track. To address this issue, faculty decided to implement the flipped classroom model in lecture courses to increase front-loading of knowledge and critical thinking skills. The program saw an increase in the passage rates in 2020 but a decline in 2021 and we are waiting on the class of 2022 to stabilize to make any other changes.
3. In 2020, to meet a college mandate to complete all on-campus activities before the Thanksgiving break, we completed all on-campus activities by the deadline and moved the 2-week clinical to the end of the second semester of the technical program. The PTA 260 Clinical Education I CPI statistics indicated an increase in the total average student clinical performance. Due to this increase, program faculty decided to maintain this sequential change. The program outcomes for graduation rates continued to be met.

2D – Planning

Program faculty are engaged in the short- and long-term planning for the program including but not limited to participating in the advisory committee meetings, policies and procedures review, clinical education planning, course, and curriculum review. Faculty meet at the beginning, middle, and end of each semester. Informal and

situational meetings also occur throughout the semester as needed to address student and program needs. The PD and ACCE also meet formally and informally to discuss all aspects of clinical education. The PD also uses a monthly scheduled as a planning tool for the program. Please see appendix program director schedule.

Planning is influenced by many aspects including changes in higher education, the health care environment, and contemporary physical therapy. The program faculty uses information from the Alabama practice act, CAPTE standards, APTA guidelines, advisory committee input, interactions with national and state professional organizations, information from the college's faculty senate, and continuing education courses to guide planning and changes to the program.

Within the next 3-5 years, the program plans to establish an official mentorship program with current and former students. Due to increase in student's reports of anxiety, stress, and being overwhelmed program faculty feel this will assist students in meeting the need to engage with others who understand the requirements of being a PTA student at our institution.

The program plans to host the APTA's Credentialed Clinical Instructor Program Level 1 within the next 3-5 years.

3A – State Authorization

Jefferson State Community College (originally Jefferson State Junior College), established as one of twelve junior colleges authorized by the State Legislature, Act 93, on May 3, 1963, is a member institution of the Alabama Community College System. The Alabama Community College System is directly responsible to the Alabama Community College Board of Trustees for the direction and supervision of the Alabama Community College System. The college has formal authority from the Alabama Community College System and the Alabama Commission on Higher Education to offer the Physical Therapist Assistant Program to award associate degrees and certificates. Jefferson State Community College is approved by the State of Alabama to participate in the National Council for State Authorization Reciprocity Agreement (NC-SARA) to offer clinical experiences out of state. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

3B – Institutional Accreditation

Jefferson State is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC) to award the Associate Degree. The current accreditation was reaffirmed on June 19, 2014, and the next visit will occur in 2024. The SACS-COC seal of accreditation is located on the college's website at www.jeffersonstate.edu.

3C – Policies: Workload & Academic Standards

The workload policy for the PTA program does not differ from institution policy.

All full-time faculty are accorded equal recognition and status at JSCC. In addition, the institution recognizes that some professional disciplines, such as physical therapy with its strong clinical education component, may require more support than other types of programs. Consequently, the college is committed to providing additional financial support, faculty, and facilities as needed to adequately support both program tracks.

The program has three full-time faculty members. The program director can request to utilize L19 (hourly-part time) faculty as needed to meet program goals. The program director and academic coordinator of clinical education receives one class release time per term to adjust for administrative duties. The program director also receives an extra release to adjust for her duties as the Associate Dean of Health-Related Programs.

According to policy 4.10 Instructor workload and office hours, a full-time instructor may be employed to teach a(n) overload(s) per term for pay. The overload course(s) must be taught outside the normal work week of the instructor, and the pay must be at the prevailing part-time salary rate at the employing institution. According to policy 4.11 policy on granting release time a program/clinical coordinator of an applied science program will be granted one class release time per term. Currently, the program director/coordinator and the clinical coordinator of PTA, EMS, FSE, MLT, RAD, RPT, and VET programs all have one class release time for the spring 2022 term or are paid overload pay.

The college does not adjust in determining program faculty workload in terms of the relationship between credit hours and contact hours.

Program faculty are required to be either a physical therapist or physical therapist assistant licensed in the State of Alabama. To be licensed in the State of Alabama PTs and PTAs are required to obtain 10 CEUs per year. Program faculty provide service to the college by serving on division and college committees as requested. Due to the complexity of lab courses, the college allows the PTA program to have a 1 to 12 student to faculty ratio. This is different than general education courses with a lab component.

The college also recognizes that certain programs, including those preparing students for careers in health care, require additional academic and ethical standards that support safe, legal, and ethical performance. The college has allowed the program to establish additional requirements, such as higher standards for program admission, program progression policies, and clinical education performance and progression policies.

3D – Policies: Nondiscrimination

Jefferson State's statement of Equal opportunity, "Jefferson State has filed with the Federal Government an Assurance of Compliance with all requirements imposed by or pursuant to Title VI of the Civil Rights Act of 1964 and the Regulations issued thereunder, to the end that no person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity sponsored

by this institution". It is also the policy of Jefferson State to be in accordance with Title IX of the Education Amendments of 1972 which provides that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." It is the official policy of the Alabama Community College System, including postsecondary institutions under the control of the Alabama Community College Board of Trustees, that no person in Alabama shall, on the grounds of race, color, disability, sex, religion, creed, national origin, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment."

Jefferson State Community College's policies, procedures and practices assure nondiscrimination and equal opportunity to all its constituents. The college's Statement of Equal Opportunity is published on page 8 of the Jefferson State Community College Catalog & Student Handbook 2021-22 (JSCC College Catalog.pdf) and is accessible to students and the public on the college's website; [Statement of Equal Opportunity](#).

The [college catalog](#) may also be accessed on the college's website. A statement regarding equal opportunity is located on page "2" of the PTA Student Handbook.

In order to further inform all students of non-discrimination policies, statements on discrimination/harassment and the Americans with Disability Act are included on all course syllabi.

3E – Policies: Faculty & Staff

Policies, procedures, and practices that affect the rights, responsibilities, safety, privacy, and dignity of program faculty and staff are outlined in the college's handbook. The handbook is located on the college's intranet. Program policies, procedures, and practices are located on the program's internal drive. Faculty and staff receive access to the college's intranet and the program's internal drive after being hired. All said policies are applied consistently and equitably. For example, new faculty hires are not required to use the existing course material when designing his/her course. They have the freedom to select the text, content, and supplementary aids to build the course.

3F – Policies: Outside of Due Process

Policies are outlined in the JSCC catalog. Catalogs are available to students and are posted in the student hub section on the [college's website](#). For issues that may go beyond due processes within the college students have the option of filing a formal complaint with the Alabama Community College System. Per the Alabama Community College Website <https://www.accs.edu/student-complaints/> If, after exhausting all available institutional processes, a student's complaint remains unresolved, the student may appeal to the Alabama Community College System (ACCS) using the System's official Student Complaint Form (PDF) or Online Student Complaint Form.

The PTA program does not have a separate policy. The program follows the college's and ACCS's policy. The program would house the complaint on the college's secured drive in the Rehab drive under the PTA program's folder.

3G – Policies: Compatibility

The program policies that differ from institution policies are the admissions policy, grading policy, progression policy, orientation, advising, faculty attire, student attire, student health, drug and alcohol screening, lab participation, student-teacher lab ratio, and bloodborne pathogen. The program's clinical policies and procedures are specific to PTA students. These policies are different because PTA students have increased responsibilities due to their direct contact with patients in health care settings and the students must abide by the ethical and legal guidelines of the profession.

All Program policies and procedures are reviewed by the appropriate dean, and, if needed, the Vice President to ensure that they are consistent with the policies and procedures of the college. To adopt program-specific policies and procedures that differ from the institution, the process includes discussion at the department level, then bringing forth discussion with advisory committee if appropriate, finally forwarding the suggested policy change for administrative review and approval.

3H1 – Policies: Accreditation Compliance

The program director is responsible for the maintenance of accurate information regarding the program's accreditation status and current student achievement measures. The program director delegates the placement of the information on the

programs and college's website to the college's webmaster. The program director has the option to delegate the changing of the website to the administrative support personnel.

3H2 – Policies: Accreditation Compliance

All documentation, including that required by JSCC, by CAPTE, and by other agencies is the responsibility of the program director to ensure its timely completion and submission. The program director has the option to delegate portions of the documentation to other faculty and/or staff as needed.

The data for graduation rates, performance on state licensing, and employment rate is located on the PTA Website: [Program Outcomes](#). This information was also updated on the CAPTE website, directory of accredited program: [Program Outcomes](#).

3H3

The program has submitted all required fees within the timeframe identified by CAPTE. When notified by CAPTE in September of 2021, the program updated the program's webpage to meet the webpage verification requirement.

3H4 – Policies: Accreditation Compliance

Procedure for notification directs a letter to be written by the Program Director and approved by the dean. At the Program Director's discretion or the request of the dean, the letter may also be forwarded to the Vice President for approval. In addition to the

letter(s) being sent, the Program Director may follow up by telephone and/or email with the agencies regarding any other procedures that need to occur.

3H5 – Policies: Accreditation Compliance

The program director, program faculty, dean, and the institution will work very closely with CAPTE to formulate a plan (time frame dependent upon situation, but two-year maximum), which will ensure that the Program meets the Standards and Required Elements. In addition, the Program may utilize other parties, including clinical education faculty and the Program Advisory Committee, to assist in bringing the program back into compliance.

4A – Core: Qualifications-

Vanessa LeBlanc, the PD's, continued growth in effectiveness in teaching/evaluation includes the completion of 12 semester hours at Athens University in the areas of educational theory and methodology, instructional design, student evaluation, and outcome assessment. Additionally, she regularly attends state and/or national and college faculty development activities. Student evaluations and annual reviews indicates that she is meeting programmatic thresholds. Vanessa LeBlanc teaching assignments include PTA 230 Neuroscience, PTA 231 Rehabilitation Techniques (split with other instructors), PTA 202 Communication Skills and 263 PTA Clinical Affiliation I. The PD maintains contemporary expertise by attending APTA Alabama meetings, attending

continuing education courses in course content provided by the APTA and attending CAPTE self-study workshops.

Leslie Naugher, the ACCE's, continued growth in effectiveness in teaching/evaluation includes the completion of master's degree in Adult Education/ Curriculum Design. Additionally, she regularly attends state and/or national and college faculty development activities. Student evaluations and annual reviews indicates that she is meeting programmatic thresholds. Leslie Naugher's teaching assignments include PTA 250 Therapeutic Procedures Laboratory Traditional Track (Co-Coordinator/Primary Instructor), PTA 250 Therapeutic Procedures Laboratory Internet Track (Co-Coordinator/ Instructor), PTA 252 Physical Agents and Therapeutic Modalities Internet track (Instructor), PTA 252 Physical Agents and Therapeutic Modalities Traditional track (Instructor), PTA 240 Physical Disabilities I Traditional track (Instructor), PTA 240 Physical Disabilities Internet track (Instructor) PTA 260 Clinical Education I (Co-Coordinator/Primary Instructor), PTA 251Therapeutic Procedures II –Traditional Track Co-Coordinator/Primary Instructor), PTA 251Therapeutic Procedures II- Internet Track (Co-Coordinator/Instructor), PTA 231 Rehabilitation Techniques (Co-Coordinator/Instructor), PTA 263 Clinical Affiliation (Co-Coordinator/Primary Instructor. The ACCE maintains contemporary expertise by attending APTA Alabama meetings, attending continuing education courses in course content provided by the APTA, other reputable organizations, and attending CAPTE self-study workshops.

Cindy Elliott, full-time faculty member, continued growth in effectiveness in teaching/evaluation includes the completion of master's degree in Adult Education/ Curriculum Design. Additionally, she regularly attends state and/or national and college faculty development activities. Student evaluations and annual reviews indicates that she is meeting programmatic thresholds. Cindy Elliot's teaching assignment includes PTA 120 Introduction to Kinesiology, PTA 232 Orthopedics for the PTA, PTA 200 PT Issues & trends, PTA 231 Rehabilitation Techniques, PTA 251 Therapeutic Procedures II, PTA 201 PTA seminar (traditional and internet tracks), PTA 241 Physical Disabilities II (traditional and internet tracks), PTA 268 Clinical Practicum, PTA 220 Functional Anatomy and Kinesiology, PTA 222 Functional Anatomy and Kinesiology Lab, PTA 250 Therapeutic Procedures I. Cindy Elliott serves on the Academy of Physical Therapy Education Professional Development Committee , APTA Academy of Education Leadership Volunteer, and the APTA Academy of Education Website Review/Development Task Force.

4B

Dr. LeBlanc, Program Director, has five years of full-time post-licensure clinical experience as a PT. Her experiences include acute care, in-patient rehabilitation, wound care, outpatient, and skilled nursing. Dr. LeBlanc also has part-time post-licensure clinical experience as a PT.

Mrs. Leslie Naugher, ACCE, has four years of full-time post-licensure clinical experience as a PTA. Her experiences include acute care, outpatient, and skilled nursing.

Mrs. Cindy Elliott has four years of full-time post-licensure clinical experience as a PTA. Her experience includes outpatient. Textbook reviewer

4C

The college does not require service, however; per the evaluation of instructor document: Faculty members should be actively engaged in service at the program, department, division, and/or college levels. Faculty are encouraged to provide service beyond the confines of the College at the regional and national levels vis-à-vis their professional organizations. Service provides opportunities for faculty to exercise a leadership role in helping the College attain its institutional strategic goals and mission. Characteristics of excellent service include dependability, thoughtfulness, active participation and preparedness regarding committee assignments; willingness to accept responsibility and leadership roles; helping professional organizations meet goals; helping student organizations meet goals; and providing opportunities for students to interact with communities beyond the College. Faculty are expected to effectively advise students regarding their academic needs and to counsel students towards success.

Core faculty service include:

Dr. LeBlanc serves the institution as the chairperson for the Black History committee, an active member of the Honors committee, and a member of the Instructional Administrative Council. Dr. LeBlanc serves the profession as an active member of APTA Alabama Education Committee from 2015-currently. She served as the treasurer for APTA Alabama from 2017-2021. Dr. LeBlanc is a newly trained CAPTE reviewer for PTA programs.

Mrs. Naugher serves the institution as a member of the PTA program admissions committee. She serves the profession as an active member of APTA Alabama. She served as the PTA Caucus Representative from 2015-2019 and as the APTA scholarship subcommittee 2016-2018.

Mrs. Elliott serves the institution as a member of the faculty senate from 2015-currently and as a member of the social committee from 2015-currently. She currently serves the profession as a member of the APTA Academy of Education Professional Development Committee.

4D

Please refer to the Associated Faculty Detail Section

Dr. Brantley is an APTA neurological specialist. In the second semester of the technical program of 2021, she taught the neurological section of PTA 231 Rehabilitation Techniques.

4E

For core faculty, an evaluation process is in place to assist in identifying needs directed at improving faculty effectiveness. The process begins with student evaluations. These are completed for each course and are submitted to the program director for review.

In the spring, the instructor will prepare materials to self-assess their performance for an annual faculty evaluation. The faculty member will submit: (1) a summary of the instructor's professional development accomplishments for the year to date including goals achieved from the previous year's professional plan, and how they were used to

improve instruction; (2) evaluation of instruction by indicating how student evaluations were used to improve instruction (3) a list of committees and the level of participation of the faculty member during the year; (4) a list of other duties and accomplishments the faculty member wishes to have noted on the annual evaluation, and (5) an evaluation of their overall progress. The immediate supervisor will complete the evaluation of the instructor. The form used for instructor evaluation includes evaluative criteria derived from the skills and knowledge required for effective job performance. The faculty member reviews the evaluation with their Immediate Supervisor. If the employee also has an administrative role, the employee's immediate supervisor completes an Administrative Evaluation and works with the employee in establishing goals and methods for attaining the goals. As a result of this process, the faculty member will have guidelines to best determine needs for professional development. Requests for participation in professional development activities are completed in the fall utilizing an Individual Action Plan (IAP) for Professional Development. The faculty member utilizes the information from the evaluation process, self-assessment, college action priorities, institutional goals, and other pertinent determinants to request funding for appropriate development activities. See Policy 4.23 in JSCC Employee Handbook in appendices

For the year 2018-19, utilizing feedback from the student evaluations and feedback from the previous annual evaluation by the supervisor, Dr. LeBlanc, the PD, produced an IAP for professional development. In her plan she requested to attend the Neurology

Network's 3rd Annual Neurology Rehabilitation Symposium, to provide students with updates on current topics in neurologic physical therapy. The course was completed within the timeframe stated so that Dr. LeBlanc could prepare/enhance material for instruction in the appropriate courses in 2018 and 2019.

During the annual review process in spring 2019, Dr. LeBlanc had to address in the annual evaluation process, how goals were achieved and how they were utilized to improve faculty effectiveness. She reported that knowledge gained was applied to neurologic treatment for PTA 230 Neuroscience and PTA 231 Rehabilitation Techniques.

For the year 2020-2021, utilizing feedback from the student evaluations and feedback from the previous annual evaluation by the supervisor, Leslie Naugher, the ACCE, created an IAP for professional development. In her plan she requested to attend the Functional Amputee Rehabilitation course to provide updated knowledge on medical intervention and hands on techniques used to treat patients before and after an amputation. The course was completed within the timeframe stated so that Leslie Naugher could prepare/enhance material for instruction in the appropriate course in 2020 and 2021. During the annual review process in Spring of 2020, Leslie Naugher met with program director to discuss how goals were achieved and how they were utilized to improve upcoming courses. Leslie Naugher reported that the information obtained from this course was used to update information in PTA 250 Therapeutic Procedures I and 251 Therapeutic Procedures II lab/lecture courses.

For the year 2018-2019, utilizing feedback from the student evaluations and feedback from the previous annual evaluation by the supervisor, Cindy Elliott, the full-time faculty member created an IAP for professional development. In her plan she requested to attend the UAB Gross Anatomy of the Upper Extremity for Teacher Education course to provide in-depth knowledge, hands-on approach to the human body and how it functions with a focus on the muscles and bones of the upper extremity. The course was completed within the timeframe stated so that she could prepare/enhance material for instruction in the appropriate course in 2019 and 2020. During the annual review process in Spring of 2020, Cindy Elliott met with the PD to discuss how goals were achieved and how they were utilized to improve upcoming courses.

4F

The program does not have faculty that meet the definition of associated faculty.

However, evaluation of L-19 faculty begins at time of employment. The program director reviews the curriculum vitae to determine that the prospective associate faculty has appropriate education, practice experiences and/or professional development, in area of instruction. Based on review, a plan for professional development of the associate faculty can be created and may include in services such as using the learning management system, professional development webinars via APTA learning center and continuing education activities for specific area of instruction. Ongoing professional development needs for associate faculty are assessed through program-specific L-19 lab instructor or lab assistant skill and competency forms provided at the beginning of the semester and is used throughout the semester. The Instructor Self-Evaluation Form is provided at the end of the semester.

4G – PD: Qualifications

Dr. Vanessa N. LeBlanc graduated in 2003 from the University of West Alabama with a BA in Exercise Science. She then went on to earn a Doctorate in Physical Therapy in 2006 from Alabama State University. She completed 12 semester hours at Athens University to increase her knowledge of educational theory and methodology, instructional design, student evaluation, and outcome assessment. Dr. LeBlanc is currently licensed in the state of Alabama and Georgia. Dr. LeBlanc's five years of clinical experience as a physical therapist have been spent in the areas of acute care, inpatient rehab, wound care, and skilled nursing. She has developed a strong background in management, professional development, geriatrics, patient care concepts, and wound care.

Dr. LeBlanc has been a full-time faculty member since January of 2012. She is currently assigned as the primary instructor for PTA 200 – PT Issues and Trends, PTA 202 – PTA Communication Skills (both traditional and internet-based tracks), PTA 230 Neuroscience, and PTA 263 Clinical Affiliation. Dr. LeBlanc has been affiliated with educating students since 2006. After graduating she was an instructor for a pre-physical therapy summer program. She taught professional development and assisted in the physiology and anatomy lab. She developed and administered lab practicals for the anatomy and physiology courses. During this program, Dr. LeBlanc also assisted in advising undergraduate and high school students who were interested in health sciences. Dr. LeBlanc is certified by the APTA as a clinical instructor. She has also completed the online course provided by the APTA for documenting the PTA student

using the CPI. She has had the opportunity to provide clinical training for both PT and PTA students. She has also been instrumental in planning continuing education courses in the skilled nursing setting for therapy and nursing staff.

Dr. LeBlanc has been involved in administration, fiscal management, and human resource management in the clinical and education setting. Having held supervisory positions in the clinical setting as a therapy director, she was responsible for supervising and scheduling of personnel, in-service education, providing new employee orientation, procuring departmental supplies, quality improvement and assurance reporting, and maintaining compliance for facility accreditation process. As a faculty member, Dr. LeBlanc was commissioned to be a search committee member for multiple positions. During these appointments, she reviewed applications for completion, assessed each applicant to determine if the minimal requirements were met and participated in interviews. Dr. LeBlanc has also been instrumental in assessing program faculty by providing formal faculty evaluations and peer evaluations. She has been responsible for determining the equipment and supplies needed for the department and to develop the strategic plan to procure the items needed.

Dr. LeBlanc has attended several conferences to increase her knowledge base including, American Physical Therapy Association's (APTA) CSM 2004-2009, 2013, 2018, 2020; American Academy of Physical Therapy (AAPPT) annual meeting 2004-2010, 2021 and courses provided through employers. Dr. LeBlanc has held the role of Director and the co-chair of the conference committee for the American Academy of

Physical Therapy (AAPT). In these roles, she has assisted in the development of continuing education courses, advisement of students and colleagues, and community education.

CV_LeBlancVanessa

4H – PD: Effective Leadership

Dr. Vanessa LeBlanc, DPT, is the Program Director and has been since 2013. She uses email, telephone calls, Zoom teleconferencing, letters, memos, and direct meetings to communicate with all who are within and without her purview. Since the library, enrollment services, security, and the cashier's office are domiciled in the same building as the PTA Program, she communicates in any/all of the above methods with them as well. Per the 2020-2021 administrative evaluation, Dr. LeBlanc exceeds the expectant standards in keeping others informed.

Dr. LeBlanc holds monthly and quarterly assessment and planning meetings with her faculty and has each meeting documented and e filed. She also holds Advisory Committee Meetings twice each year in which she takes suggestions from the members on planning curricula, clinicals and getting their assessment of the Program from having students in their clinics for rotations during the year. For example, program admission requirements were assessed and changed during an advisory committee meeting. Prior to this meeting all applicants were required to have a current (3 years or less) ACT score. After the change applicants with a bachelor's degree or higher are not required to have an ACT

score. This change was implemented to increase inclusivity and access to the program.

Fiscal planning and allocation of resources are negotiated and directed by Dr. LeBlanc in conjunction with the Finance Department, the Dean of Instruction, and the VP of Academic Affairs. Budget requests are submitted for approval each academic year after a thorough review of the needs of the Program. Long-term planning helps to facilitate these yearly budget requests. The program has not gone over budget for the past five years while maintaining contemporary practice standards in the classroom and lab.

Faculty evaluations are the sole responsibility of Dr. LeBlanc after a self-evaluation from each faculty member. As a result of the evaluations faculty participate in continuing education courses to improve their content knowledge and the development of course materials.

The Director of Instruction evaluates Dr. LeBlanc as Program Director. There is a self-evaluation that Dr. LeBlanc turns in to the DI and he in turn completes her evaluation and discusses it with her. Included in the review are items such as Planning, Scheduling, and conducting meetings, inspiring others, developing staff, Initiating Action within area of responsibility, Time management, setting objectives, Ability to work with others, Budgetary Management, Cooperation with associates, and subordinates, Attitude, Judgement, et. al. There is also an area for explaining achievement of goals from the previous review period and new goals to be established for the coming year.

Dr. LeBlanc has been in the field of Physical Therapy for over 15 years having worked in the clinical setting before coming to Jefferson State Community College as an instructor and later, the Program Director. She has been a member of the Alabama Chapter of the American Physical Therapy Association for many years, serving as Treasurer for the past 5 years. She actively searches out new methodologies and practices through workshops, training sessions, periodicals, and other means of continuing education. Her passion for physical therapist assistant education is evident by her longevity in teaching and directing the PTA Program at Jeff State for the past 10 years.

Dr. LeBlanc leads the faculty in reviewing curriculum for content, design, and evaluation each year to ensure the Program is presenting material in the most effective way to the students in order to meet our learning objectives. Research on the most up-to-date clinical modalities and new techniques in the field is performed and incorporated in the curriculum on a regular basis.

Our Program has seen changes in structure, curriculum, and institutional presence all under the direction of our Program Director. These changes were performed seamlessly and have always proven to better the Program.

Dr. LeBlanc is an effective leader in the area of interpersonal and conflict management skills. She is consistently asked to serve on Interview committees for various positions for the college and to chair said committees.

Within the institution, Dr. Leblanc serves as Chair of the Black History Month Committee and is the Associate Dean of Health-Related Programs covering eight health care programs.

4I – Clin Ed Coordinator: Qualifications

In 2006, Mrs. Naugher became the ACCE for Jefferson State Community College. Leslie instructed core PTA courses full time (12-16 hours each semester) in both on-campus and internet program tracks. She also served on the advisory committee and was an academic advisor for multiple campuses. As part of advising duties Leslie educated local high school students on Physical Therapy career options. Leslie assisted the program director with new student application review, PTA orientation, new student orientation, PTA board exam review and job fair. Mrs. Naugher assisted and developed core classes during the internet platform transition from WebCT to Blackboard in 2008. Mrs. Naugher resigned in 2009 due to spousal military relocation assignment. She returned to JSCC PTA program in October 2011 and has been instrumental in the clinical education program with the program director. Along with the clinical education duties, Mrs. Naugher currently teaches PTA 250 – Therapeutic Procedures and PTA 252 Physical Agents and Therapeutic Modalities.

Leslie Naugher earned a Bachelor of Science degree in Exercise Physiology and Wellness from Jacksonville State University in 1997. She began pursuing a career in physical therapy by working as a rehabilitation technician at Carraway Methodist Medical Center. Mrs. Naugher earned an Associate's of Applied Science degree from

Jefferson State Community College in 2002. She earned a Masters in Adult Education and Curriculum Design from Troy University in 2017. Mrs. Naugher has been a practicing PTA for 19 years with clinical experiences in the following settings: acute care, skilled nursing rehabilitation and outpatient orthopedics. Mrs. Naugher developed a strong background in surgical protocols, neurological diseases and injuries, wound care dressing application, cardiopulmonary issues and treatment of the medically complex patient (including intensive care and trauma). In the acute care environment, she has provided co-workers with in-services on geriatric care, transfers, and fire safety for joint commission accreditation requirements.

In several of the facilities, she established relationships with clinicians specializing in orthotics and prosthetics, which created interest in the field, subsequently increasing knowledge base for related content in the curriculum. Mrs. Naugher assisted in the development of the clinical education handbook for Shelby Baptist Medical Center and developed a strong interest in clinical education. She has served as a clinical instructor in all employment settings and became a credential clinical instructor in 2005. She has worked with PTA students from many PTA programs in the Southeastern United States and as a CCCE in skilled nursing facilities. Mrs. Naugher is a member of the APTA and has over 13 years' experience teaching in the postsecondary level, including posts at Trident Technical College in Charleston, South Carolina (PTA and COTA programs, Adjunct Instructor for Medical Terminology). Mrs. Naugher holds a current Alabama PTA license; her areas of expertise are general medical, geriatrics, orthopedics, acute care, and cardiopulmonary.

In her time as ACCE, Mrs. Naugher has maintained, updated, and developed current clinical affiliations within the state of Alabama and other states, such as Tennessee and Georgia. She participates in multiple site visits during each semester to discuss roles, responsibilities and educate clinical instructors on upcoming program changes and events.

See CV_Naugher_Leslie

4J

The academic coordinator of clinical education (ACCE) participates in an administrative evaluation performed annually by the program director. The administrative evaluation is designed to review the employees' job performance, the improvements that can be made, and how these improvements can be achieved. The clinical coordinator will complete a self-eval and send to the program director. The program director will add feedback and set up a meeting to discuss the evaluation. At the completion of the meeting both parties will sign the document. The program director will then send the document to the appropriate administrator.

Mrs. Naugher plans the dates for the clinical experience a year in advance. She also plans the clinical experience orientation sessions. She identifies clinical sites for student placement and coordinates with the sites CCCEs to determine that the facility meets the program's clinical experience requirements and is accessible to meet the needs of diverse students.

Mrs. Naugher uses a wish list to allow student input in clinical experience placement. She meets with the student one-on-one to answer any questions about the logistics of the clinical site and/or clinical experience. She maintains an open line of communication via the college's learning management system (LMS), her email and office number. When conflict arises, she meets with all parties involved to assist with providing a solution.

The mechanisms used to communicate information regarding clinical education with core faculty and students begins with new student orientation and two additional clinical education orientations completed during the second semester of the technical program. This information is provided to newly admitted students during initial program orientation before the start of the program. Core faculty are provided information on clinical education during weekly staff meetings, advisory committee meetings, blackboard course announcements and staff emails.

The ACCE communicates with the clinical faculty, CI's and CCCE, a year prior to all clinical rotations via email and phone calls. She provides the program's student handbook, Clin Ed Form A2- Clinical Plan for time missed, Clin Ed Form H - Incident/Accident Report, Clin Ed Form Q - Criterion Referenced Grading, Clin Ed Form I-CI Program and Self -Assessment, PTA 263 and 268 Course Objectives, WEB CPI contact information and link to WEB CPI training.

This grading system used to monitor student progress and academic regulations at each level of the clinical experience is WEB CPI. The use of WEB CPI and the anchor

definitions from the APTA are used to establish a criterion reference grading format for the clinical experiences. This provides information to CCCE's and CIs on grading for each level of the clinical experiences.

The method used to assign students begins the second semester of the technical program. Students are given access to the ACCE's Directory of Placement Opportunities form Clin Ed Form O, PTA Forms Document Students are then given a Clinical Experience Preference Form Clin Ed Form C1, PTA 260, PTA Forms to complete and return to the ACCE. They are given the chance to request their top three choices from the placement opportunity form. Students may review facility Clinical Site Information via WEB CPI. This includes information such as the facility address, phone number and CCCE. Students are informed that the ACCE makes the final decision regarding clinical placements. Once students' complete forms, the ACCE reviews all requests and compares them with placement opportunities. The ACCE then places students according to program goals, student goals and interest. Students participate in a mandatory clinical education orientation for their final clinical experience. This provides the student with assignments for PTA 263 Clinical Affiliation I and PTA 268 Clinical Practicum. Students are also informed of all written assignments, a review of the Clinical Experience Manual, a review of clinical policy and procedures, and other pertinent information. All students have an opportunity to ask any questions regarding their final semester of clinical experiences.

To ensure that the supervision and feedback provided to students is appropriate for each student, the program uses a clinical weekly planning form. The student shares

their experience, the instructor provides feedback on the student's performance of the week and goals for the upcoming week are listed.

When the ACCE reviews WEB CPI at midterm if there are any issues with student progress or the need to alter level of supervision the student needs for the current clinical, the ACCE will contact the student and the CI for a meeting to discuss current situation. The ACCE will make weekly phone calls or do a site visit to maintain contact with CCCE/CI to confirm student is making progress to meet standards for final evaluation.

4K – Collective Core

To determine if faculty are academically prepared to meet the institutions expectations the college assess and verifies the faculty qualifications using the faculty roster form. The form lists the courses qualified to teach, academic degrees and course work, and other qualifications that includes licensure. Experiences of core faculty include but are not limited to orthopedic rehabilitation, neurological rehabilitation, outpatient rehabilitation, anatomy and physiology, wound care, cardiopulmonary, geriatrics, neurology, acute/intensive care physical therapy, administration and management, physical therapy law, and ethics. To add depth to the curriculum, guest lecturers with significant knowledge and expertise in specific topics are occasionally used to supplement instruction by faculty.

In addition, when assistance is needed, the program can consult with the Dean, Instructional Design Specialist, and other college faculty regarding instructional design

and methodology. Through the process for professional development, an individual action plan is established annually, and faculty selects activities that will enhance their skills and knowledge, ultimately improving content in the program. The program also has access to the Office of Institutional Research, Records, and Information, which collects data and assists with student/graduate evaluations.

The blend of faculty clinical experience and academic coursework units provides the academic knowledge and clinical skills to enhance the community by providing PTA workforce that can work at entry level in the clinical environment. The blend of faculty continuing education course work prepares the faculty to teach assigned courses. Data collected from course evaluations and graduate surveys indicate that the faculty have assisted the students/graduates to meet program goals.

4L

Core faculty develop academic regulations specific to the program with input from the advisory committee, students, and college administrators. Faculty evaluate academic regulation guidelines annually. If changes need to be made, the changes are discussed in the advisory committee meeting which meets biannually. Approved changes are published in the PTA student handbook and the college catalog updates.

Admission requirements utilizes an objective ranking formula. This ensures that program upholds the academic regulations of accepting only the top-ranking students. To ensure that students are meeting clinical education requirements, including

minimum performance levels, professional and ethical behaviors, the program uses Web CPI to evaluate the student's performance.

Academic regulations require students to progress through all prerequisites and co-requisites in the sequence specified by faculty. The college's registration system upholds this academic regulation by not allowing students to register for course if they have not met the prerequisite and co-requisite requirement. Regulations also include students must attain a grade of "C" or higher to maintain regular progression in the program. To uphold this regulation, program faculty review student grades at the end of the semester to determine if a student has earned a grade of "C" or higher.

If a student violates academic regulations the student who became "out-of-progression" will be informed in writing of their status, including the reason for being out-of-progression, procedures for readmission, or of their dismissal from the program. For example, a student in the class of 2022 failed PTA 250 Therapeutic Procedures I. The student received notification in writing of his out of progression status. The student met with his advisor to review his options for remediation. The students decided to decline remediation and the student was removed from the PTA program roster.

4M – Collective Core: Responsible for Curriculum

Curricula course descriptions for Alabama Community College System (ACCS) PTA programs in the state of Alabama are mandated through the ACCS. Program Directors for the state's PTA Programs, assisted in the creation of state PTA core courses and

common course descriptions for all courses. All state PTA Programs must include the core courses in their curricula. However, program faculty are responsible for determining the sequencing of the courses. The program faculty meet annually to review and revise, if necessary, the sequencing of courses.

The curriculum is revised and updated in response to feedback received from the local physical therapy community. The program director and ACCE review data from sources and determine what pertinent information should be included into the curriculum. Faculty members seek consultation of the PTA program advisory committee. For example, during the fall 2021 PTA advisory committee meeting the curriculum model and plan was reviewed. Advisory members discussed PTA 120 to become a required course of the program. After discussion was completed, it was determined to maintain the current prerequisites because the program is at its max credit hours as per Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Alabama Community College System. Clinical instructors are requested to provide information on the strengths and weaknesses of the program. Also, the program seeks information and feedback from students. Students are encouraged to participate in an evaluation of the didactic portion and the clinical portion of the program. The program will provide meetings minutes on-site.

4N – Collective Core: Determine Ready for Clin Practice

Program faculty uses the APTA's minimum skills for the PTA document and CAPTE's 7Ds as a guide to develop our skill checks. Each skill check has bolded items that address critical safety requirements.

Lab courses incorporate skill checks to assess a student's abilities to be competent and safe in the clinical environment. All skills are tested via skill check, psychomotor assessment, and/or via a practical. For a skill check, the student is given a patient situation and asked to demonstrate a specific therapy skill. While the student performs the given skill, a faculty member observes the student's performance using the skill check document. All criteria for that specific skill must be completed to pass the skill check. If a student is unsafe and/or does not demonstrate a passing level of competency for the skill check, they are permitted to participate in another skill check on a later date. Once a student has demonstrated that they are competent and safe with the skill checks, they are then eligible to participate in the psychomotor and/or practical examination for that course.

Psychomotor exams are like practical exams; however, students can retake the exam as many times as needed without the penalty of being out of progression. Practical exams are designed to simulate a physical therapy treatment session, whereby the student is presented with a synopsis of the physical therapy evaluation, treatment plan, and general guidelines for what they are to do with the patient. The practical exam also includes an assessment of professionalism. Upon completion of the practical

examination, the level of performance for the student is determined by using a grading rubric. A student must receive at least 75% on all practical exams in all laboratory courses and receive no automatic fail items for safety violations. Automatic failure of a practical exam occurs if the student does anything that would jeopardize patient safety. If a student does not receive a passing grade for the practical examination, they are permitted to take a second practical later. If the student does not receive a passing grade for the second practical, the student fails the course and is considered out of progression from the program. Policies for conducting skill checks and practical examinations are documented in P&P II-29 Skill Checks and P&P II-30 Lab Practicals.

If the student has not passed all skill checks, psychomotor assessments, and practical exams, the student will not be allowed to participate in a clinical experience.

To determine if a student is ready to engage in clinical education the ACCE and the PD reviews the student's skill check packet, practical exams, and the summary of student performance document. If the student has not passed all the skill checks and practical exams and/or have areas of concerns with safety or professionalism the student cannot participate in the clinical education program. The student will be considered out of progression.

Students and CIs are provided with the course objective for the clinical course PTA 260 Clinical Education I, PTA 263 Clinical Affiliation I, and PTA 268 Clinical Practicum. The course objective lists the specific skills in which the student must be competent and safe. CIs are informed of the courses completed prior to the particular assignment

through literature provided. It is the CI's responsibility, however, to determine an individual student's level of competence before allowing the student to perform a procedure on a patient. If a CI teaches the student a data collection procedure or physical therapy intervention that has not been presented or practiced in the academic setting, the CI assumes responsibility for determining student safety to apply that procedure to a patient in the clinical setting. All clinical education experiences are "Pass/Fail." However, students are assigned a letter grade for clinical courses based on the ACCE's analysis of CI ratings on the Physical Therapist Assistant Clinical Performance Instrument (CPI) and completed assignments as appropriate.

40 – Clin Ed Faculty: Qualifications

Program policy indicates that all clinical faculty utilized by the program, whether for the traditional track or the online track, should meet certain requirements. These requirements for clinical instructors, discussed in the Student Handbook, include:

- Graduate of an accredited PT or PTA program
- Licensed, or otherwise regulated, in the state in which they practice
- Minimum of one year of clinical practices experience in the area in which they are teaching
- Practice within legal and ethical standards
- Attended a Basic Clinical Instructor Workshop
- Familiar with the Program curriculum and objectives for each clinical experience level
- Able to plan learning activities to meet student objectives, needs and special interests
- Able to provide formative and summative evaluations of student performance
- Good oral and written communication skills
- Form a supportive, professional relationship with students
- Serve as a role model for self-development and continuing education, ethical and effective practice, and professional behaviors
- Able to participate in the APTA's online WEB CPI training.

The program expects our clinical instructors to observe the student's clinical performance, facilitate meeting objectives for the course, and that the Web CPI demonstrates that the student was evaluated on all aspects of the document. The sites receive Student Evaluations of Clinical Experience (ClinEd Form G, PTA Forms Document.pdf) –Clinical Instructor Program Evaluation and Self-Assessment (ClinEd Form I, PTA Forms Document.pdf) electronically prior to the start of the clinical experience. All CIs must complete the APTAs WEB CPI training to be able to use Web CPI.

Data from the Student Evaluations include information related to the student's orientation, supervision, instruction, and interaction with his/her CI while at the facility. Data from the Clinical Instructor Program Evaluation and Self-Assessment includes a program evaluation, professional development, instructor self-assessment, additional comments regarding the clinical experience and specific instructor data. The ACCE reviews the forms at the end of the clinical experience and the data is compiled by the Associate Dean's Executive Secretary.

The qualifications of clinical instructors who provided instruction for more than 160 hours during the third semester of the technical program 2022 semester of one student included a ranged of 3 to 35 years of clinical experience. The clinicians have specializations in lymphedema and massage therapy. The clinical instructors participated and successfully completed the PTA WEB CPI online training through the APTA learning center. The clinicians serve as role models and are involved in leadership

positions in their employment settings. This includes being a member of the APTA, being an OP clinic director and the CCCE for their facility.

The program's expectations for clinical teaching effectiveness of the CI's are determined by reviewing the student responses on items located on Clin Ed Form G. The items provide information on facility orientation, instruction, supervision, feedback, and performance evaluation for the specific facility. Clin Ed, Form I offer information on clinical instructor's education, certification, and various levels of clinical experience. Clin Ed Form U provides information on how the facility meets program and student goals/objectives. The review of this information assists the ACCE in determining if facility meets the expectations for clinical placement.

CI can assess and document student performance using WEB CPI. Each clinical rotation is set up in WEB CPI domain with specific levels of experience to include first, intermediate, final. The evaluations are set up with a time frame within the semester. Each clinical is set up for the CI and student to access anytime. The clinical instructors must complete WEB CPI training through the APTA learning center to access the performance evaluation within the WEB CPI domain. Clinical instructors are provided Clin ed form Q Criterion reference grading before the student arrives to assigned setting. The criterion reference grading provides information on how the items in WEB CPI correlate with the APTA's CPI anchor definitions. The performance evaluation is reviewed by the ACCE at the end of each clinical experience so that a grade can be issued for the clinical education course.

The aggregate data from Clin ed Form G, Form I and Form U provide the ACCE with information on determining the effectiveness of the clinical education experience, to assess the need for clinical faculty development, to allow students the opportunity to evaluate the overall clinical experience, to obtain updated clinical instructor professional information, to assess the facilities' mission/philosophy, educational goals and safety management procedures. The data is reviewed by the ACCE at the end of each clinical experience to prepare for future clinical opportunities and address any strengths and weakness of the facility and the program.

The data used to assess the teaching effectiveness of clinical instructors who provided instruction for more than 160 hours during third semester of the technical program 2022 is reviewed by the ACCE at the end of each clinical experience and end of semester. The data reveals excellence in orientation to facilities, specific documentation and software systems, daily feedback on treatment sessions, review of orthopedic surgery protocols, cotreating and communication with other therapy disciplines and nursing staff, facility specific modalities, facility specific equipment for neurological patient care , applying critical thinking skills for best practice for patient care, time management and billing procedures for specific facilities, strengths and weakness of the individual student, clinical instructor self-assessment in specific facility and participation in continuing education courses both past and present.

Standard 5 – Recruits, admits and graduates

5A – Policies: Recruitment & Admission

The planned class size for the program is 30 students. The class size allows for the program to maintain the 12 to 1 student to faculty lab ratio. The program classroom and lab accommodate 30 students with additional space for group work and practice.

Program procedures for recruitment of students involves program faculty participating in the college's new student orientation, community job/career fairs and events in our service area. Advisory committee members assist with recruitment by promoting the program to students when the students are completing observation hours at the advisory committee members facility.

Admissions criteria include 1) Completion of prerequisite courses: Anatomy and Physiology I and II, English composition, General Psychology, Human Growth and Development, Intermediate College Algebra or higher, Speech, Humanities, and Medical Terminology. If a student is completing prerequisite courses during the semester prior to the start of the program, they may still apply for consideration to be admitted conditionally. If a student is accepted on a conditional basis, all provisions must be completed before the start of the program, or the student forfeits their position. 2) Students must complete all required PTA general education courses with a grade of "C" or better with a GPA of 2.50 or above. If a student is completing prerequisite courses during the semester prior to the start of the program the course completed must meet

the GPA requirement 3) Students must provide proof of achieving a composite score of 21 or higher on the ACT examination within three (3) years or prior to the deadline or have proof of earning a bachelor's degree or higher. 4) The student must complete the observation alternative activity in its entirety and include with the application.

The program follows a 19-step procedure for admissions. The procedure includes deadline dates, requirements for applicants to complete, actions of the program faculty and director, actions of the admissions committee, use of ranking formula, and the procedure to inform applicants.

To maintain the planned class size, the admissions committee will review the applicants ranking number and accept the top 30. Individuals 31-33 will be placed on a waiting list. If more than one student at the end of the ranking list has the same ranking number, the program will accept a smaller cohort and maintain three individuals on the waiting list. The Admissions and Eligibility policy prevents over enrollment.

The college and program offer equal opportunity in admission and educational programs and activities in compliance with Title VI and VII of the Civil Rights Act of 1964, as amended, Section 504, of the Rehabilitation Act of 1973, as amended, the Age Discrimination Act of 1975, and Title IX of the Educational Amendments of 1972, as amended, and the Americans with Disabilities Act of 1990. The program uses an objective, non-discriminatory ranking system to admit students. The admissions committee includes a non-program faculty member to review ranking formula scores to ensure that the admission procedures are applied equitably. The program director will

also meet with the advisory committee chair to discuss equitable concerns raised by candidates' applications.

The programs process for determining acceptance of credit from other institutions is to contact records with the student's information. Program faculty will then follow up by checking the student's degree works.

Students enrolled at the College typically live in the service area in which Jefferson State's four campuses are located. These counties include a mix of urban, suburban, and rural areas. To assist with accessing the colleges' diverse student population, program faculty participates in new student orientation on multiple campuses that are in urban, suburban, and rural areas. Program faculty also participates in community job/career fairs and events that target minority and underrepresented students in the profession. For example, the program director was a guest speaker for a local high school girls science, technology, engineering, and math club. The program director also hosted a Q&A session about the PTA profession to a local high school ESL (English as a second language) program. The program director was also the graduation speaker for a local African American sorority's youth enrichment program that target careers in science, math, and related technologies. Advisory committee members also promote the program to individuals that they encounter.

5B – Students & Applicants Provided Relevant Info

The program provides information in a variety of ways to prospective students. The PTA Seminar is one avenue that the program uses. The Intro seminar provides recruitment

and admissions information, including admissions criteria. The Intro Seminar is available virtually through the college's website. Catalogs are provided to students via the college websites. During advising sessions for prospective and enrolled students' faculty will guide students to the catalogs. Recruitment and admission information, including admissions criteria, transfer of credit policies and any special considerations used in the process are provided through the PTA seminar, on the college's website and the program's webpage. Academic calendars can be found on the college's website. Grading policies are included in the PTA handbook, in each course's syllabus and are included on the college's website. Technical standards or essential functions are listed on the PTA webpage and are also included in the Seminar offered to prospective students. Acceptance and matriculation rates are included on the PTA webpage as well. Student outcomes including, but limited to, the most current two-year data available for graduation rates, employment rates, pass rates on licensing examinations (first time and ultimate) are provided during the PTA seminar and on the program's webpage. Costs of the program (including tuition, fees, and refund policies) are listed in the PTA handbook, on the program's webpage, on the college's website and are also provided through the Seminar. Information on financial aid can be found on the college's website. Information related to Job/Career opportunities is provided during the Seminar, along with on the PTA program and college's website. Availability of student services is provided in the PTA handbook and on the JSCC website. Health and professional liability insurance requirements are listed in the PTA handbook. Information about the curriculum is provided to students through the PTA handbook, PTA program

webpage, and the JSCC website. Information about the clinical education program, including travel expectations to clinical sites; required health information; potential for other clinical education requirements, such as drug testing and criminal background checks; and access to and responsibility for the cost of emergency services in off-campus educational experiences are provided to students in the PTA handbook. The program has orientation during the spring and fall semesters and twice for clinical experiences.

The program recognizes that students are oriented on CAPTE, the purpose of accreditation and CAPTE's webpage and that they can submit a complaint to CAPTE; however, program faculty does not walk students through the process for filing a complaint. During the first semester of the technical program 2022 semester the program director walked the students through the process for filling a complaint with CAPTE.

5C – Enrollment Agreements

Not applicable

5D – Policies: Students

There are institutional and program policies, procedures, and practices in place to protect the rights and privileges of persons associated with the education program. The college privacy policy is located online (JSCC Privacy Policy); the Jefferson State Community College Catalog & Student Handbook.

Students receive information on policies in the PTA Student Handbook upon orientation to the program; each are reviewed, and students sign appropriate acknowledgements. Faculty are provided handbooks with appropriate policies upon hire.

The program works diligently to protect the rights and privileges of students. For example, students have the right to choose course enrollment preference. This consists of the traditional on campus program or the internet online program. Students are provided information on the program options during a PTA new student orientation. Students are encouraged to ask questions and seek clarification on the program options. Another example is students are informed of a possibility of photographs or videos being taken during class or laboratory sessions. They are provided with video and lab consent form at PTA new student orientation. The document informs students that during the academic year the program uses photographs and/or videos for online course materials, on the program's website, or for other legitimate purposes.

The faculty provide students with information regarding the American Disabilities Act. The college will provide reasonable accommodation for individuals with documented disabilities. Information regarding initiating a request for accommodations is provided to students through course syllabi and Jefferson State Student handbook.

Students are provided with a complaint resolutions and grievance procedure both at college and program level. This requires the student to follow the procedures in the college's handbook and the PTA program handbook.

If a student's progression in the PTA program is interrupted and they want to be readmitted, they must remedy the circumstances that yielded the out of progression status. The student is provided with a remediation plan which they have the right to agree with terms of remediation or decline the terms of the remediation plan.

5E – Policies: Retention & Progression

Program faculty provide students with regular reports of academic performance via the learning management systems (LMS). Students' assignments and quizzes are graded and posted to the LMS. Students may also receive graded assignments in their student mailboxes. Midterm and end of semester conferences are also scheduled with each student and their assigned PTA advisor to review academic performance. During this conference faculty will meet with their advisees and complete a Summary of Student Activity and Performance Form (PTA Form V, PTA Forms Document.pdf). In addition, the core faculty is available for informal counseling throughout the week and may schedule other meetings as needed with individual students if problems concerning grades or other matters requiring immediate attention arise. Faculty may consult with the Program Director if needed.

During clinical experiences students are required to submit to the ACCE a Weekly Planning Form that details feedback on the student's performance for the current week and plans for the upcoming week. This expectation is detailed in the course syllabi for the clinical courses. The students and the clinical instructors receive the course syllabi prior to the clinical course beginning. Also, during clinical experiences students receive

reports of their clinical performance and progress via the Clinical Performance Instrument (CPI). This is done at midterm and at the end of the clinical experience.

Faculty are one resource that is available to students to support retention and progression of students through the program. Faculty are available for informal counseling throughout the week. Faculty may schedule other meetings as needed with individual students if problems arise concerning grades or other matters requiring immediate attention. The program's laboratory is another resource that is available to students. Throughout the semester faculty offer open labs to assist student's psychomotor skills. The laboratory also provides access to PTA textbooks and journals. Lastly, the college has a student hub on its website

<https://www.jeffersonstate.edu/studenthub/> to assist with student issues outside of the classroom.

Students whose progression through the Physical Therapist Assistant program is interrupted and who desire to be readmitted must remedy all conditions that produced the out of progression status within twelve (12) months of the last class day of the semester in which the student's progression was interrupted. After remedying the circumstances that interrupted progression, in order to be considered for readmission the student must: complete the required form for readmission to the College if not currently enrolled, submit a letter to the Program Director requesting readmission, submit the following to the Program Director by the designated date: Official transcripts from other colleges or universities attended while out of progression, proof of current

student liability insurance, updated medical forms, if requested, proof of current certification in cardiopulmonary resuscitation at the health care provider level, and other documents or forms as required by the PTA Program.

Retention activities support a diverse student body by allowing all students who are out of progression to receive the opportunity to complete the remediation process with remediation activities that are tailored to meet the needs of that individual student.

6A – Plan Based on Contemporary Information

The common theme of the program's mission and goals is to prepare competent, ethical, entry level Physical Therapist Assistants who are lifelong learners and advocates for the profession of physical therapy. The means by which the program meets its stated goals and objectives is reflected through the design of the curriculum.

The curriculum plan is based on contemporary practice, standards of practice, and current literature. The plan is based upon contemporary practice and standards of practice due to the programs use of CAPTE standards and the Alabama State Board of PT rules and regulations. The program also utilizes the minimum required skills of the PTA graduate and The Guide to PT practice to incorporate a historical prospective of standards of practice. Program faculty also review current refereed PT journals to develop and revise the curriculum plan.

The program does not use a state-mandated curriculum plan. However, the program is required to adhere to courses listed in the Alabama Community College System course

directory. The Alabama Community College System course directory is a list of all approved and for-credit courses that can be taught at any college in the Alabama Community College System. See appendix ACCS-Course directory

6B

Students of the PTA program are required to complete the 29 credit hours of prerequisite general education courses prior to being admitted to the technical phase of the curriculum. The courses listed below meet the requirement of the associate in applied science (AAS). These requirements are published on page 61-62 of the JSCC College Catalog and Student Handbook.

The prerequisite general education and basic science courses required for the AAS degree in physical therapist assistant includes BIO 201 (4 Semester Units) Anatomy and Physiology I, BIO 202 (4 Semester Units) Anatomy and Physiology II, ENG 101 (3 Semester Units) English composition, PSY 200 (3 Semester Units) General Psychology, PSY 210 (3 Semester Units) Human Growth and Development, OAD 211 (3 Semester Units) Medical Terminology, MTH Elective (3 Semester Units) Intermediate College Algebra or higher, Speech Elective (3 Semester Units), and Humanities (3 Semester Units). The faculty believe the required prerequisite coursework meet the state mandated general education core requirements and provide foundational knowledge that will prepare the students for success in the technical phase of the curriculum. English 101 - English Composition I and OAD 211 – Medical Terminology develops language and written communication skills used in documentation. The speech elective allows the students to improve their oral communication skills. Psychology 200 -

General Psychology, and Psychology 210 - Human Growth and Development provide the student with an understanding of how and why individuals of various ages may respond to various situations and environments. In addition, the psychology courses provide the students with an understanding of the developmental landmarks for individuals of various ages. Math 100 - College Algebra or higher elective facilitates the students' development of problem-solving skills. Finally, Biology 201 and 202 - Anatomy/Physiology I & II provide the students with a foundation of knowledge about the human body that will be necessary throughout the technical phase of the curriculum.

6C

The PTA program at Jefferson State Community College has a hybrid curriculum model which includes case based and modified problem based. The educational principles the curriculum is built on are:

1. To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned.
2. Goal-directed practice coupled with targeted feedback enhances the quality of students' learning and to become self-directed learners.
3. To become self-directed learners, students must learn to monitor and adjust their approaches to learning.

An example of how the three principles translate in learning experience is the use of skill checks. After receiving instruction on how to complete the skill checks, the student practices the skill. At a designated time, the student performs the skill for an instructor. Upon completion of the skill check, the student receives feedback from the instructor

regarding overall performance of the specific skill. If the student pass, they use the feedback to prepare for the next skill. If the student did not pass the skill check, they use the feedback provided by the instructor to adjust their approach to pass the skill check on the next attempt. The student will then apply what they have learned to complete a practical exam.

Another example of the third principle translate in learning experience is the use of student established goals during the midterm advising session. The student meets with their assigned PTA advisor to review their progress in the program where they set goals for the end of the semester. Goals like an increase in course grade percentage by the end of the semester and no instances of professional misconduct in class or lab.

6D – Organization of Curriculum

The curriculum is organized in a 1+1 format in which students complete approximately one year of general education consisting of nine prerequisite courses prior to admission to the technical phase of the program. Students can complete the general education portion in approximately 2 semesters. Once admitted to the program, they complete 3 additional semesters of technical education.

The technical phase is organized into three sequential parts. During the first semester, students are provided the foundation of knowledge and skills that they will utilize throughout their professional lives. Courses include 202, 220, 222, 250, and 252. During the second semester, students advance to more complex content including specific practice areas of orthopedics, neurology, cardiopulmonary and pediatrics. The

courses include 260, 230, 231, 232, 240, and 251. PTA 200 is a foundational course that is offered in the second semester of the technical program. This course was moved to the second semester of the technical program secondary to student's complaints of being overwhelmed in the first semester. Courses from the first semester, and second semester provide foundational skills necessary to function in the first clinical environment, which is normally a 2-week clinical scheduled for mid- second semester after they have completed the first semester of the technical program and part of additional courses in the second semester. The primary emphasis of the last semester is the refinement of skills needed for entry-level PTA practice. Courses include 201, 241, 263, and 268. Students are engaged in 16 weeks of clinical experience and carry two academic courses through distance education application.

This model confirms that students entering the technical phase of the program have a foundation in the basic scientific principles underlying physical therapy concepts and applications and basic communications skills. Content in the first semester is designed to build on the foundation of scientific principles by relating the knowledge to introductory physical therapy concepts, issues, skills, and applications. The second semester courses involve a higher level of skill and application and provides the student with the information on a variety of physical dysfunctions. At the completion of the second semester of the technical program, students have learned to function and adapt with clinical concepts of higher complexity and bring forth a new level of skills to put to test in the third/final semester. Courses from the first semester, and second semester are the foundational skills necessary to function in the first clinical environment. Due to

college mandates, in second semester of the technical program of 2020, we moved the 2-week clinical to the end of the second semester of the technical program. We received positive feedback from clinicians and students about the change and we decided to keep the clinical at the end of the second semester of the technical program term. One course, PTA 241 Physical Disabilities II, expands on pathologies of various populations. This course is designed to end prior to their terminal clinical experience so that students may be placed in a more complex learning environment for their last rotation if appropriate. The 2nd academic course, PTA 201, emphasizes concepts that allow students to transition from student to practitioner; this course last the duration of the third semester of the technical program and allows the student to engage in activities and assignments that may incorporate experiences from the clinical environment. Students are expected to synthesize the knowledge, skills, and abilities from all previous coursework and experiences to be prepared to function as entry-level PTAs upon completing the program.

Examples are as follows: In the first semester, in PTA 220 students learn basic anatomy as related to physical therapy; in PTA 222 students use what they have learned in PTA 220 to locate anatomical structures and to test and exercise muscles. In the second semester of the technical program PTA 232 students learn about orthopedic conditions, this course builds on the concepts taught in PTA 220. In 231, students use what they have learned in 232 to perform soft tissue mobilization, perform special tests and to progress exercises. In the third semester students integrate the knowledge learned from lectures and labs during their clinical experience where they work with geriatric

and/or pediatric populations. Neuro and cardiopulmonary conditions are sequenced in the same format as ortho. Students take courses and accompanying labs and apply learned knowledge during the clinical experience.

PTA website at: [Sample Course of Study Curriculum Overview](#),
Jefferson State Community College Catalog and Student Handbook, JSCC College Catalog.pdf, Page 152
Curriculum Sequence, PTA Student Handbook

6E – Course Syllabi

Please see the course syllabi that are accessed from the WinZip file

6F – Course Objectives

The program meets the adequacy of performance outcomes by integrating basic foundational knowledge to advance knowledge and skills. The curriculum plan includes course objectives that are written in behavioral terms that are measurable and observable within each course document designating the related domain that they address. The course objectives are designed using Bloom's Taxonomy, Cognitive, Psychomotor, and Affective Domains. Content in the first semester of the technical program semester is designed to build on the foundation of scientific principles by relating the knowledge to introductory physical therapy concepts, issues, skills, and applications. The second semester of the technical program, students' progress to applying and analyzing clinical concepts of higher complexity. The third semester of the technical program focuses on preparing the student to function as an entry-level PTAs in the clinical environment. Students are expected to synthesize the knowledge, skills,

and abilities from all previous coursework and experiences to be prepared to function as entry-level PTAs upon completing the program. Below are two examples of how expected competencies program from introduction to demonstration.

1. In the first semester of the technical program semester gait training content starts with basic anatomical knowledge of the lower extremity and progresses to the assessment of gait patterns, using appropriate assistive devices with the correct weight bearing status and level of assistance. The second semester of the technical program the students are introduced to advanced gait training which includes physical therapy equipment and other medical devices in addition to basic knowledge of gait training. The third semester of the technical program students are now in a clinical environment in which they are required to apply all basic and advanced skills for gait training with the patients they are assigned by a clinical instructor. Please see the progression below:

- First semester of the technical program:
 - PTA 220 H. Demonstrate knowledge of normal and abnormal gait
 - PTA 250 E. Demonstrate and teach basic gait training on level and uneven ground, inclines, stairs
- Second semester of the technical program:
 - PTA 251 D. Identify different lower extremity prostheses and demonstrate appropriate physical therapy interventions post amputation.
 - PTA 251 E. Analyze gait patterns and deviations common among patients with LE amputations
- Third semester of the technical program:
 - PTA 263 and 268 A. Demonstrate competency, according to the Criterion Referenced Grading, in CPI Criteria 1-14 as defined by the APTA Clinical Performance Instrument

1. In the first semester of the technical program students are introduced to kinesiology learning to apply basic knowledge of anatomy to biomechanics and

concepts of movement as related to therapeutic exercise. In the second semester of the technical program students analyze human movement to determine exercise prescription based on patient diagnosis. The third semester of the technical program students are in a clinical environment where they apply knowledge of concepts, application, and analyzing into treatment of patients within the plan of care and specific to their diagnosis. Please see the progression below:

- First semester of the technical program:
 - PTA 220 E. Recognize and describe normal and abnormal movement
 - PTA 222 G. Analyze and describe normal and abnormal movement
- Second semester of the technical program
 - PTA 232 D. Develop PT treatment interventions for common musculoskeletal dysfunctions.
 - PTA 231 A. Perform common therapeutic techniques to treat peripheral nerve, musculoskeletal, and pain dysfunctions.
- Third semester of the technical program
 - PTA 263 and PTA 268 A. Demonstrate competency, according to the Criterion Referenced Grading, in CPI Criteria 1-14 as defined by the APTA Clinical Performance Instrument

6G – Variety of Instructional Methods

A variety of instructional methodologies are utilized in the curriculum. Theory based courses incorporate a variety of instructional methodologies, including lectures, class discussions, small group discussions, individual presentations, group presentations, and internet chat sessions. Each method can be presented in a classroom setting or the learning management system (LMS).

Laboratory based courses incorporate the following instructional methodologies: demonstrations of laboratory activities by faculty; students practicing skills as a patient/PTA; field trips to nearby clinics or facilities that allow students to observe applications of related course content; and/or role play, or patient care simulation activities related to laboratory skills.

Clinical based courses incorporate the following instructional methodologies: students providing patient care under the supervision of a PT or PTA clinical instructor; student and clinical instructor discussions that provide opportunities for formal and informal feedback; students participating in or observing activities related to departmental administration or departmental operations that are not related to patient care.

The program uses the instructional methods and learning experiences stated above because they are congruent with the educational principles the curriculum is built on and they allow every type of learner to experience learning in a manner that is most helpful to them. For example, faculty uses lectures with accompanying PowerPoint to disseminate information and expound upon key points in the textbooks. This helps visual and auditory learner. In-class and online discussions are used to facilitate student to student learning and to process what they have heard in class. Presentations are used so that students can conducted a review of evidence-based literature and to develop their public speaking skills. Lab activities are used to practice and demonstrate psychomotor skills.

6H – Variety of Evaluation Processes

Core Faculty members use a variety of methods to measure student achievement of course objectives. Lecture courses generally include a midterm and final written examination during the term; quizzes occur weekly; written assignments and discussion board post that assess the students' ability to understand and apply course content occur weekly or bi-weekly. Core faculty members account that the expansion program students receive the same variety as parent program students.

Laboratory courses may include skill checks which happen weekly for patient care activities where patient safety and appropriate effective techniques are emphasized. If utilized, they occur prior to practical examinations. In laboratories, there is at least one practical examination at the end of a term that assesses the students' abilities to apply a laboratory skill to an appropriate patient care situation. Other activities include weekly individual or group assignments that assess students' abilities to apply observation skills; and/or assignments that assess the students' abilities to provide documentation that supports a laboratory skill.

Clinical education courses use weekly written assignments and the Clinical Practicum Instrument (CPI) that was developed by the APTA to assess the students' achievement of the clinical course objectives. As a result of using both the CPI and other assignments, copies of the grading rubrics utilized for clinical courses PTA 260, 263 and 268 are also attached.

The program ensures that assessments used by the program to evaluate student performance are appropriate for instructional content and for expected level of student

performance by core faculty review, student evaluations, and FSBPT content area school reports. Core faculty will reassess their own examination based on student outcomes; generally speaking, if a question has been correctly answered by only 30% or less, the question will be reviewed. Core faculty work together to ensure that assessments are relating back to objectives and covering core content appropriately. This is done by starting with the course objective and triangulating the quiz or assignment questions to the midterm and/or final exam question back to the course objective. This is an ongoing process, and we are already working to improve assessments this semester, including practical keys for fairness. This is particularly important as the program faculty does their best to employ consistency in grading to uphold the integrity of the learning process. Student feedback is important in allowing the teacher to receive commentary on the exams, the general perception of the exam, and to constantly assess their own methodologies in the classroom. The program also looks at FSBPT content area school reports to determine areas of weakness and strengths based on student outcomes.

Assessment review is ongoing, and the program continues to utilize core APTA documents to guide program direction to ensure that the standards and required elements are being met and the needs of the students are being met as well.

6I – 6I8

6I

The program's distance education (expansion program) option is a hybrid program and cannot be completed entirely online. All students are required to be on campus for

laboratory sessions and clinical experiences. Lecture courses available online require that online PTA students visit instructional sites to give presentations or to complete exams, labs, and/or clinicals.

6I1

Evidence of how the faculty is effective in distance education is determined by course evaluations at the end of the semester. Evidence of how the faculty is effective in student performance is determined by FSBPT scores.

6I2

Students in both tracks complete the curriculum in the same time frame. While students in the traditional track take all courses on campus, internet-based students (expansion track) complete lecture courses through the learning management system and recording system. The recording system allows students to see the material being reviewed and hear program faculty and traditional students discussing content. The online students receive lectures that were recorded during the traditional class period. Both tracks of students have the same assignments with the same due dates. Internet courses (expansion program) have discussion boards to provide an opportunity for student to faculty interaction and student to student interaction. Internet students (expansion program) participate in lab sessions on campus with traditional students. Internet students participate in clinical experiences during the same time as traditional students.

6I3

Students are provided copies of course objectives, course syllabi and course schedules through the learning management system. Each document provides expectations

specific to course content. The documents mentioned above are used to develop assessment tools. Distance education student's psychomotor skills are assessed on campus with the traditional students. Distance education student's cognitive skills are assessed on campus or via the learning management system using a proctor service.

6I4

The mechanism used to determine student identity is the use of a college provided login and a user provided password to access the learning management system.

The program uses lock down browser and proctoring service via the college's learning management system. Prior to beginning the test, the student is required to show their ID to the camera and the camera is active during the entire testing period.

6I5

The program uses lock down browser and live proctoring service via the college's learning management system and program faculty. Program faculty reviews the monitoring service to check for irregularities and possibilities for cheating.

6I6

For students engaged in the online environment, the program requires that students access their courses and coursework by secure login and pass code. The grades for all assignments and tests are located on the college's learning management systems. All written tests are kept in the student's academic folder in a locked drawer in the program director's office during the tenure of the student. After the student graduates, the files are moved to a locked cabinet in a storage room next door to the PTA suite.

6I7

Tuition/fees are the same for distance education and on-campus students.

6I8

Distance education students have access to student services like advising, counseling, disability services and financial aid services via the student hub at

www.jeffersonstate.edu/studenthub/. Distance education students also have access to the services when they are on campus for laboratory days same as the traditional students. The college does not offer health services for on-site students or distance education students.

6J – Clin Ed

6J1 – Clin Ed (pts commonly seen, lifespan, continuum of care)

The program's expectations are for students to work with a variety of patients and treatments by the end of the program. Some of these patients include cardiopulmonary, neurologic, and orthopedic diagnosis across the lifespan. Some of these treatments include but are not limited to therapeutic activity, therapeutic exercise, gait training, and the use of modalities. The management of these patients are done through communication, documentation, data collection, clinical problem solving, therapeutic interventions and resource management. The program monitors students experience by using Clin Ed Form E Student Experience and WEB CPI. Before the students begins the next clinical experience, the ACCE reviews the Clin Ed form E to determine if the student is on track to seeing patients across the lifespan and the continuum of care.

The range of experiences other than those required are wound care, industrial medicine, pediatrics, home health, school system and wellness prevention.

6J2

The program has access to multiple settings including, pediatric, outpatient, inpatient, acute care, and skilled nursing. All students are required to participate in four clinical experiences. One long term (five or six weeks) inpatient clinical experience (includes acute care, sub-acute, skilled nursing, or inpatient rehab) and one long term (five or six weeks) outpatient clinical experience. The other two clinical experiences are determined based on student interest and clinical experience needs. The program monitors each student using Clin ed Form W2 placement worksheet which contains the student's name and the assigned clinical experience.

6J3

During PTA 260, 263, and 268A students complete written assignments and may be asked by their clinical instructor to complete oral presentation assignments that assess their abilities to educate other health professionals within the clinical environment.

Documenting appropriate integration, progression and expected level of performance for interprofessional practice is assessed using CPI items # 2 Clinical Behaviors and items #5 communication. Collectively clinical education experiences provide students ample exposure to patient care and teaching opportunities. Although clinical experiences emphasize patient care, they also allow opportunities for

participation/observation of activities such as administration, quality assurance, surgical observation, and supervision of other supportive personnel. Clinical instructors and students document student participation and performance in interprofessional practice which is completed in WEB based Clinical Performance Instrument items 1-14 and Clin Ed form E Student Clinical Experiences.

6J4

The expectation of the program is that the student has the opportunity to participate in the PT/PTA team during all four clinical education experiences. Students must meet CPI item # 5 Communication in a way that is congruent with situational needs. This requires students to communicate with the supervising PT to discuss components of the plan of care and then collaborate on what treatment interventions will be applied.

6J5

Other expectation of the program is that the student has the opportunity to participate in written and/or electronic documentation during their clinical experience. Students must meet CPI item # 13 Produces quality documentation in a timely manner to support the delivery of physical therapy services.

6K

The program is designed for students to complete the prerequisite courses in two semesters. Once the students have accepted a position in the class, the student will

begin the core program in the first semester of the technical program continuing with a second semester of the technical program and graduation at the end of third semester of the technical program. During the second semester of the technical program students participate in a two-week clinical totaling 80 hours. During the third semester of the technical program students participate in three clinical rotations. One six-week and two five-week clinicals totaling 640 hours. The total number of clinical hours is 720. The program is not offered part-time.

6L – Degree Conferred

Upon completion of the Physical Therapist Assistant Program, graduates are awarded the Associate in Applied Science degree.

7A – General Ed Courses

Students of the program are required to complete 29 credit hours of prerequisite general education courses prior to being admitted to the technical phase of the curriculum. The faculty believes that these prerequisites provide the students with the knowledge that will prepare them for success in the technical phase of the curriculum while meeting state mandated general education core requirements. English 101 - English Composition I and OAD 211 – Medical Terminology develops language and written communication skills used in documentation. The speech elective allows the students to improve their oral communication skills. Psychology 200 - General Psychology and Psychology 210 - Human Growth and Development provides the student with an understanding of how and why individuals of various ages may respond

to various situations and environments. In addition, the psychology courses provide the students with an understanding of the developmental landmarks for individuals of various ages. Math 100 - College Algebra or higher elective facilitates the students' development of problem-solving skills. Finally, Biology 201 and 202 Anatomy/Physiology I & II provide the students with a foundation of knowledge about the human body that will be necessary throughout the technical phase of the curriculum.

In addition to preparing a student for the technical phase of the program, completion of the general education core also allows the student to attain the college's requirements for an Associate in Applied Science Degree. These competencies are published in the College Catalog and Student Handbook.

7B – Clinical Sciences

In the first semester of the technical program semester students are introduced to clinical sciences content areas as listed below:

PTA 220 (lecture based), PTA 222 (lab based) – musculoskeletal, nervous, respiratory

PTA 250 (lecture and lab based) – cardiovascular, medical, and surgical conditions

PTA 252 (lecture based) – integumentary, lymphatic

In the second semester of the technical program students integrate basic clinical sciences concepts into specific medical and surgical conditions commonly seen across the lifespan:

PTA 230 (lecture based)-neurology

PTA 240 (lecture based) – endocrine, metabolic, gastrointestinal, genital, reproductive, hematologic, hepatic, biliary, immune, integumentary, renal, urologic

PTA 232 (lecture based) – musculoskeletal, nervous, medical, and surgical conditions

PTA 251 (lecture and lab based) – cardiovascular, respiratory, lymphatic

7C – Work Under Direction & Supervision of PT

The technical education curriculum is designed to facilitate clinical skills and value-based behaviors required for physical therapist assistants to practice within the legal/ethical framework of physical therapy under the direction and supervision of a licensed physical therapist. Coursework includes challenging activities that require the student to perform competent data collection processes, employ critical thinking, use problem-solving, and communicate effectively.

In the first semester of technical program students develop initial skills in PTA 202 PTA Communication Skills by recognizing aspects of a plan of care, the role in following a plan of care, and making appropriate decisions based on the plan of care. In PTA 250 Therapeutic Procedures I, students address patient-based scenarios or clinical vignettes, through written, verbal, or other means, to address situations requiring appropriate involvement by the physical therapist. Students must consider appropriate interventions, aspects of a plan of care requiring further discussion of client/patient status, and/or further considerations of potential risks involved in the provision of therapy services.

In the second semester of the technical program activities in PTA 200 P.T. Issues and Trends students develop skills in PTA/PT relationship and the supervision of a PTA by a PT. In PTA 231 Rehabilitation Techniques students are required to role-play and address the physical therapist with difficult or complex issues, not only patient-related issues, but interpersonal issues that may affect them in the clinical setting. In PTA 251

Therapeutic Procedures II, students must consider responsibilities when responding to emergency or unexpected situations and determine the appropriate course of action. As students' progress to the clinical environment for clinical experiences at the end of the second semester of technical program and to the last semester, assignments include case studies that require students to consider whether the components of the intervention(s) are beyond the education, ability, experience, or range of work of the PTA; they must also identify if the patient/client status is too critically complex or beyond the range of work of the PTA – both of these situations requiring an open, professional dialogue between PT and PTA.

In the third semester, students are reflecting on their skills in PTA 201 PTA Seminar by recognizing aspects of a plan of care, the role in following a plan of care, and making appropriate decisions based on the plan of care and engaging in the PT/PTA relationship. In the clinical component of the program the CPI is used to address students' participation in behaviors based on the plan of care established by the PT. Furthermore, students are expected to assume responsibility for professional judgment and ethics, take responsibility in complying with rules/regulations of the profession, and recognize the value of having a collaborative, respectful relationship with supervising physical therapists.

PTA 202 Communication Skills Course Objectives

B3 Describe types of physical therapy documentation including evaluation, progress note, discharge summaries, etc

B6 Discuss APTA's professional documentation guidelines

B7 Use SOAP format to complete documentation/progress notes

PTA 200 P.T. Issues and Trends Course Objectives

D2 Explain the role of physical therapists in patient/client management, including examination, evaluation, diagnosis, prognosis, intervention, etc.

D3 Describe the roles, responsibilities, and supervisory relationships of the physical therapy team: physical therapist, physical therapist assistant, and physical therapy aide

D4 Describe the process of delegation, direction, and supervision of services

D5 Identify supervision requirements of Medicare and state practice act regulation, and give examples of inappropriate supervision

D7 Discuss the APTA's Consensus: Preferred Relationship Between PTs and PTAs

PTA 251 Therapeutic Procedures II

M4 Display the ability to follow protocols as written by Physical Therapist

PTA 231 Rehabilitation Techniques Objectives

F1 Display reporting patient problems and progress (or lack of progress) to the Physical Therapist.

G6 Report PT precautions/contraindications, other special implications, and explain their relationship to PT interventions

PTA 201 PTA Seminar Course Objectives

A4 Discuss roles, function, and supervisory relationships of the PT, PTA/other health care personnel.

A5 Describe the characteristics of effective and ineffective supervision.

B1 Demonstrate professional behavior as it relates to interpersonal relationships in physical therapy/health care.

PTA 268 Clinical Practicum

A3 Performs in a manner consistent with established legal standards, standards of the profession and ethical guidelines.

A5 Communicate in ways that are congruent with situational needs

7D1 – Legal Practice Standards

Legal practice standards are introduced in the first semester of the technical program. PTA 202 PTA Communication Skills provides students with the opportunity to become aware of the professional behaviors and conduct that are expected of them as individuals and practice professional behaviors during lectures. During lab courses PTA 222 Functional Anatomy and Kinesiology Lab, PTA 231 Rehabilitation Techniques, PTA 250 Therapeutic Procedures I, PTA 251 Therapeutic Procedures II students are given the opportunity to practice professional behavior relative to patient care within an academic setting. The clinical education courses PTA 260 Clinical Education I, PTA 263 Clinical Affiliation I and PTA 268 Clinical Practicum provide students with clinical experiences that allow them to develop professional behavior. PTA 201 PTA Seminar allows students to reflect on their professional behavior and conduct during PTA 263 Clinical Affiliation I as well as that of others with whom they interacted during these courses. During the final clinical experience in PTA 268 Clinical Practicum, students are expected to exhibit the professional behavior and conduct required for entry level PTA practice.

Course objectives:

PTA 202 C11 Demonstrate sensitivity to cultural, age and/or other differences through selection of words and nonverbal communication

PTA 201: C1-3 Recognize the importance of ethical and legal standards of physical therapy practice

PTA 268: 1E Adhere to legal standards

Learning experience:

PTA 202: Professional behaviors assignment

PTA 201: Legal and Ethical Issues Module, Legal and Ethical Issues Assignment, Sexual

Issues Assignment
PTA 268: CPI item #5

Level of Actual Student Achievement: 100% of the last graduating class scored 20/20 on the behavior assignment indicated that the course objective was met; 100% of the last graduating class scored 80% or higher on the legal and ethical issues and sexual issues assignments indicating that the course objective was met; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #5

100% of Class of 2021 scored 80% or higher on the legal and ethical issues and sexual issues assignments indicating that the course objective was met.

95% of Class of 2020 scored 80% or higher on the legal and ethical issues and sexual issues assignments indicating that the course objective was met.

7D2 Report to appropriate authorities suspected cases of abuse of vulnerable populations

PTA 200 F4 Explain provider and patient rights and responsibilities, including accountability for confidentiality, accuracy of information, end of life and other issues

PTA 201 C3 Describe the physical therapist assistant's responsibility to protect the public and the profession from unethical, incompetent, or illegal acts

PTA 268: 1E Adhere to legal standards

Learning experience:

PTA 200 Final exam item #3

PTA 201 legal and ethical issues assignment

PTA 268: CPI item #5

Level of Actual Student Achievement: 100% of the graduating class answered this question correctly; 100% of the last graduating class scored 80% or higher on the legal and ethical issues assignment indicating that the course objective was met; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #5

100% of Class of 2021 scored 80% or higher on the legal and ethical issue assignment indicating that the course objective was met.

95% of Class of 2020 scored 80% or higher on the legal and ethical issue assignment indicating that the course objective was met.

7D3 Report to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services

PTA 202 C11 Demonstrate sensitivity to cultural, age and/or other differences through selection of words and nonverbal communication

PTA 201: C1-3 Recognize the importance of ethical and legal standards of physical therapy practice

PTA 268: 1E Adhere to legal standards

Learning experience

PTA 202: Professional behaviors assignment

PTA 201: Legal and Ethical Issues Module, Legal and Ethical Issues Assignment, Sexual Issues Assignment

PTA 268: CPI item #5

Level of Actual Student Achievement: 100% of the last graduating class score 20/20 on the behavior assignment indicated that the course objective was met; 100% of the last graduating class scored 80% or higher on the legal and ethical issues and sexual issues assignment indicating that the course objective was met; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #5

100% of Class of 2021 scored 80% or higher on the legal and ethical issues and sexual issues assignments indicating that the course objective was met.

95% of Class of 2020 scored 80% or higher on the legal and ethical issues and sexual issues assignments indicating that the course objective was met.

7D4 – Perform duties consistent with Guide for Conduct of the PTA

PTA 202 PTA Communication Skills provides students with the opportunity to become aware of the professional behaviors and conduct that are expected of them as individuals. During PTA 200 P.T. Issues and Trends, PTA 231 Rehabilitation Techniques, PTA 250 Therapeutic Procedures I, PTA 251 Therapeutic Procedures II students are given the opportunity to practice professional behavior relative to patient care within an

academic setting. The clinical education courses PTA 260 Clinical Education I, PTA 263 Clinical Affiliation I and PTA 268 Clinical Practicum provide students with clinical experiences that allow them to develop professional behavior. PTA 201 PTA Seminar allows students to reflect on their professional behavior and conduct during PTA 260 Clinical Education I and PTA 263 Clinical Affiliation I as well as that of others with whom they interacted during these courses. During the final clinical experience in PTA 268 Clinical Practicum, students are expected to exhibit the professional behavior and conduct required for entry level PTA practice.

Course objectives

PTA 202: C4 Discuss social and therapeutic aspects of therapeutic communication including levels of communication in general and in the healthcare setting and intimacy involved in communication

PTA 251: M3 Apply modification of patient treatment based on specific patient situations

PTA 201: B1-6 Demonstrate professional behavior as it relates to interpersonal relationships in physical therapy/health care

PTA 268: 3A Complete documentation that follows professional guidelines, health care system requirements, and physical therapy setting policies

Learning activities:

PTA 202: Patient Practitioner Assignments

PTA 251: Final Practical

PTA 201: Mindful Practice Assignment, Legal/Ethical Issues Assignment

PTA 268: Clinical Performance Instrument item #13

Level of Actual Student Achievement: 75% of the last graduating class score 9/12 on the patient practitioner assignment indicated that the course objective was met; 100% of the last graduating class passed the 251 final practice with no safety issues noted; 100% of the last graduating class scored 80% or higher on the legal and ethical issues and mindful practice assignments indicating that the course objective was met 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #13

100% of Class of 2021 scored 80% or higher on the legal and ethical issues and mindful practice assignments indicating that the course objective was met.

90% of Class of 2020 scored 80% or higher on the legal and ethical issues and mindful practice assignments indicating that the course objective was met.

7D5 – Perform duties consistent with APTA’s Values Based Behaviors

PTA 202 PTA Communication Skills incorporates lecture, written assignments, class discussion, and written examinations as a means to provide students with information to meet the needs of patients in preparation for initial clinical experiences. PTA 201 PTA Seminar provides students with the opportunity to reflect and assess their abilities to meet patient needs via seminar discussion and written assignments. This sequence of academic and clinical experiences enables students to be more independent in meeting patient needs during their final clinical experience within PTA 268 Clinical Practicum.

Course objectives:

PTA 202: D10 Demonstrate classroom behaviors that are congruent with APTA’s Value-Based Behaviors for the PTA

PTA 201: B6 Discuss the concept of mindful practice

PTA 268: 1H Deliver established patient care to reflect respect for and sensitivity to individual differences

Learning activities:

PTA 202: Professional behaviors assignment

PTA 201: Mindful practice assignment

PTA 268: CPI item #8

Level of Actual Student Achievement: 100% of the last graduating class score 20/20 on the behavior assignment indicated that the course objective was met; 100% of the last graduating class scored 80% or higher on the legal and ethical issues and mindful practice assignments indicating that the course objective was met 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #8

100% of Class of 2021 scored 80% or higher on the legal and ethical issues and mindful practice assignment indicating that the course objective was met.

90% of Class of 2020 scored 80% or higher on the legal and ethical issues and mindful practice assignment indicating that the course objective was met.

7D6

PTA 202 PTA Communication Skills provides students with the opportunity to become aware of the professional behaviors and conduct that are expected of them as individuals. During PTA 200 P.T. Issues and Trends, PTA 231 Rehabilitation Techniques, PTA 250 Therapeutic Procedures I , PTA 251 Therapeutic Procedures II students are given the opportunity to practice professional behavior relative to patient care within an academic setting. The clinical education courses PTA 260 Clinical Education I, PTA 263 Clinical Affiliation I and PTA 268 provide students with clinical experiences that allow them to develop professional behavior. PTA 201 allows students to reflect on their professional behavior and conduct during PTA 260 Clinical Education I and 263 as well as that of others with whom they interacted during these courses. During the final clinical experience in PTA 268 Clinical Practicum, students are expected to exhibit the professional behavior and conduct required for entry level PTA practice.

Course objectives:

PTA 201: C3

PTA 268: 1H Deliver established patient care to reflect respect for and sensitivity to individual differences

Learning activities:

PTA 201: Legal and Ethical Issues Module, Legal and Ethical Issues Assignment, Sexual Issues Assignment

PTA 268: CPI item #3

Level of Actual Student Achievement: 100% of the last graduating class scored 80% or higher on the legal and ethical issues and sexual issues assignment indicating that the course objective was met; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #3

100% of class of 2021 scored 80% or higher on the legal and ethical issues and sexual issues assignments indicating that the course objective was met.

95% of Class of 2020 scored 80% or higher on the legal and ethical issues and sexual issues assignments indicating that the course objective was met.

7D7 – Communicate effectively

Students are provided with opportunities to develop and refine their communication skills throughout the technical phase of the curriculum. Initially, students are provided with a foundation of the basic concepts and skills related to various forms of communication within a physical therapy setting during PTA 202 PTA Communication Skills. Subsequently, PTA 250 Therapeutic Procedures I, PTA Rehabilitation Techniques 231 and PTA 251 Therapeutic Procedures I challenge students to apply communication skills to situations involving documentation of patient care and patient education in an academic setting. Finally, PTA 260 Clinical Education I , PTA 263 Clinical Affiliation I and PTA 268 Clinical Practicum provide students with the opportunity to practice communication through interactions with patients, clinical instructors, and others within a clinical environment.

Several objectives documenting appropriate integration, progression and expected level of performance for this curricular requirement include:

Course objectives

PTA 202: C5 Describe the types of communication including nonverbal communication, verbal communication, written communication, and interpersonal communication

PTA 231: F2 Display effective verbal and non-verbal communication skills

PTA 268: 1F Communicate in ways that are congruent with situational needs

Learning activities

PTA 202: Patient-Practitioner assignment which allows the student to be aware of appropriate communication with patients

PTA 231: Final Practical Exam

PTA 268: Oral presentation

Level of Actual Student Achievement: 75% of the last graduating class score 9/12 on the patient practitioner assignment indicated that the course objective was met; 100% of the last graduating class passed the 231 final practice with no safety issues noted; 100% of the last graduating class scored 16/16 on the oral presentation assignment indicated that course objective was met

100% of class of 2021 passed the 231 final practice with no safety issues noted

100% of class of 2020 passed the 231 final practice with no safety issues noted

7D8 – Respect for patient differences, values, preferences, & expressed needs

Throughout the technical phase of the curriculum students are provided with opportunities to enhance their understanding of and appreciation for individuals of various ethnic groups and various socioeconomic backgrounds. Initially, students are provided with a foundation for applying this skill within a physical therapy setting during PTA 202 PTA Communication Skills and PTA 200 P.T. Issues and Trends. Next, PTA 250 Therapeutic Procedures I and PTA 251 Therapeutic Procedures II allow students to apply this skill in an academic setting through discussion and examinations. Finally, PTA 260 Clinical Education I, PTA 263 Clinical Affiliation I and PTA 268 Clinical Practicum. provide students with the opportunity to practice this skill within a clinical environment.

Course objectives

PTA 202: D4 Describe the impact of cultural, spiritual, age, sexual, and other issues related to effective patient/practitioner interaction

PTA 268: 1H Deliver established patient care to reflect respect for and sensitivity to individual differences

Learning activities

PTA 202: Patient Practitioner Assignment

PTA 268: Clinical Performance item #8

Level of Actual Student Achievement: 75% of the last graduating class score 9/12 on the patient practitioner assignment indicated that the course objective was met; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #8

7D9

Students are given written assignments that assess their ability to apply current knowledge, theory, and clinical judgement while considering the patient/client perspective and the environment, based on the plan of care that are presented in PTA 220 Functional Anatomy and Kinesiology, PTA 200 P.T. Issues and Trends, PTA 240 Physical Disabilities I, PTA 252 Physical Agents and Therapeutic Modalities, PTA 241 Physical Disabilities II, and PTA 232 Orthopedics for the PTA. These activities enable students to apply this skill to patient care during the clinical experiences within PTA 260 Clinical Education I, PTA 263 Clinical Affiliation I and PTA 268 Clinical Practicum.

Furthermore, students complete case studies during PTA 263 Clinical Affiliation I and PTA 268 Clinical Practicum utilizing literature to guide understanding of the plan of care.

Course objectives:

PTA 232 D5 Relate and apply current research to the treatment of common musculoskeletal dysfunction

PTA 268 A8 Performs selected therapeutic exercises in a competent manner.

Learning activities:

PTA 232: Treatment plan assignment

PTA 268 CPI item #8

Level of Actual Student Achievement:

100% of the last graduating class scored 80% or higher on the treatment plan assignment indicating that the course objective was met; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #8

100% of class of 2021 scored 80% or higher on the treatment plan assignment indicating that the course objective was met

100% of class of 2020 scored 80% or higher on the treatment plan assignment indicating that the course objective was met

7D10

Students are given written assignments that assess their ability to identify basic concepts and components in PT literature that are presented in PTA 250 Therapeutic Procedures I, PTA 252 Physical Agents and Therapeutic Modalities, PTA 240 Physical Disabilities I, PTA 200 P.T. Issues and Trends, and PTA 241 Physical Disabilities I.

These activities enable students to apply this skill to patient care during the clinical experiences within PTA 260 Clinical Education I, PTA 263 Clinical Affiliation I and 268 Clinical Practicum. Furthermore, students complete case studies during PTA 263 and PTA 268 utilizing literature to guide understanding of the plan of care.

Course objectives:

PTA 252 L1 Demonstrate understanding of research relate to course content

PTA 200 A5 Distinguish scholarly research from other periodical material or literature in preparation for future research participation.

PTA 268 A13 Produces quality documentation in a timely manner to support the delivery of physical therapy services.

Learning activities:

PTA 252: Modality group assignment

PTA 268 CPI item #4

Level of Actual Student Achievement:

100% of students achieved 75% on Modality group assignment, 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #4

7D11 – Identify and integrate appropriate evidence-based resources

Students are given written assignments that assess their ability to read, understand, and apply health care literature to topics that are presented in PTA 200 P.T. Issues and Trends, PTA 220 Functional Anatomy and Kinesiology, PTA 240 Physical Disabilities I, PTA 252 Physical Agents and Therapeutic Modalities, PTA 241 Physical Disabilities II and PTA 232 Orthopedics for the PTA. These activities enable students to apply this skill to patient care during the clinical experiences within PTA 260 Clinical Education I, PTA 263 Clinical Affiliation I and 268 Clinical Practicum. Furthermore, students complete case studies during PTA 263 and PTA 268 utilizing literature to guide understanding of the plan of care.

Course objectives

PTA 220: J1 Write summary of professional journal research article

PTA 240: I1 Organize relevant information regarding a specific pathological process

PTA 252: L1 Obtain research article related to course content that is published in professional journal

PTA 268: IJ Obtain accurate information by performing selected data collection consistent with the plan of care established by the physical therapist.

Learning activities

PTA 220: Article summary assignment

PTA 240: Research assignment

PTA 252: Research article summary

PTA 268: CPI #10

Level of Actual Student Achievement: 100% of the last graduating class scored 80% or higher on the article summary assignment indicating that the course objective was met; 87.5% of last graduating class score 14/16 on research assignment indicated course objective was met; 100% of the last graduating class score 16/16 on the research assignment indicated that the course objective was met. 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #10

100% of class of 2021 scored 80% or higher on the article summary assignment indicating that the course objective was met

100% of class of 2020 scored 80% or higher on the article summary assignment indicating that the course objective was met

7D12 – Effectively educate others using teaching methods commensurate with needs

Prior to their first clinical experience in PTA 260 Clinical Education I, students participate in lecture, laboratory, practical examination, and written examination activities that enable them to educate patients about topics such as what is physical therapy, general exercise or treatment considerations, self-care, and assisting a caregiver. These activities are included in PTA 202 PTA Communication Skills, PTA 200 P.T. Issues and Trends, PTA 222, and PTA 250. PTA 231 and PTA 251 provide lecture, laboratory, skill check, practical examination, and written examination activities that enable students to meet the educational needs of specific patient populations. PTA 263 and PTA 268 allow students to apply and adapt this skill in a variety of clinical settings.

Course objectives:

PTA 202: B10 Describe components of documentation related to patient/caregiver education

PTA 222: N1 Interact with peers, faculty, and others effectively

PTA 231: D4 Demonstrate patient and family education

PTA 251: B7 Demonstrate patient education including methods for self-monitoring and progressing activity

Learning activities:

PTA 222: UE and LE analysis Assignments

PTA 251: Skill check item #2

Level of Actual Student Achievement: 75% of the last graduating class scored 80% or higher on the UE and LE analysis assignment indicating that the course objective was met; 100% of the last graduating class score 16/16 on skill check item #2 indicated course objective was met

100% of class of 2021 scored 80% or higher on the UE and LE analysis assignment indicating that the course objective was met

7D13 – Participate in professional and community organizations

PTA 200 incorporates lecture, class discussion, and written examinations as a means to provide students with information that enhances their awareness of the social responsibilities as PTAs. PTA 201 provides students with the opportunity to reflect and assess their awareness of their social responsibilities as PTAs via seminar discussion and written assignments. This sequence of academic and clinical experiences enables students to demonstrate more awareness of their social responsibilities during their final clinical experience within PTA 268. Throughout the curriculum, students are encouraged to participate in community or national events to increase awareness. Students are also made aware of award recognition by the program based on the expectation to make a significant contribution to the field of physical therapy through best practices, continuing competency, advocacy and/or community service.

Course objectives:

PTA 200: C1 Discuss the history of Physical Therapy including significant dates, individuals and events in the development of the profession

PTA 201: C3 Describe the physical therapist assistant's responsibility to protect the

public and the profession from unethical, incompetent, or illegal acts
PTA 268: A1 Perform in a safe manner that minimizes risk to patient, self, and others.

Learning activities:

PTA 200: Discussion board post #4

PTA 201: Legal and ethical dilemmas assignment

PTA 268: CPI item #1

Level of Actual Student Achievement: 100% of the graduating class participated in this activity and provided responses in-line with the grading rubric; 100% of the last graduating class scored 80% or higher on the legal and ethical issues assignment indicating that the course objective was met; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #1

100% of class of 2021 scored 80% or higher on the legal and ethical issues assignment indicating that the course objective was met

100% of class of 2020 participated in this activity and provided responses in-line with the grading rubric

95% of class of 2020 scored 80% or higher on the legal and ethical issues assignment indicating that the course objective was met

7D14 – Identify career development and lifelong learning opportunities

PTA 200 and PTA 201 incorporates lecture, class discussion, and written assignments as a means to assist students in recognizing the need for career development and the various opportunities that exist to meet this need as it relates to both personal growth and state licensure requirements. PTA 260 and PTA 263 allow students to interact with clinical instructors as role models who demonstrate this behavior. PTA 268 assesses the student's ability to exhibit this behavior.

Course objectives:

PTA 201: B5 Discuss the rationale for lifelong learning as a personal goal

PTA 268: 1S Implements a self-directed plan for career development and lifelong learning

Learning activities

PTA 201: Evidence based practice assignment

PTA 268: CPI #6

Level of Actual Student Achievement: 93% of the last graduating class scored 80% or higher on the evidence-based practice assignment indicating that the course objective was met; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #6

93% of the class of 2021 scored 80% or higher on the evidence-based practice assignment indicating that the course objective was met

100% of the class of 2020 scored 80% or higher on the evidence-based practice assignment indicating that the course objective was met

7D15 – Interview patients/clients, caregivers, and family

Students are provided with opportunities to develop and refine their interviewing skills throughout the technical phase of the curriculum. Initially, students are provided with a foundation of the basic concepts and skills related to various forms of communication and how they impact their interview skills within a physical therapy setting during lectures in PTA 202. Subsequently, PTA 250, PTA 231 and PTA 251 challenge students to practice their interviewing skills during lab activities with classmates and faculty. Finally, PTA 260, PTA 263 and PTA 268 provide students with the opportunity to practice interviewing skills with patients, clinical instructors, and others within a clinical environment during their clinical experiences.

Course objectives:

PTA 202 C13 Discuss use of communication strategies in providing physical therapy services including the need for interpreters and/or adapted communication

PTA 250 J4 Administer patient survey for pain assessment

PTA 268 A5 Communicate in ways that are congruent with situational needs.

Learning activities

PTA 202: Final exam #58

PTA 250: Skill check assignment

PTA 268: CPI item #5

Level of Actual Student Achievement: 75% of the graduating class answered this question correctly indicating that this objective was met; 100% of the graduating class passed the skill check assignment indicating that this objective was met; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item 5

7D16 – Use the International classification of Functioning

The IFC model is introduced in PTA 202 Communication Skills during the first semester of the technical via lecture and practiced in lab PTA 231 Rehabilitation techniques.

Course objectives:

PTA 202 B2 Discuss the purpose, evolution and importance of medical documentation including communication, research, etc.

Learning activities

PTA 202: Midterm exam item 15

Level of Actual Student Achievement: 92% of the graduating class answered this question correctly indicating that the objective was met;

7D17 – Communicate an understanding of the plan of care

Students are introduced to the specifics found within a plan of care during PTA 202.

PTA 250, PTA 231, PTA 232, and PTA 251 allow students to develop this skill related to patient care activities within an academic setting and allow for assessment of their abilities in this area. Laboratory experiences, written assignments, written examinations and practical examinations within these courses require that the students be able to

apply appropriate interventions to various patient cases and to modify or progress the treatment interventions, and to appropriately document these interventions in a manner that reflects an understanding by the PTA of the physical therapist's goals and intended outcomes for a patient. PTA 260, PTA 263 and PTA 268 provide students the opportunity to apply these skills within a clinical setting.

Course objectives:

PTA 232: D7 Design a comprehensive treatment plan for an orthopedic patient

PTA 251: M5 Demonstrate appropriate documentation skills while writing SOAP notes

PTA 268: A5 Communicate in ways that are congruent with situational needs.

Learning activities

PTA 232: Treatment Plan Assignment

PTA 251: Final Lab Practical Exam

PTA 268: Case Study Assignment

Level of Actual Student Achievement: 100% of the last graduating class scored 80% or higher on the treatment plan assignment indicating that the course objective was met; 100% of the last graduating class passed the 251 final practice with no safety issues noted; 100% of the last graduating class scored 16/16 on case study assignment indicated that the course objective was met.

100% of class of 2021 scored 80% or higher on the treatment plan assignment indicating that the course objective was met

100% of class of 2020 scored 80% or higher on the treatment plan assignment indicating that the course objective was met

7D18 – Review health records

Students are introduced to reviewing health records during PTA 202, PTA 250, PTA 231, PTA 232, and PTA 251 allow students to develop this skill related to patient care activities within an academic setting and allow for assessment of their abilities in this

area. Laboratory experiences, written assignments, written examinations, and practical examinations within these courses require that the students be able to read a chart and apply appropriate interventions to various patient cases and to appropriately document these interventions in a manner that reflects an understanding by the PTA of the physical therapist's goals and intended outcomes for a patient. PTA 260, PTA 263, and PTA 268 provide students the opportunity to apply these skills within a clinical setting.

Course objectives:

PTA 202 B1 Describe components and content of medical record documentation
PTA 251 A9 Produce a therapeutic note with effective documentation based on a patient scenario including cardiovascular dysfunction.
PTA 268 F6 Presents accurate information based on research findings

Learning activities

PTA 202: Identifying Patient information assignment
PTA 251: Final Lab Practical Exam
PTA 268: Case Study Assignment

Level of Actual Student Achievement: 100% of the last graduating class scored 80% or higher on the patient practitioner assignment indicated that the course objective was met; 100% of the last graduating class passed the 251 final practice with no safety issues noted; last graduating class indicated scored 100% on case study assignment indicated that course objective was met

7D19 – Monitor and adjust interventions in the plan of care

PTA 202, PTA 222, PTA 250, and PTA 252 (during the first semester of the technical phase of the curriculum) provide students with a general foundation for this skill within the context of general patient care prior to the first encounter with patients in PTA 260.

Activities provided to the students within these courses include lecture, laboratory,

practical examination, and written examination activities. During the second semester, students refine this skill to meet the specific needs of various patient populations via lecture, written assignment, laboratory, written examination, and practical examination activities in PTA 231, PTA 232, and PTA 251. At the conclusion of these courses, the students are prepared to meet the needs of all patients during clinical experiences within PTA 263 and PTA 268.

Course objectives:

PTA 202: B7 Use SOAP format to complete documentation/progress notes

PTA 222: L4 Identify when and how to modify gait, posture, and balance exercises

PTA 232: D4 Describe under what conditions a given intervention needs modification based on the patient's status or reaction to treatment

PTA 268: A12 Perform physical therapy interventions in a technically competent manner

Learning activities:

PTA 202: SOAP assignment

PTA 222: Lab- Gait, Posture, Balance

PTA 232: Treatment plan assignment

PTA 268: CPI item #12

Level of Actual Student Achievement: 56% of the students score 90% or above on this assignment-this concept was revisited and students reported being able to use the SOAP format to produce a progress note after completing treatment sessions in the lab; 100% of the last graduating class scored 80% or higher on the treatment plan assignment indicating that the course objective was met; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #12

100% of class of 2021 scored 80% or higher on the treatment plan assignment indicating that the course objective was met

100% of class of 2020 scored 80% or higher on the treatment plan assignment indicating that the course objective was met

7D20 – Report any changes in patient/client status

PTA 200, PTA 202, and PTA 250 (during the first semester of the technical phase of the curriculum) provide students with the first opportunity to develop this skill. This is accomplished during the performance of general patient care activities while the students participate in lecture, written assignment, laboratory, written examination, and practical examination activities prior to their first encounter with patients in PTA 260. During the second semester, students refine this skill in regard to the status of specific patient populations via lectures, written assignments, laboratory, written examination, and practical examination activities within PTA 231 and PTA 251. At the conclusion of these courses, students are prepared to recognize and report the status of all patients during Part III of the program during clinical experiences within PTA 263 and PTA 268.

Several objectives documenting appropriate integration, progression and expected level of performance for this curricular requirement include:

Course objectives:

PTA 202: B12 Interpret physical therapy documentation

PTA 250: S1 Interact with peers, faculty, and others effectively

PTA 263: A13 Produces quality documentation in a timely manner to support the delivery of physical therapy services

PTA 268: A5 Communicate in ways that are congruent with situational needs

Learning activities:

PTA 250: Practical Exam

PTA 263: CPI item #13

PTA 268: CPI item #5

Level of Actual Student Achievement: 100% of the last graduating class passed the 250 final practice with no safety issues noted; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #5 and #13

7D21 – Determine when an intervention should not be performed

Prior to their first clinical experience in PTA 260, students participate in lecture, group discussion, and written examination activities that identify the appropriate role of the physical therapist assistant and physical therapist as well as identify when and how to seek clarification from a physical therapist. These activities are included in PTA 200 and 202. In PTA 222 and PTA 252 students participate in lecture, written examinations, and lab activities to identify contraindications for PT interventions. PTA 201 provides groups discussion and reflection activities based upon experiences in concurrent clinical courses that enable students to be independent and competent in this skill during the clinical experiences within PTA 263 and PTA 268. Furthermore, students are assigned case studies during clinical that require them identify if the intervention(s), and/or components of the intervention(s) are beyond the education, ability, experience, or range of work of the PTA and to identify if the patient/client status is too critically complex or beyond the range of work of the PTA. This prompts reporting and discussion with the supervising physical therapist.

Several objectives documenting appropriate integration, progression and expected level of performance for this curricular requirement include:

PTA 200: B6 Discuss the function of various health team members as it relates to the multidisciplinary approach to health care

PTA 222 C5 Lists indications, contraindications, and precautions for stretching exercises
PTA 222 D8 Lists indications, contraindications, and precautions for strengthening exercises

PTA 268: 1I Participate in patient status judgments within the clinical environment based on the plan of care established by the physical therapist

Learning activities:

PTA 200: Discussion board assignment

PTA 222: Exercise assignment

PTA 268: CPI item #7

Level of Actual Student Achievement: 100% last graduating class participated in the discussion board; 100% of the last graduating class completed the exercise assignment scoring 75% or higher; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #7

100% of class of 2021 participated in the discussion board

100% of class of 2021 completed the exercise assignment scoring 75% or higher

100% of class of 2020 participated in the discussion board

100% of class of 2020 completed the exercise assignment scoring 75% or higher

7D22 – Contribute to discontinuation of episode of care planning

PTA 202 provides students with lecture, written assignments, and written examinations

that develop and assess the students' abilities to understand and document patient

discharge planning prior to the clinical experience, PTA 263. PTA 201 incorporates class

discussion that reflects upon discharge planning experiences in concurrent clinical

courses. This course includes written assignments to enhance and reassess the

students' abilities to meet a patient's needs during discharge planning. This sequence of

academic courses prepares the students to be competent, active participants in

discharge planning of patients.

Course objectives

PTA 202: B3 Describe types of physical therapy documentation including evaluation, progress note, discharge summaries, etc.

PTA 201: A3 Demonstrate knowledge of and discuss issues related to discharge planning for patients including patient & family education, referrals for other healthcare services, communication with other healthcare team members, and special equipment needs

PTA 263: A13 Educate others (patients, family, caregivers, staff, students, other healthcare providers) using relevant and effective teaching methods

PTA 268: C1 Complete documentation that follows professional guidelines, health care system requirements, and physical therapy setting policies

Learning activities:

PTA 202: Final Exam item #34

PTA 250: Practical Exam

PTA 263: CPI item #11

PTA 268: CPI item #13

Level of Actual Student Achievement: 88% of the last graduating class answered this question correctly; 100% of the last graduating class passed the 250 final practice with no safety issues noted; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #11 and #13

7D23 – Demonstrate competence in implementing selected components of interventions

PTA 250 Therapeutic procedures provides lecture, laboratory, and practical examination activities that allow students to develop competence in basic patient care skills related to items 7D23c, 7D23d, 7D23f, and 7D23g prior to the first clinical education course, PTA 260. In addition, PTA 222 provides students with laboratory and practical examination activities to develop skills related to item 7D23e and 7D23h prior to PTA 260. PTA 231 and PTA 251 provide lecture, laboratory, field trip, and practical examination activities for students to apply items 7D23a, 7D23b and 7d23h, and to apply items 7D23b, 7D23d, 7D23f, 7D23g, 7D23h to the special needs of select patient populations. PTA 251 provides lecture, laboratory, and practical examination activities for students to apply the intervention 7D23i. This sequence of courses prepares the students to apply these skills within the clinical setting in PTA 263 and PTA 268.

7D23a

Course objectives:

- PTA 231: E2 Demonstrate and teach mat activities, strengthening exercises, and pulmonary exercises to simulated patients with spinal cord injuries.
- PTA 251: B5 Identify normal and abnormal breathing patterns
- PTA 251: A7 Demonstrate correct energy conservation techniques.
- PTA 251: A8 Assess lab values, breath sounds and EKGs.
- PTA 251: B8 Demonstrate and teach breathing exercises
- PTA 251: B6 Correctly position lab partners for vibropercussion and postural drainage
- PTA 231: E2 Demonstrate and teach mat activities, strengthening exercises, and pulmonary exercises to simulated patients with spinal cord injuries.

Learning activities:

- PTA 231 Practical Exam
- PTA251 Practical Exam
- PTA 222 Breathing lab

Level of Actual Student Achievement:

100% of the last graduating class passed the 251 practical with no safety issues noted;

7D23b

Course objectives:

- PTA 251-D1 Discuss advantages and disadvantages of different prostheses.
- PTA 251- N1 Differentiate between types of orthotics and their uses
- PTA 251-N4 Recognize patient safety factors while using an orthotic device.

Learning activities:

- PTA 251 D1 Amputation/Prosthetic/Orthotics laboratory Activity
- PTA 251 N1 D1Amputation/Prosthetic/Orthotics laboratory Activity
- PTA251 N4 D1Amputation/Prosthetic/Orthotics laboratory Activity

Level of Actual Student Achievement

100% of Class of 2022 scored 75% or higher on the Amputation/Prosthetic/Orthotics laboratory Activity indicating that the course objective was met.

100% of the Class of 2021 scored 80% or higher on the Amputation/Prosthetic/Orthotics laboratory Activity indicating that the course objective was met.

100% of Class of 2020 scored 75% or higher on the Amputation/Prosthetic/Orthotics laboratory Activity indicating that the course objective was met.

7D23c

Course objectives:

- PTA 250: I1 Utilize different types of electrotherapy appropriately, including:

alternating current, direct current, biphasic, and monophasic. Perform electrical stimulation for wound healing, transcutaneous electrical nerve stimulation, iontophoresis, biofeedback, and other selected electrotherapy techniques

PTA 250: J3 Demonstrate application of mechanical traction

PTA 250: H4 Apply modality correctly with appropriate and safe parameters

PTA 250: G2 Apply basic compression garments correctly

PTA 250: J3 Demonstrate application of mechanical traction

PTA 252: H2 Describe the therapeutic effects of hydrotherapy

PTA 252: J Demonstrate a basic understanding of laser, light, and ultraviolet radiation

PTA 252: C Demonstrate understanding of superficial and deep thermal modalities including heat, cold, hydrotherapy, diathermy, ultrasound and others as appropriate

PTA 252: D Describe the theory and rationale for using non-thermal therapeutic ultrasound

Course objective for compression: PTA 250: G2 Apply basic compression garments correctly

Course objective for cryotherapy, hydrotherapy, superficial and deep thermal agents:

PTA 250: H Demonstrate competency in application of thermal and non-thermal physical agents, including moist hot packs, cryotherapy, ultrasound, and contrast baths.

Course objective for mechanical traction: PTA 250: J3 Demonstrate application of mechanical traction

Course objective for light therapies: PTA 252: J Demonstrate a basic understanding of laser, light, and ultraviolet radiation

Learning activities

PTA 250 Electrical Stimulation Skill Check

PTA 250 Iontophoresis skill check

PTA 250 Biofeedback skill check

PTA 250 Compression skill check

PTA 250 Hot pack skill check

PTA 250 Cold pack skill check

PTA 250 ultrasound skill check

PTA 250 final exam question

PTA 250 Mechanical Traction Skill Check

PTA 250 Mechanical Traction Skill Check

PTA 252 Discussion board question activity #7 laser/light therapy

PTA 252 Discussion board question activity # 4 hydrotherapy

Level of Actual Student Achievement:

100% of the last graduating class score 16/16 on electrical stimulation skill check indicated that the course objective was met

100% of the last graduating class score 16/16 on iontophoresis skill check indicated that the course objective was met

100% of the last graduating class score 16/16 on biofeedback skill check indicated that the course objective was met

100% of the last graduating class score 16/16 on Mechanical Traction skill check indicated that the course objective was met

Class of 2022 Level of Actual Student Achievement: 100% of the graduating class passed the 250 psychomotor assessment with no issues noted

Class of 2021 Level of Actual Student Achievement: 100% of the graduating class passed the 250 psychomotor assessment with no issues noted

Class of 2020 Level of Actual Student Achievement: 100% of the graduating class passed the 250 psychomotor assessment with no issues noted

Class of 2022 100% of the last graduating class score 100% on positioning assignment indicated that the course objective was met

Class of 2021 100% of the last graduating class score 100% on positioning assignment indicated that the course objective was met

Class of 2020 100% of the last graduating class score 100% on positioning assignment indicated that the course objective was met

Class of 2022 Level of Actual Student Achievement: 100% of the graduating class passed the 250 final practical exam with no issues noted

Class of 2021 Level of Actual Student Achievement: 100% of the graduating class passed the 250 final practical exam with no issues noted

Class of 2020 Level of Actual Student Achievement: 100% of the graduating class passed the 250 final practical exam with no issues noted

7D23d

Course objectives:

PTA 250: D1 Select transfer method on basis of patient's impairment(s) and needs, including standing pivot, sliding board, seat to seat, toilet, shower, tub, and car transfers.

PTA 251: I1 Define and describe components of posture that are ergonomically correct.

PTA 231: G7 Perform a treatment session on a simulated patient

PTA 250: C1 Demonstrate and teach bed mobility to persons with various impairments

PTA 250: C2 Demonstrate and teach sitting control to persons with various impairments

PTA 250: D2 Teach transfers effectively
PTA 250: E6 Teach gait pattern effectively.
PTA 250: F4 Perform and teach assisted and independent wheelchair mobility with various patient impairments on level ground, incline, and curb
PTA 250: F5 Assess home and other environments for wheelchair use.

Learning activities

PTA 250 Stand pivot skill check
PTA 250 Sliding board skill check
PTA251 Ergonomics assignment
PTA 231 Final Practical Exam

Level of Actual Student Achievement:

100% of the last graduating class score 16/16 on stand pivot skill check indicated that the course objective was met

100% of the last graduating class score 16/16 on sliding board skill check indicated that the course objective was met

of the last graduating class score 16/16 on Ergonomics assignment indicated that the course objective was met.

7D23e

Course objectives:

PTA 250: A4 Perform massage techniques correctly.
PTA 222: B2 Perform ROM exercises
PTA 231: A1 Perform appropriate soft tissue and manual therapeutic exercise techniques that improve musculoskeletal function.

Learning activities:

PTA 222: ROM assignment
PTA 250 Massage skill check
PTA 231: Skill checks

Level of Actual Student Achievement:

100% of the last graduating class scored 75% or higher on the ROM assignment indicating that the objective was met; 100% of the last graduating class score 16/16 on massage skill check indicated that the course objective was met; 100% of the last graduating class scored 75% or higher on UE and LE skill checks indicating that the objective was met

100% of class of 2021 scored 75% or higher on the ROM assignment indicating that the objective was met

100% of class of 2020 scored 75% or higher on the ROM assignment indicating that the objective was met

7D23f

Course objectives:

PTA 250: E6 Teach gait pattern effectively

PTA 231: D4 Demonstrate techniques of bed mobility, sitting, transfers, wheelchair propulsion, and gait training.

PTA 251: E3 Determine which assistive equipment is appropriate to use (crutches, canes, walkers, special attachments, or parallel bars)

Learning activities

PTA 250 Gait training skill check

PTA 251 Practical Exam

Level of Actual Student Achievement:

100% of the last graduating class score 16/16 on gait training skill check indicated that the course objective was met

100% of the last graduating class passed the 251 final practical with no safety issues noted;

7D23g

Course objectives:

PTA 222: D3 Perform and instruct others in isometric and isotonic exercises for all major joints

PTA 250: C1 Demonstrate and teach bed mobility to persons with various impairments.

PTA 231: D5 Demonstrate patient and family education

Learning activities:

PTA 222: Psychomotor Assessment and Practical exam

PTA 250 Psychomotor assessment

Level of Actual Student Achievement:

100% of the last graduating class scored 75% or higher on the psychomotor assessment and practical exam; 100% of the last graduating class passed the 250 psychomotor assessment with no safety issues noted;

100% of class of 2021 scored 75% or higher on the psychomotor assessment and practical exam

100% of class of 2021 scored 75% or higher on the psychomotor assessment and practical exam

7D23h

Course objectives:

PTA 222: D4 Perform active and active assistive exercise appropriately

PTA 231: A1 Perform appropriate soft tissue and manual therapeutic exercise techniques that improve musculoskeletal function

Learning activities:

PTA 222: Psychomotor Assessment and Practical exam

PTA 231: Practical exam

Level of Actual Student Achievement:

100% of the last graduating class scored 75% or higher on the psychomotor assessment and practical exam indicating that the objective was met; 100% of the last graduating class scored 75% or higher on the practical exam indicating that the objective was met

100% of class of 2021 scored 75% or higher on the psychomotor assessment and practical exam

100% of class of 2021 scored 75% or higher on the psychomotor assessment and practical exam

7D23i

Course objectives:

PTA 250: I1 Utilize different types of electrotherapy appropriately, including: alternating current, direct current, biphasic, and monophasic. Perform electrical stimulation for wound healing, transcutaneous electrical nerve stimulation, iontophoresis, biofeedback, and other selected electrotherapy techniques.

PTA 251: G3 Illustrate the rule of nines and its relation to estimating burn area. (

PTA 251: G Differentiate various types of wounds by describing their characteristics.

PTA 250: B4 Recognize various types of isolation and don and doff protective garb correctly

PTA 250: B5 Describe and utilize universal precautions.

PTA 250: B6 Describe normal and abnormal skin conditions.

PTA 250: B7 Demonstrate checking skin condition

Learning activities:

PTA 250 Final Practical Exam

PTA 251 Rule of nine assignment

PTA 250 Final written exam

PTA 251 Wound care skill check
PTA 251 Sterile techniques activity
PTA 251 Final Witten exam

Level of Actual Student Achievement:

100% of the last graduating class passed the 250 final practical with no safety issues noted; 100% of the last graduating class score 16/16 on rule of nine assignment indicated that the course objective was met.

7D24 – Demonstrate competence in performing components of data collection skills

PTA 252 provides the theoretical basis for the use of physical agents such as heat, cold, electricity, light water and therapeutic modalities utilized in physical therapy. PTA 250 incorporates lab activities, skill checks, and practical examinations to address student competency in these three skills for general patient care. These skills are important in patient care and therefore precede the first clinical education experience, PTA 260. PTA 251 addresses the refinement of these skills as they relate to working with and rehabilitating a cardiopulmonary pathology population via laboratory and practical examination activities. After learning to adapt these skills to specific populations, students are better prepared to meet the needs of all patient populations during clinical experiences in PTA 263 & PTA 268.

Several objectives documenting appropriate integration progression, and expected level of performance for this curricular requirement include:

7D24a

Course objectives

PTA 250 B3Develop appropriate treatment modifications based on changes in vital signs, patient status, and responses to activity

PTA251 A8 Assess lab values, breath sounds and EKGs

PTA231

Learning Activities:

PTA250 Vital Signs Assignment

PTA251 Practical Exam

PTA231

Level of Actual Student Achievement

PTA 250 100% of the last graduating class score 20/20 on the vitals signs assignment indicated that the course objective was met;

PTA 251 100% of the last graduating class passed the 251 final practice with no safety issues noted indicated that the course objective was met;

7D24b

This skill is completed within PTA 250 and PTA 251. Students perform these activities during laboratory sessions; this skill is incorporated in skill checks so that student competence is verified prior to participation in the clinical experiences in PTA 260, PTA 263, and PTA 268.

Several objectives documenting appropriate integration progression, and expected level of performance for this curricular requirement include:

PTA 250: J3 (measure weight) Demonstrate application of mechanical traction
PTA 250: E3 (measure height) Determine which assistive equipment is appropriate to use (crutches, canes, walkers, special attachments, or parallel bars).
PTA 250: G1 (measure girth) Perform volume and girth measurements
PTA 251: G4 (measure length) Diagram and calculate wound size
PTA 260: 1A Perform in a safe manner that minimizes risk to patient, self and others
PTA 263: 1J Obtain accurate information by performing selected data collection consistent with the plan of care established by the physical therapist
PTA 268: 1J Obtain accurate information by performing selected data collection consistent with the plan of care established by the physical therapist

These objectives are aligned with appropriate assessments/activities including:

PTA 250: (measure weight) mechanical lumbar traction skill check
PTA 250: (measures height) Gait and assistive devices skill check

PTA 250: (measure girth) compression wrapping skill check
PTA 251: (measure length) wound care dressing and application skill check
PTA 260: Clinical Performance Instrument item # 1

PTA 268: Clinical Performance Instrument item # 10

Level of Actual Student Achievement

PTA250 100% of the last graduating class score 16/16 on mechanical traction skill check indicated that the course objective was met

PTA 250 100% of the last graduating class score 16/16 on gait training skill check indicated that the course objective was met
100% of the last graduating class score 16/16 on assistive device skill check indicated that the course objective was met

PTA250 100% of the last graduating class score 16/16 on compression skill check indicated that the course objective was met

PTA251 100% of the last graduating class score 16/16 on wound care skill check indicated that the course objective was met

PTA 260 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #1

PTA268 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #10
TA 268: Clinical Performance Instrument item # 10

7D24c Mental Functions: detect changes in a patient's state of arousal, mentation and cognition

Course objective:

PTA 250 Therapeutic Procedures I: Q1 Discuss levels of patient's mental state

PTA 250 Therapeutic Procedures I: Q2 Identify potential behaviors and reactions to a patient's altered mental state.

Learning activities

PTA 250 Written Midterm exam

PTA 250 Practical Exam

Level of Actual Student Achievement:

19/20 95% of last graduating class scored 75% or higher on midterm exam indicating that the objective was met; 100% of the last graduating class passed the 250 final practical with no safety issues noted; indicating that the objective was met

d. Assistive Technology: identify the individual's and caregiver's ability to care for the device; recognize changes in skin condition and safety factors while using devices and equipment

Course Objectives

PTA 250I1 Utilize different types of electrotherapy appropriately, including: alternating current, direct current, biphasic, and monophasic. Perform electrical stimulation for wound healing, transcutaneous electrical nerve stimulation, iontophoresis, biofeedback, and other selected electrotherapy techniques.

PTA251 P7 Demonstrate proper fitting and operation of CPM

PTA 250: B6 Describe normal and abnormal skin conditions

PTA 250: B7 Demonstrate checking skin condition.

PTA 250: C4 Recognize areas of pressure and potential skin breakdown

PTA 250: C5 Describe positioning to relieve pressure and prevent and help heal areas with skin breakdown

PTA 250: M Display appropriate patient/caregiver education

1. Give clear, concise instructions
2. Modify education based on learner needs
3. Display sensitivity to individual and cultural differences
4. Present appropriate feedback
5. Document instructions appropriately

PTA 252: A1 Describe skin and its normal and abnormal responses to modalities

Learning activities

PTA 250 TENS unit skill check

PTA 251 CPM skill check

PTA 250 Practical Exam
PTA 231 Practical Exam

Level of Actual Student Achievement:

PTA 250 100% of the last graduating class score 20/20 on the TENs skill check assignment indicated that the course objective was met

PTA 251 100% of the last graduating class score 20/20 on the CPM skill check assignment indicated that the course objective was met

e. Gait, Locomotion, and Balance: determine the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility

Course Objectives

PTA 250 E3 Determine which assistive equipment is appropriate to use (crutches, canes, walkers, special attachments, or parallel bars).

PTA251 E1 Assess gait patterns of individuals with a lower extremity prosthesis

Learning activities

PTA 250 Gait skill check

PTA 251 Practical exam

Level of Actual Student Achievement:

PTA 250 100% of the last graduating class score 20/20 on the Gait training skill check assignment indicated that the course objective was met

100% of the last graduating class passed the 251 final practical with no safety issues noted assignment indicated that the course objective was met

7D24f. Integumentary Integrity: detect absent or altered sensation; normal and abnormal

integumentary changes; activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma; and recognize

viable versus nonviable tissue

Course Objectives

PTA 250 C4 Recognize areas of pressure and potential skin breakdown

PTA251 D3 Demonstrate and teach stump wrapping for an above knee and below knee amputation

Learning activities

PTA 250 Positioning assignment

PTA 251 Practical exam

Level of Actual Student Achievement:

100% of the last graduating class score 20/20 on the positioning assignment indicated that the course objective was met

100% of the last graduating class passed the 251 final practical with no safety issues noted; indicated that the course objective was met

g. Joint Integrity and Mobility: detect normal and abnormal joint movement

Course objective

PTA 222 E1 Perform range of motion (ROM) measurements by goniometry, flexible ruler, tape measure, and inclinometer

PTA 222 E2 Recognize joint hypermobility and hypomobility

Learning activity

PTA 222 Range of Motion Measurement Worksheets

PTA 222 Practical Exam item #8

Level of Actual Student Achievement:

100% of the last graduating class passed the 252 final practical with no safety issues noted; indicated that the course objective was met. 100% last graduating class scored 75% or higher on the ROM assignment indicating that the objective was met

100% of class of 2021 scored 75% or higher on the ROM assignment indicating that the objective was met

100% of class of 2020 scored 75% or higher on the ROM assignment indicating that the objective was met

h. Muscle Performance: measure muscle strength by manual muscle testing; observe the presence or absence of muscle mass; recognize normal and abnormal muscle length, and changes in muscle tone

Course objective

PTA 222 Measure functional grip strength

PTA 222 F2 Perform manual muscle testing

Learning activity

PTA 222 Practical Exam item #8

Level of Actual Student Achievement:

100% of the last graduating class passed the 222 final practical with no safety issues noted; indicated that the course objective was met

100% of class of 2021 passed the 222 final practical with no safety issues noted

100% of class of 2020 passed the 222 final practical with no safety issues noted

i. Neuromotor Development: detect gross motor milestones, fine motor milestones, and righting and equilibrium reactions

j. Pain: administer standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain; recognize activities, positioning, and postures that aggravate

or relieve pain or altered sensations

Course Objectives

PTA 250 I8 Administer patient survey for pain assessment

PTA251 D6 Recognize and educate patient on safety factors while using a prosthetic device

PTA 250: I2 Demonstrate competency in application of electrotherapy

2. Position patient appropriately for treatment

8. Administer patient survey for pain assessment

PTA 250: J4 Administer patient survey for pain assessment

PTA 252: B8 Describe pain measurement tools

PTA 252 B8 Describe pain measurement tools

Learning activities

PTA 250 Electrical Stimulation skill check (Assess patient's pain/symptoms/status before treatment)

PTA 251 Practical exam

PTA 251 Skill check packet

PTA 252 Modality #1 assignment

Level of Actual Student Achievement:

100% of the last graduating class score 20/20 on the electrical stimulation skill check assignment indicated that the course objective was met;

100% of the last graduating class passed the 251 final practical with no safety issues noted

100% of the last graduating class passed the electrical stimulation skill check indicated that the course objective was met.

100% of the last graduating class scored 50/50 on the modality #1 assignment indicated that the course objective was met.

k. Posture: determine normal and abnormal alignment of trunk and extremities at rest and during activities

7D24I.

Course objective

PTA 222 E1 Perform range of motion (ROM) measurements by goniometry, flexible ruler, tape measure, and inclinometer

PTA 222 E2 Recognize joint hypermobility and hypomobility

Learning activity

PTA 222 Range of Motion Measurement Worksheets

PTA 222 Practical Exam item #8

Level of Actual Student Achievement:

100% of the last graduating class passed the 222 final practical with no safety issues noted; indicated that the course objective was met 100% last graduating class scored 75% or higher on the ROM assignment indicating that the objective was met

100% of class of 2021 passed the 222 final practical with no safety issues noted
100% of class of 2021 scored 75% or higher on the ROM assignment indicating that the objective was met

100% of class of 2020 passed the 222 final practical with no safety issues noted
100% of class of 2020 scored 75% or higher on the ROM assignment indicating that the objective was met

100% of the last graduating class passed the 252 final practical with no safety issues noted; indicated that the course objective was met

m. Self-Care and Civic, Community, Domestic, Education, Social and Work Life: inspect the physical environment and measure physical spaces; recognize safety and barriers in the home, community and work environments; recognize level of functional status; administer standardized questionnaires to patients and others

Course Objectives

PTA 250 O3 Measure the physical space within different environments

PTA251 I1 Define and describe components of posture that are ergonomically correct.

Learning activities

PTA 250 Environmental assessment assignment

PTA 251 ergonomics assignment

Level of Actual Student Achievement:

100% of the last graduating class score 20/20 on the environmental assessment assignment indicated that the course objective was met;

100% of the last graduating class score 20/20 on the Ergonomics assignment indicated that the course objective was met;

n. Ventilation, Respiration and Circulation: detect signs and symptoms of respiratory distress, and activities that aggravate or relieve edema, pain, dyspnea, or other symptoms; describe thoracoabdominal movements and breathing patterns with activity, and cough and sputum characteristics

Course Objectives

PTA 250 G3 Instruct patient in positioning for edema control

PTA250 B1 Take vital signs and anthropometric measurements correctly

PTA251 B8 Demonstrate and teach breathing exercises

Learning activities

PTA 250 Compression Skill check

PTA 250 Vital signs assignment

PTA251 B8 Practical Exam

Level of Actual Student Achievement:

100% of the last graduating class score 20/20 on the compression skill check assignment indicated that the course objective was met;

100% of the last graduating class score 20/20 on the vital signs assignment indicated that the course objective was met;

100% of the last graduating class passed the 251 final practical with no safety issues noted; that the course objective was met;

7D25 – Documentation

Knowledge related to documentation issues is developed and assessed within PTA 202 and PTA 200 via lecture, written assignments, and written examinations. PTA 250 provides written assignments and practical examinations that allow students to document basic components of patient treatment sessions prior to the students' first clinical experience, PTA 260. PTA 231 and PTA 251 provide written assignments and practical examinations that allow students to refine documentation skills of patient care related to the treatment of specific patient populations prior to the clinical experiences within PTA 263 and 268.

Course objectives:

PTA 250: N1 Use a SOAP note format to document lab skills and or scenarios

PTA 263: A11 Produces quality documentation in a timely manner to support the delivery of physical therapy services

PTA 268: C1 Complete documentation that follows professional guidelines, health care system requirements, and physical therapy setting policies

PTA 250: Practical Exam

PTA 263: CPI item #13

PTA 268: CPI item #5

Level of Actual Student Achievement: 100% of the last graduating class passed the 250 final practice with no safety issues noted; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #13 & #5

7D26 – Respond effectively to emergencies in clinical setting

Currently, PTA 200 and PTA 250 provide lecture and laboratory activities that address identifying and responding to emergency situations in an appropriate manner prior to the clinical education experiences within PTA 260, PTA 263 and PTA 268. Questions based on emergent situations are incorporated in practical examinations in PTA 250 and PTA 251 to assess student competence prior to a student's participation in the clinical experiences within PTA 260, PTA 263 and PTA 268.

Several objectives documenting appropriate integration, progression and expected level of performance for this curricular requirement include:

Course objectives

PTA 250: P2 Discuss how to handle situations involving hazardous materials

PTA 251: J1 Identify normal and abnormal lab values

PTA 268: 1A Performs in a safe manner that minimizes risk to patient, self and others

Learning activities including:

PTA 250: Infection Control Training and Education

PTA 251: Practical Exam

PTA 268: CPI Item #1

Level of Actual Student Achievement: 100% of the last graduating class score 16/16 on infection control training and education indicated that the course objective was met; 100% of the last graduating class passed the 251 final practice with no safety issues noted; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #1

7D27 – Contribute to efforts to increase patient and healthcare provider safety

Safety is threaded throughout the curriculum beginning with orientation and followed up in the first semester of the technical program in PTA 250 and PTA 222. PTA 250 and PTA 222 provides written assignments and practical examinations that allow students to demonstrate their ability to provide PT interventions in a safe manner. PTA 231 and PTA 251 provide written assignments and practical examinations that allow students to refine their safety skills with specific patient populations. In PTA 260, PTA 263, and PTA 268 students must provide evidence of safety to graduate.

Course objectives:

PTA 250 I3 Use proper safety precautions

PTA 250 R3 Adhere to laboratory rules and other course regulations

PTA 222 N3 Adhere to laboratory rules and other course regulations

PTA 222 M5 Consider safety and risk for injury

PTA 231 G6 Report PT precautions/contraindications, other special implications, and explain their relationship to PT interventions

PTA 251 E3 Demonstrate correct and safe gait training techniques for working with patients with prostheses.

PTA 268 A1 Performs in a safe manner that minimizes the risk to patient, self, and others

Learning activities:

PTA 250 Psychomotor assessment

PTA 250 Professional behaviors assignment

PTA 251 Practical exam

PTA 268 CPI #1

Level of Actual Student Achievement: Exam 100% of the last graduating class passed the 250 psychomotor assessment with no safety issues noted; 100% of the last graduating class score 16/16 on professional behavior assignment indicated that the course objective was met

100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #1

7D28 – Participate in patient-entered interprofessional collaborative care

PTA 202 provide students with lecture, written assignments, and written examination activities that develop the communication skills necessary to interact with members of the health care team. PTA 260 and PTA 263 allows students the opportunity to interact with other health care team members within the clinical setting. PTA 201 provides class discussion and written assignment activities that help the students to reflect upon and assess their interactions with other health care professionals. This sequence of courses permits students to be competent in their ability to interact with other healthcare professionals during the final clinical experience within PTA 268.

Course objectives

PTA 202: C5 Describe the types of communication including nonverbal communication, verbal communication, written communication, and interpersonal communication

PTA 201: A3 Demonstrate knowledge of and discuss issues related to discharge planning for patients including patient & family education, referrals for other healthcare services, communication with other healthcare team members, and special equipment needs.

PTA 260: 1C Interact with others in a respectful manner

PTA 263: A5 Communicate in ways that are congruent with situational needs

PTA 268: A14 Participates in the efficient delivery of physical therapy services

Learning activities

PTA 202: Patient practitioner assignment

PTA 201: PT workplace assignment

PTA 263: CPI item #5

PTA 268: CPI #14

Level of Actual Student Achievement: 75% of the last graduating class score 9/12 on the patient practitioner assignment indicated that the course objective was met; 100% of the last graduating class scored 80% or higher on the PT workplace assignment indicating that the course objective was met; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #5 and 14

93% of the class of 2021 scored 80% or higher on the PT workplace assignment indicating that the course objective was met

100% of the class of 2020 scored 80% or higher on the PT workplace assignment indicating that the course objective was met

7D29 – Participate in performance improvement activities

PTA 200 and PTA 201 include lecture, seminar, and written assignment activities that provide students with the knowledge as well as assess the students abilities to perform tasks that enable them to participate in quality assurance activities within the academic setting. PTA 268 assesses the students' ability to participate in quality assurance related activities within the clinical setting.

Course objectives

PTA 202: D4 Describe the impact of cultural, spiritual, age, sexual, and other issues related to effective patient/practitioner interaction

PTA 201: A6 Discuss the value and importance of participation in evaluation/peer review

PTA 268: A13 Produces quality documentation in a timely manner to support the delivery of physical therapy services

Learning activities:

PTA 202: Core Values assignment

PTA 201: Conflict resolution assignment

PTA 268: CPI Item #13

Level of Actual Student Achievement: 100% of the last graduating class completed the assignment and participated in discussion of how knowing what they value can impact

their performance as a clinician; 100% of the last graduating class scored 80% or higher on the conflict resolution assignment indicating that the course objective was met; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #13

100% of the class of 2021 scored 80% or higher on the PT workplace assignment indicating that the course objective was met

95% of the class of 2020 scored 80% or higher on the PT workplace assignment indicating that the course objective was met

7D30 – Describe aspects of organizational planning and operation of PT service

PTA 200 and PTA 201 include lecture, seminar, and written assignment activities that provide students with the knowledge as well as assess the student's ability to describe organizational components of physical therapy services in the academic setting. PTA 268 assesses the students' ability to recognize and describe the organizational structure for physical therapy services and assesses their ability to function within the organizational structure of a clinic.

Several objectives documenting appropriate integration, progression and expected level of performance for this curricular requirement include:

PTA 200: D3 Describe the roles, responsibilities and supervisory relationships of the physical therapy team: physical therapist, physical therapist assistant, and physical therapy aide

PTA 201: A4 Discuss roles, function, and supervisory relationships of the PT, PTA/other health care personnel.

PTA 268: A14 Participates in the efficient delivery of physical therapy services

These objectives are aligned with appropriate assessments/activities including:

PTA 201: PT workplace assignment

PTA 268: CPI item #14

Level of Actual Student Achievement: 100% of the last graduating class scored 80% or higher on the PT workplace assignment indicating that the course objective was met
100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #14

100% of the class of 2021 scored 80% or higher on the PT workplace assignment indicating that the course objective was met

95% of the class of 2020 scored 80% or higher on the PT workplace assignment indicating that the course objective was met

7D31 – Describe accurate and timely information for billing and payment purposes

PTA 202 in the first semester and PTA 200 in the second semester provide students with lecture, written assignment, and written examination activities that provides knowledge and develops and assesses the ability to provide appropriate documentation as it relates to billing prior to their first clinical experiences. Following PTA 260 and PTA 263, PTA 201 provides lecture, class discussion, and written assignment activities that provides students with information re-emphasizes billing and reimbursement. These activities prepare students to coordinate the appropriate documentation with the coding for billing and reimbursement purposes during their final clinical experience within PTA 268 Clinical Affiliation I.

Objectives

PTA 200: B8 Explain payment for health care in America including the role of supply and demand for services, consumers, insurance agencies and the US government
PTA 201: A2 Demonstrate appropriate use of CPT codes and documentation as it relates to billing and reimbursement for physical therapy services
PTA 268: A14 Participates in the efficient delivery of physical therapy services

Learning experiences:

PTA 200: Guide to PT practice assignment

PTA 201: Reimbursement assignment
PTA 268: CPI #14

Level of Actual Student Achievement: 100% of the last graduating class scored at least 20/25 on the Guide to PT practice assignment indicated that the course objective was met; 100% of CPI evaluations from final clinical experience for the last graduating class indicated that students meet entry level expectations for Clinical Performance item #14. 100% of the last graduating class scored 80% or higher on the Reimbursement assignment indicating that the course objective was met

100% of the Class of 2021 scored 80% or higher on the Reimbursement assignment indicating that the course objective was met

80% of the Class of 2020 scored 80% or higher on the Reimbursement assignment indicating that the course objective was met

95% of the class of 2020 scored at least 20/25 on the Guide to PT practice assignment indicated that the course objective was met

Standard 8: Program resources are sufficient to meet the current and projected needs

8A – Sufficient number of core faculty

- Student advising and mentorship- The program utilizes a 1 to 15 faculty/student ratio for advising program students. The program utilizes a 1 to 12 faculty/student ration for lab. All program faculty participate in recruitment efforts.
- Admissions activities- core program faculty review the applications and score the applicants via the ranking formula.
- Educational administration-program director is the primary administrator for the program

- Curriculum development- All faculty meet to review and discuss textbook changes and identify supplementary resources to bolster the curriculum
- Instructional design-All faculty meet to review and discuss delivery of instruction, for example in first semester of the technical program of 2020, lectures were moved to the first two days of the week and labs were moved to the last three days of the week. This was done to assist with carryover of lecture material to lab performance.
- Coordination of the activities of the associated faculty-The program does not have associated faculty. However, the program utilizes hourly faculty (L-19). Each core faculty member acts as a course coordinator who directs the L-19 faculty member.
- Coordination of the clinical education program is a job duty of Leslie Naugher, the ACCE.
- Governance-Vanessa LeBlanc, the PTA PD provides governance over the program.
- Clinical practice-program faculty does not participate in clinical practice
- Evaluation of expected student outcomes and other program outcomes-All core program faculty are engaged in evaluating expected student outcomes and other program outcomes.

The PTA Program has three full-time core faculty members, one of whom is a Physical Therapist, and two who are Physical Therapist Assistants. Vanessa LeBlanc, PT, DPT, serves as the PD, Leslie Naugher, PTA, BS, MS serves as the Academic Coordinator of

Clinical Education (ACCE), and Cindy Elliott, PTA, BS, MS serves as a Program Instructor and Advisor. All core faculty are involved in meeting teaching and service expectation and to achieve the expected program outcomes.

All full-time faculty members have duties devoted to the program. These duties shall include classroom teaching, student advising, classroom preparation, committee assignments, and other institutional responsibilities which contribute to the fulfillment of the college mission, either on campus or at other designated locations within the college service area. The teaching load and schedule of each full-time faculty member shall be determined in accordance with the administrative procedures of the institution. (JSCC Faculty and Staff Handbook.pdf, 4.05 Employment Contract).

Jefferson State recognizes that certain individuals within programs have additional duties that necessitate the release of required teaching hours. Institutional policy states that full-time faculty teach 15 credit hours per fall and spring semester and 12 credit hours during the summer term. This load may be adjusted, considering the number of preparations, the number of students taught, and the number of contact hours of the instructor. In the PTA Program, the PD and the ACCE are given one course (3 hours) release time per semester in order to meet other job requirements and administrative duties. The PD also receives two extra course releases to allow her to perform her duties as the Associate Dean of Health-Related Programs.

The PD determines program needs for additional assistance with input from the other core faculty. If assistance is needed, the PD requests teaching assistance at the

beginning of each semester. Needs are determined by the ratio of students to faculty in the laboratory and by particular course content in accordance with program policy (P&P II-32 Student Teacher Lab Ratio).

8B – Secretarial/Admin/Technical Support

Clerical and administrative support for the program, consist of a full-time secretary (Beth Ray) housed in the suite with program faculty. Ms. Ray does a variety of duties to support the program. For example, she directs PTA students to their appointed advisor, assists with required administrative reports and accreditation documents, and she takes and submits minutes for program meetings. Ms. Ray contacts Institutional Effectiveness (IE) office to ensure that graduate and employer surveys are submitted on time. She also compiles data for the clinical education program.

Other areas of the College that provide support to the PTA Program include but are not limited to: Division of Distance Education, Enrollment Services, Instructional Technology Services, and the IE office. The Instructional Technology Services provides support in the use and integration of technology into classroom instruction. IE helps with data collection and compilation for our graduate and employer surveys to ensure that we have data to assess the programs expected outcomes.

Staff from Information Technology assists the program with issues with computer services, integrated phone service, instructional equipment, email set-up and multi-media messaging. Instructional Technology Services employs individuals that support the college with technology assistance and the distance learning offerings.

The Distance Education Student Resources web page provides Blackboard login instructions and contact information for Blackboard technical assistance and contains links to student services. The Distance Education Student Resources page also contains tutorials designed to assist students in the use of distance education tools, including the college's learning management system. Instructors also include a link to the Distance Education Student Resources page in their LMS course shells.

The technical support staff provide adequate services and services for all program faculty, students (both tracks) and other program staff.

8C – Financial Resources

The program receives funding from the college's general fund and from Perkins Career and Technical Education Act. The budgeting process at JSCC begins at the unit level. PDs and the program faculty review program needs, develop plans, and determine budgeting needs for the next year. The PTA director also consults with the PTA Advisory Committee and solicits suggestions from clinical faculty and students. The PD develops the operational unit plan and a budget request. This is forwarded to the dean for appropriate processing.

The program director is responsible for overall management of the program budget. If discretionary funds are needed for expenses beyond the budget, the program director communicates with the dean regarding the need. To date, all requests for discretionary funds for the PTA program have been granted.

The college assumes responsibility for routine program costs. For example, college funding has been used to replace broken equipment and for calibration and safety checks. The Program Income and Expense Form (PTA Program_Financial Report.pdf) shows program expenditures for 2020-2021 (\$290,118.93) 2021-2022 (\$314,769.80) and 2022-2023 (&333,286.38). Much of the program budget is allocated to salaries. The college also provides funding for additional equipment in response to needs associated with increased enrollment, including laboratory expansion, instructional equipment, clinical equipment, and supplies. For the past 10 years, the college has received Perkins funding. For example, in 2018, Perkins funds were used to purchase an Anatomage Table for the PTA program. Funding has been adequate to meet program needs, and the college is committed to continuing to provide the financial support necessary to maintain a high-quality PTA program.

The program's strategic plan is completed every two years with a review after the first year. Short-term and long-term budgetary needs are including in the strategic plan.

8D – Space, Equipment, Technology

8D1 – Space: Classroom & Lab

The program is fortunate to have excellent campus physical facilities, which are more than adequate to support the needs of the PTA Program.

- All lecture courses are held in the designated classroom that seats up to 40 students comfortably. The classroom is equipped with a Notevision overhead projector, computer terminal, and an Anatomage Table. Other equipment may be arranged for use for

instructional purposes. We maintain a treatment table within the classroom for demonstration purposes. The classroom is located adjacent to restroom facilities and vending is available on the same floor. There is elevator and stair access, and hallways are marked for emergency evacuation purposes. The hallways are also equipped with an Alertus emergency alert beacon, sprinkler system, and fire extinguisher. The equipment used in the classroom allows faculty to deliver lecture material via PowerPoint and demonstration. The classroom has a designated thermostat on the wall next to the door. The classroom is cleaned daily by the college's housekeeping department. If any repairs are noted by students and/or faculty members, the health-related programs executive secretary submits maintenance request to address the concern.

- All lab courses are held in the designated laboratory. The laboratory is equipped with a reference area (with access to textbooks and the MSDS binder), office supplies, student mailboxes, a computer terminal, a Notevision overhead projector, a large-screen television, and DVD player. The laboratory has open floor space for carrying out various treatment activities. The laboratory has two sinks with soap and paper towel dispensers and eye wash systems. The spacing allows for students to comfortably practice hands-on skills. The lab has a designated thermostat on the wall next to the board. The lab is cleaned daily by the college's housekeeping department. If any repairs are noted by students and/or faculty members, the health-related programs executive secretary submits maintenance request to address the concern.

- An ADL laboratory, which includes a simulated patient kitchen and bathroom area.

This room also houses the washer and dryer, which we utilize for laundry purposes.

There is storage area in the back of this room as well that contains locked cabinets for storing graduate files. The ADL lab is cleaned daily by the college's housekeeping department. If any repairs are noted by students and/or faculty members, the health-related programs executive secretary submits maintenance request to address the concern.

- The program also has access to male and female dressing rooms with locker access.

8D2 – Space: Offices

The PTA Program has three private offices for each of its full-time faculty members. All the offices are located within an office suite shared with the Emergency Medical Services department and the Associate Dean Administrative Assistant. This suite is located on the same floor as the PTA classroom, laboratory, ADL laboratory, and dressing rooms. Each office has its own computer, bookcase, two chairs for visitors, and lockable cabinets for keeping confidential files/information. Each office has a door that can be closed to conduct confidential meetings.

In addition, the building in which the PTA Program is located (General Studies Building) has an area designated for Part-time faculty who desire to use it. This area includes access to telephones, computers, desks, and private consultation areas for meetings with students.

8D3 – Space & Equipment: Access Outside Class

During the first semester of the technical program and second semester of the technical program students are offered open lab times outside of class throughout the semester. Students are in clinical experiences during the third semester of the technical program. The dates and times are listed on the PTA 250 and PTA 222 schedules for first semester of the technical program and on the PTA 251 and PTA 231 for second semester of the technical program. Students are also allowed access to the lab on lecture days in between class and after class. This is typically 4-6 hours per week. Students are allowed to practice skills that they have been instructed in. There must be an instructor present in the room when any electrical equipment is applied to a person, except for battery-operated TENS, EMS, and biofeedback. Battery operated TENS, EMS, and biofeedback may be used without an instructor present after appropriate instructions for use have been given.

8D4 – Equipment

Supplies and materials for the program are adequate, and the equipment is in good repair and safe operating condition for classroom laboratory activities, classroom teaching, and supportive activities. The college owns all the clinical equipment used for laboratory sessions. The equipment in the lab is adequate to allow students access without long wait times.

All equipment is reflective of contemporary practice. All electrical equipment receives an annual safety and calibration check by an outside vendor. New equipment receives a

safety check prior to being put into service. The vendor places a sticker on each item checked indicating when the check was performed and when it is due for another check. Any equipment not working properly, having frayed cords or other potentially hazardous conditions are reported to the instructor. The instructor takes the equipment out of service and request repair. Laboratory equipment includes an Anatomage Table, multiple treatment plinths (some within curtained areas), large mat tables, 15' parallel bars, practice stairs, assistive devices, wheelchairs, specialized equipment (tilt tables, bariatric chair, hospital bed, mechanical lifts), modality units, recumbent bicycles, and other equipment for educational purposes.

The supplies and equipment available to the program for supportive activities are adequate for efficient development and production of acceptable instructional materials, correspondence, administrative materials, and special projects.

Appendix: PTA Equipment Inventory.pdf

8D5 – Technology Resources

A variety of technical resources are available to the program to meet its needs. These include audiovisual equipment used in lectures and/or lab sessions, i.e. Notevision overhead projectors, DVD player, large screen television, computers, information technology department support, and the ability to produce and/or present digital photographs, diagrams, or compact discs to supplement course content. In addition, Blackboard provides asynchronous discussion boards that allow students to participate in class discussion and/or question and answer sessions. Students are also provided

with access to computer terminals with Internet capabilities on campus. These computer stations allow students to access web-based curriculum and any other web-based resources, i.e. APTA web site, that may supplement course content or course assignment. The laboratory needs for both program tracks are identical and therefore use similar equipment that is available on campus.

8E: Library/Learning Resource Center

Collection Overview:

In support of the PTA Program, the Learning Resource Centers' combined collections include over 43,000 print books; access to 241,948 electronic book titles; individual journal subscriptions numbering 158 with additional access to 203,683 electronic journals via aggregated full text databases; 54,246 titles in streaming digital media; 63 research databases; and 4 online, interactive learning tools. The LRCs full holdings are accessible 24/7 from the library's comprehensive website

<https://library.jeffersonstate.edu>. Off campus access is provided to all students via single-sign-on protocol configured using OpenAthens Authentication.

Students entering the PTA program are given an in-depth orientation to the library's website including instructions in the use of electronic resources, virtual reference, and other library services. The following is a summary of library materials and services.

The libraries maintain a print and electronic book collection of over 280,000 items. The following is a breakdown of PTA Program related content by subject area:

Subject	Title Count
Biology	2,237

Human Anatomy	1,366
Physical Therapist/Therapy	2,601

Journals [electronic unless otherwise noted]

The Centers maintain print and electronic subscriptions to core journals in Physical Therapy as well additional titles in medicine and allied health. Primary journal titles include the following:

Journal of Athletic Training
Journal of Physical Therapy
Journal of Physical Therapy Education
Physical Therapy [print and electronic]
Physical Therapy Reviews
Physiotherapy Practice
Physiotherapy Research International
Physiotherapy: Theory & Practice
PT in Motion
PT: Magazine of Physical Therapy

The Learning Resource Centers also subscribe to journals in other disciplines such as business, public health, psychology, allied health, and life sciences which impact the course of study for the physical therapist assistant student.

The Centers maintain subscriptions to over 60 full-text databases with many in the areas of public and allied health. Premier research databases include the following:

- Rehabilitation Reference Center
- International Clinical Educators
- CINAHL Complete
- Anatomy & Physiology Made Incredibly Easy
- Anatomy & Physiology Made Incredibly Visual!
- Human Anatomy Atlas
- Nursing Reference Center Plus

- PrepStep Online Learning Platform
- Job & Career Accelerator

Secondary Databases and Resources

- Academic Search Complete
- Associates Program Source Plus
- Computer Skills Center
- Credo Reference Library
- Films On Demand Career & Technical Education
- Gale Nursing & Allied Health
- Health Source: Academic

A link to the library website is located prominently on the Jefferson State Community College home page and inside the Blackboard Course Management System. Blackboard has integrated accessibility features to meet the needs of students with hearing impairments and accommodate various learning styles. Both on campus and remote access is provided to all members of the College community and is available from any internet connection. The college has hotspots available for students who do not have reliable internet.

The Learning Resource Centers provide instruction to Physical Therapist Assistant students in the form of information literacy sessions, orientations, one-on-one instruction, and online/interactive tutorials. These tutorials are placed on all pages of the library and are accessible 24 hours per day. Information literacy sessions [in-person and virtual] include detailed instruction on the library services and materials specifically acquired for the Physical Therapist Assistant program. In addition, students are given assignments by program instructors which require information literacy skills and the use of library resources.

The program has a reference area in the lab with access to PTA textbooks, journals, MSDS, and DVDs. Students and faculty have access to this area before, during, and after all lecture and laboratory courses.

8F – Clin Ed: Sufficient Sites

Leslie Naugher, the Academic Coordinator of Clinical Education (ACCE), in conjunction with the program director will determine the number and variety of clinical contracts required to meet program goals and objectives based on program curriculum. To determine if a clinical educational site is consistent with our goals and objectives of the curriculum, the ACCE will e-mail Clinical Site Information Forms (CSIF) and the Request for Clinical Placement Form (ClinEd Form B, PTA Forms Document.pdf, p47) to the Center Coordinator of Clinical Education (CCCE) to be completed and returned to the ACCE. The CSIF is where we obtain information about clinical instructor qualifications, type of patient diagnosis, number of patients, the type of facility available, and clinical placement opportunities for the term. The Request for Clinical Placement Form serve as confirmation for student placement. In addition, the ACCE will complete an in-person or virtual site visit.

Many of these affiliates are multi-site facilities with numerous prospective placement opportunities in a wide variety of practice settings. The richness of these resources in terms of variety of practice settings, multiplicity of sites and qualified clinical faculty serve to ensure that Jefferson State students receive the broad-based clinical education

necessary to allow them to practice as competent physical therapist assistants upon graduation.

A current list of the clinical affiliates is stored on the program's rehab drive. Each student participates in affiliations at four different sites including one inpatient and one outpatient site. Exposure to diverse practice settings is tracked for each student via the Student Clinical Experiences Form (ClinEd Form E) that the student checks off after each clinical experience. The ACCE reviews the form on an ongoing basis to identify any general or specific areas in which the student needs experience. Assignments are made, based on this review, to meet students learning needs and to allow them to achieve program goals and objectives.

The clinical facilities chosen by the ACCE, allow students to meet the goals and objectives of the program, along with their personal goals for their career. Currently for the class of 2022, the total number of placement opportunities is 101.

8G – Clin Ed: Written Agreements

The program has 47 formal affiliation agreements with +60 clinical sites. The independent contractor agreement states the relationship between agency and the student is to provide a clinical education experience.

The Agency (clinical education site) Responsibilities states that enrolled PTA students may use the clinical facilities equipment and supplies for practicing and learning experiences throughout the clinical experience. The agency will offer an opportunity for

program and clinical staff to meet and discuss educational objectives that are consistent with clinical experience goals. All agencies must be accountable for maintaining appropriate accreditation within the agency's accrediting organization. Student will not be used as regular employees and will not work without proper supervision and appropriate qualified staff members. Each agency will determine a clinical instructor who acts as a liaison between the agency and the college. The designated person will coordinate all learning and training activities including patient/client care for the student that meets goals and objectives of the college and the agency. The clinical instructor must maintain written records of student performance and provide copies to college and agency. The agency can request a student be removed from the clinical experience due to conduct or performance that does not meet agency expectations. The college is responsible for any disciplinary proceedings. The agency is required to provide first aid for accidents that may occur to students while on property or location.

The ACCE will make on- site visits for communication and review of agency's clinical success. The college will only send competent and qualified students for clinical experience. The college must convey the number of students jointly agreed upon by both the college and the agency. The college must update students on their responsibility to uphold confidentiality of patient and agency records, data, and patient information. The college requires all students to purchase a personal liability policy which covers a minimum of \$1,000,000 per incident and \$3,000,000 aggregate coverage per year and a hospitalization/surgical insurance policy. The college requires

to be free of any contagious disease that would be a threat to patients and staff of the agency.

The terms of the agreement shall become effective for one year immediately upon being signed by the designated assignees of both the Agency and the College. This agreement shall be reviewed annually by appropriate administrators of both institutions and shall automatically renew itself for a period of one (1) year unless either party shall notify the other in writing ninety (90) days prior to the expiration of the terms herein. If notice of cancellation is necessary, it is understood that those students already assigned to the Agency will be allowed to finish their clinical requirements, if no disciplinary actions were involved.

If either party fails to fulfill the obligations assumed hereunder, the other party must give written notice of such default. If the default is not remedied within thirty (30) days after notice, the agreement may be terminated forthwith by such party.

Establishing and Maintaining Clinical Affiliations includes the process for ongoing review of clinical affiliation agreements. This process includes reviewing: rights/responsibilities of the institution and the clinical facility, responsibilities for patient care, and responsibility for evaluation and supervision of students. All executed affiliation agreements on file will be reviewed annually and before the expiration date of any agreement. The ACCE will decide if the contract should or should not be renewed. If the ACCE determines no changes are needed at the time, the ACCE will generate two copies of the review and renewal document signifying the contract has been reviewed.

The two copies will be signed by the ACCE and the Dean of Campus Development and & Campus/Legal Services. The signed copies are forwarded to the clinical facilities' designated agent for review and signatures. The facility agent signs both copies and returns one copy to the ACCE. This copy is considered the fully executed affiliation agreement and is retained in a locked cabinet in the ACCE's office. If the signed document is not received by the determined submission date, the ACCE will contact the facility's agent regarding the status of the document. If the renewal document is not received the facility is placed on the "Inactive Contract" list for ACCE review and follow up.

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8H

All services that are provided by the college can be found on the Student Hub link of the website. The college considers academic counseling to be critical to student success and strives to provide quality academic advising. New students are encouraged to attend New Student Orientation. Advisors are available during orientation to discuss academic advising, degree plan options, and course selection. The online advising center is also available to all students (including distance education students) at <https://library.jeffersonstate.edu/Advising-Guides> . Pre-PTA students are encouraged to schedule appointments with program faculty. Once students are admitted to the PTA program, they are assigned an advisor who is a core faculty member. The program director offers exiting counseling to all students who inquire about withdrawing from

the program. The college also provides tutoring for math and writing and study skills handouts. The PTA program offers a NPTE prep course for graduating students.

The JeffCARE Team helps find solutions for students experiencing academic, social and crisis situations including mental health concerns. The Career Center assists and guides students in their search for a job or a new career as well as provide up-to-date information on available jobs for students and the community.

There are services available for students who need accommodations through the college's ADA Accommodations Office. Students are encouraged to contact the ADA Office for information regarding services and facilities. The college complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the American Disabilities Act Amendments Act of 2008 (ADAAA).

JSCC offers a variety of aid, such as grants, loans, scholarships, and work study to assist as many qualified students as possible. To be considered for federal student aid, students must be unconditionally admitted into an eligible degree-seeking program.