Welcome to the Physical Therapist Assistant Program at Blinn College. You have chosen a very rewarding profession.

The Physical Therapist Assistant Program Student Handbook is for students who have been admitted to the program and is a supplement to the Blinn College Student Handbook. It contains important information about program policies and student services. Policies are subject to change periodically and it is your responsibility to be aware of and adhere to all new and revised policies. It is also your responsibility to maintain and update your handbook as changes are made.

The P.T.A. program has faculty experienced in a variety of health care areas who work closely with students in the classroom, in the laboratory, and in actual clinical settings. Through the spirit of cooperation and communication students and faculty members share a common goal of learning and developing skills for physical therapy. In physical therapy, competence is developed through practice, applying theoretical content from the classroom to actual clinical situations. While you are in the P.T.A. program you will learn how to solve clinical problems as you prepare to take the state board examination to become a licensed Physical Therapist Assistant.

The faculty are committed to helping you develop excellence in physical therapy practice and we value your experiences here. Your suggestions are welcomed and appreciated for further development and enhancement of this program. We encourage your active participation on committees and in our student organizations. We look forward to working with you in the coming semesters.

Sincerely,

John Hubbard, PT, PhD
Director

Kelly Yendrey, PTA
Instructor, ACCE
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Philosophy and Mission Statement

The Blinn College Physical Therapist Assistant (PTA) Program is designed to contribute to the physical therapy needs of a rapidly growing suburban area that is surrounded by isolated rural communities. The program is aware of the significance of the Physical Therapist Assistant in provision of quality physical therapy service under the direction and supervision of Physical Therapist within the Blinn College service area. The program will provide a comprehensive professional educational curriculum to yield graduate PTA’s with the knowledge, skills, and confidence required by clinicians and facilities within the Blinn College service area enabling them to become outstanding clinicians and educators who will be an asset to the profession. Within this mission, the PTA program is committed to institutional effectiveness focused on improvement, enhancement of all programs and courses, and professional integrity.

PROGRAM ACCREDITATION

Blinn College is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

LIABILITY

Students of the Blinn P.T.A. Program are required to have liability insurance. A portion of student fees is allocated to cover the cost of the premiums.

SPECIAL SERVICES FOR STUDENTS WITH DISABILITIES

To obtain necessary resources and ensure the best possible education, any student with special needs should notify the department head and the Office of Disability Services at (979) 830-4157 or (979) 209-7250. The office of Disability Services will advise the department head on appropriate resources and/or accommodations.

NON-DISCRIMINATION STATEMENT

Blinn College PTA Program seeks to provide equal education without regard to race, color, sex, age, national origin, religion, disability, or any other constitutionally or statutorily impermissible reason. This policy extends to all programs and activities supported by the College.
To meet program objectives and perform job duties required in the profession, P.T.A. students must be able to demonstrate critical, logical, and analytical thinking. They must enjoy working with people with varied backgrounds and disabilities. Students must be able to teach manual skills, motivating patients to learn and perform. Furthermore, P.T.A. students must possess motor and visual skills that enable them to meet program objectives and perform job duties required in the profession. Specifically, students

1. must have **sufficient hearing ability** to respond appropriately to patients, physicians, and coworkers;

2. must be able to **communicate verbally** and in **writing** in order to communicate effectively with patients, their families, co-workers, and the general public;

3. must be **physically able to transfer patients** to and from wheelchairs, beds, mats, etc., and effectively provide patient care;

4. must have **sufficient visual acuity** to read English in regular to extra fine print on goniometers and other measuring devices;

5. must have **sufficient manual dexterity** to allow them to handle small objects, palpate muscles and/or bony prominences, and monitor patients;

6. must be able to **complete tasks/examinations within required time limits** in the classroom, laboratory, and in the clinical areas;

7. must **demonstrate emotional health** required for utilization of intellectual abilities and exercise of good judgment.

*The above technical standards must be met with reasonable accommodations.*
Blinn College
Physical Therapist Assistant Program

Program Goals

1. The PTA students will be selected to the program without regard to race, color, sex, age, national origin, religion, disability, or any other constitutionally or statutorily impermissible reason. The selection will be based on these items: prior grades, the Health Occupations Basic Entrance Test, past experience in the field of physical therapy, and interview/communication skills.

2. The PTA program will utilize a fully integrated curricular structure providing comprehensive general education core courses that will enable the student to acquire adequate knowledge needed to understand and learn the material taught within the professional curricular courses.

3. The students will comprehend impairments, dysfunctions, and functional limitations to enable them to treat the various disorders under the supervision of a licensed Physical Therapist, and apply appropriate treatment techniques established within the plan of care developed by the physical therapist to maximize patient outcomes and assist in returning patients to their highest level of function.

4. The students will receive training to meet the needs of physical therapy facilities within the Blinn College service area leading to development of excellent therapeutic skills, the ability to obtain gainful employment in all types of settings, with emphasis on the rural setting. The graduate will be competent and comfortable treating all types of patients from pediatrics to geriatrics, from the minimally involved patient to the severely involved patient. (Student will receive at least a “good” rating on the Employee Performance Survey.)

5. The Physical Therapist Assistant student will demonstrate safe, effective, moral, and ethical behaviors within the realm of physical therapy. (Student will receive at least a “good” rating on the Employee Performance Survey.)

6. The student will have the academic and clinical education necessary for passing the Blinn PTA comprehensive examinations and the PTA Licensure examination (90% pass rate of students).

7. The students will understand their potential, to contribute as a dynamic team member within the P.T. profession, the health care team, and society. (The student will receive at least a “good” rating on the Employee Performance Survey, or a positive indicator on their focus interviews and exit surveys.)
8. PTA students will demonstrate effective communication, critical thinking and planning skills necessary for problem solving in the field of physical therapy. (The student will receive at least a “good” rating on the Employee Performance Survey.)

9. Students will be proficient in teaching others: patients and their families, co-workers, classmates, and the community about physical therapy, wellness, and prevention of injuries. (Student will receive at least a “good” rating on the Employee Performance Survey.)

10. Students will understand professional research and their ability to contribute to the body of knowledge as a Physical Therapist Assistant. (Indication on the graduate student survey).

11. The students will learn the significance of life-long learning for the development of self and the profession, with involvement in the professional association, so that they will function effectively in the future in a variety of practice setting or the area of their choice. (Student will receive at least a “good” rating on the Employee Performance Survey.)
Blinn College
Physical Therapist Assistant Program

STUDENT LEARNING OUTCOMES

Upon successful completion of the Blinn College Physical Therapist Assistant Program, the graduate will be able to, under the supervision of a Physical Therapist in an ethical, legal, safe, and effective manner:

1. Demonstrate a knowledge of
   a. the rationale and effectiveness of physical therapy treatment procedures.
   b. the Standard of Practice for Physical Therapy, the Standards for Ethical Conduct for the Physical Therapist Assistant, and the Guide for Conduct of the Affiliate Member.
   c. applicable state and federal laws.
   d. ethical principles.
   e. the scope of the P.T.A.’s abilities in the delivery of care.

2. Communicate verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.

3. Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services.

4. Exhibit conduct that reflects a commitment to meet the expectations of members of society receiving health care services and of members of the profession of physical therapy

5. Implement a comprehensive treatment plan developed by a physical therapist which may include, but is not limited to, the use or application of
   a. activities of daily living and functional training, including
      1. assistive/adaptive devices,
      2. body mechanics
      3. developmental activities,
      4. gait and locomotion training
      5. prosthetics and orthotics,
      6. wheelchair management skills
   b. infection control procedures
   c. manual therapy techniques, including
      1. massage
      2. passive range of motion
   d. physical agents and mechanical agents, including
      1. athermal agents
      2. biofeedback
      3. compression therapies
      4. cryotherapy
      5. electrotherapeutic agents
6. hydrotherapy
7. superficial and deep thermal agents
8. traction
e. therapeutic exercise, including
   1. aerobic conditioning
   2. balance and coordination training
   3. breathing exercises and coughing techniques
   4. conditioning and reconditioning
   5. posture awareness training
   6. range of motion exercises
   7. stretching exercises
   8. strengthening exercises
f. wound management

6. Demonstrate competency in performing components of data collection skills essential for carrying out the plan of care, including but not limited to,
   a. aerobic capacity and endurance
   b. anthropometrical characteristics
   c. arousal, mentation and cognition
   d. assistive, adaptive, orthotic, protective, supportive, and prosthetic devices
   e. gait, locomotion, and balance
   f. integumentary integrity
   g. joint integrity and mobility
   h. muscle performance
      1. manual muscle testing
      2. normal and abnormal muscle length
      3. changes in muscle tone
   i. neuromotor development
   j. pain
   k. posture
   l. range of motion
   m. self-care and home management and community or work reintegration
   n. ventilation, respiration and circulation examination

7. Adjust interventions within the plan of care, reporting to the physical therapist.

8. Educate patients, caregivers, and other members of the health care profession.

9. Take appropriate action in an emergency situation.

10. Complete thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.

11. Participate in discharge planning and follow-up.

12. Read and understand health care literature.
13. Carry out administrative duties including but not limited to
   a. providing accurate and timely information for billing and reimbursement purposes
   b. participating in performance improvement activities

14. Demonstrate an awareness of social responsibility, citizenship, and advocacy.

15. Recognize the importance of and participate in career development activities.

OUTCOMES INVENTORY

Faculty use several tools to evaluate program outcomes. They review (1) course and faculty
evaluations to make appropriate changes for future students; (2) the withdrawal rate to
determine reasons students did not complete the program; (3) clinical instructor evaluations of
students in the PTA Blue MACS; (4) Focus Group Interviews of graduating students; (5)
Former Student Survey; and (6) Employee Performance Surveys. All are discussed at the end
of the year meeting and reviewed with the dean.
BLINN COLLEGE
PHYSICAL THERAPIST ASSISTANT CURRICULUM
(Summer/Fall 2005)

Summer Semester I (Su I & II)*
BIOL 1406 – Intro to Biology (4)**
ENGL 1301 – English Comp (3)

Fall Semester I
BIOL 2401 – A&P I (4)
Humanities, Literature, Language or Fine Arts Elective (3)
POFM 1313 – Medical Terminology (3)
PSYC 2301 – General Psychology (3)
PTHA 1321 – Clinical Pathophysiology (3)

Spring Semester I
BIOL 2402 – A&P II (4)
PTHA 1409 – Intro to PT Practice (4)
PTHA 1513 – Functional Anatomy (5)
PTHA 2301 – Assessment Skills (3)

Summer Semester II
PSYC 2314 – Life Span Growth & Development (3)
PTHA 1431 – Physical Agents (4)
PTHA 2509 – Therapeutic Exercise (5)

Fall Semester II
PTHA 1266 – Clinical Practicum I (2)
PTHA 2205 – Clinical Neurology (2)
PTHA 2431 – Management of Neurologic Disorders (4)
PTHA 2435 – Rehabilitation Techniques (4)

Spring Semester II
PTHA 2239 – Professional Issues (2)
PTHA 2266 – Clinical Practicum II (2)
PTHA 2267 – Clinical Practicum III (2)

General Education Credits 27
PTHA Credits 42

TOTAL CREDITS 69

* Proof of Mathematics and Computer literacy must be indicated by THEA scores or prior transcripts
** Not required if transferring Anatomy and Physiology I & II into Blinn College
Blinn College
Physical Therapist Assistant Program
Course Descriptions

PTHA - PHYSICAL THERAPIST ASSISTANT
HEGIS: 8032
FICE CODE: 003549
CIP: 51.0806

PTHA 1266 PTA Practicum I (5 week)
Practical general training and experiences in the workplace. The college with the employer
develops and documents an individualized plan for the student. The plan relates the workplace
training and experiences to the student’s general and technical course of study. During this
practicum, students will be introduced to the practice of the physical therapist assistant at a
clinical setting. Laboratory fee.
Prerequisite: PTHA 1431 and PTHA 2509
Credit hours: 2 Lecture: 0 hrs/semester Lab: 224 hrs/semester

PTHA 1321 Clinical Pathophysiology
Study of the pathogenesis, prognosis, and therapeutic management of diseases/conditions
commonly encountered in physical therapy.
Prerequisite: PTHA 1409 and PTHA 1513
Corequisite: PTHA 1431 and PTHA 2205
Credit hours: 3 Lecture: 48 hrs/semester Lab: None

PTHA 1409 Introduction to Physical Therapy
Introduction to the profession of physical therapy including the exploration of the historical and
current scope of physical therapy and lab procedures basic to patient handling/functional skills.
Laboratory fee.
Prerequisite: Admission to the program.
Corequisite: PTHA 1513
Credit hours: 4 Lecture: 48 hrs/semester Lab: 48 hrs/semester

PTHA 1431 Physical Agents
Study of the biophysical principles, assessment, and application of therapeutic physical agents
with specific emphasis on indications, contraindications, medical efficacy, and physiological
effects. Laboratory fee.
Prerequisite: PTHA 1409 and PTHA 1513
Corequisite: PTHA 1321 and PTHA 2205
Credit hours: 4 Lecture: 48 hrs/semester Lab: 48 hrs/semester

PTHA 1513 Functional Anatomy
Study of human anatomy and its application to the motion of the musculoskeletal system as it
relates to normal activities and dysfunctions. Integration of skills related to the kinesiological
assessment of the human body. Laboratory fee.
Prerequisite: Admission to the program.
Corequisite: PTHA 1409
Credit hours: 5 Lecture: 48 hrs/semester Lab: 96 hrs/semester
PTHA 2205  Clinical Neurology
Study of neuroanatomy and neurophysiology as it relates to commonly encountered neurological conditions.
Prerequisite: PTHA 1409 and PTHA 1513
Corequisite: PTHA 1321 and PTHA 1431
Credit hours: 2  Lecture: 32 hrs/semester  Lab: None

PTHA 2266  PTA Practicum II (6 week)
Practical general training and experiences in the workplace. The college with the employer develops and documents an individualized plan for the student. The plan relates the workplace training and experiences to the student’s general and technical course of study. During this practicum, students will expand their clinical knowledge and experience. Laboratory fee.
Prerequisite: PTHA 2435 and PTHA 2431
Credit hours: 2  Lecture: 0 hrs/semester  Lab: 224 hrs/semester

PTHA 2267  PTA Practicum III (6 week)
Practical general training and experiences in the workplace. The college with the employer develops and documents an individualized plan for the student. The plan relates the workplace training and experiences to the student’s general and technical course of study. During this final practicum, students will perfect their clinical techniques, preparing them to enter the workforce. Laboratory fee.
Prerequisite: PTHA 2267, PTHA 2535 and PTHA 2431
Corequisite: PTHA 2291
Credit hours: 2  Lecture: 0 hrs/semester  Lab: 224 hrs/semester

PTHA 2291  Professional Issues
Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This is the capstone course.
Prerequisite: PTHA 2535 and PTHA 2431.
Corequisite: PTHA 2268
Credit hours: 2  Lecture: 32 hrs/semester  Lab: None

PTHA 2301  Assessment Skills
Study of assessment techniques used in physical therapy to prepare the physical therapist assistant to assist in physical therapy management of patients/clients. The student will perform assessment and data collection techniques specific to physical therapy; utilize data collected for the decision making and necessary to problem solving necessary to enhance physical therapy management; and utilize relevant communication techniques. Prerequisites: Admission into PTA Program, PTHA 1321, ENGL 1301, BILO 2401, POFM 1313, PSYC 2301, Humanities elective. Co-requisites: PTHA 1409, PTHA 1513.
### Blinn College
### Physical Therapist Assistant Program
### Course Descriptions

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Corequisite</th>
<th>Credit hours</th>
<th>Lecture: 48 hrs/semester</th>
<th>Lab: 48 hrs/semester</th>
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<tr>
<td>PTHA 2431</td>
<td>Management of Neurological Disorders</td>
<td>Advanced course integrating previously learned and new skills/techniques into the comprehensive rehabilitation of selected neurological disorders. Laboratory fee.</td>
<td>Prerequisite: PTHA 1321, PTHA 2205</td>
<td>Corequisite: PTHA 2435</td>
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<tr>
<td>PTHA 2435</td>
<td>Rehabilitation Techniques</td>
<td>Advanced course integrating previously learned and new skills/techniques into the comprehensive rehabilitation of selected long-term pathologies. Laboratory fee.</td>
<td>Prerequisite: PTHA 1321, PTHA 2205, and PTHA 2509</td>
<td>Corequisite: PTHA 2431</td>
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<td>PTHA 2509</td>
<td>Therapeutic Exercise</td>
<td>Critical examination of concepts and application of techniques related to therapeutic exercise and functional training. Laboratory fee.</td>
<td>Prerequisite: BIOL 2402, PTHA 1431 and PTHA 1321</td>
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Blinn College
Physical Therapy Assistant Program

ANTICIPATED COSTS
The following are the anticipated approximate costs for the Associate Degree P.T.A. program:

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<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tr>
<td>Tuition (Texas Resident)/ Fees</td>
<td>$4,900.00</td>
</tr>
<tr>
<td>Books/Insurance/Misc. Fees</td>
<td>$1,250.00  (app. total)</td>
</tr>
<tr>
<td>Uniforms</td>
<td>$100.00</td>
</tr>
<tr>
<td>P.T.A. Licensure</td>
<td>$600.00    (app.)</td>
</tr>
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All fees are subject to change. Special fees and charges may be added as necessary. Students will be notified of all changes.

ADDITIONAL INFORMATION

- APTA membership and First Hand Kit @ [www.apta.org](http://www.apta.org)
- Physicals - $30.00 @ St. Joseph Occupational Health 821-7373
- Interactive Anatomy CD 1-800-550-0335
- CPR - Health Care Provider $60.00/8 hours @ 209-7545
- PTA Program Shirt approx. $20.00 @ Blinn Bookstore
Blinn College  
Physical Therapist Assistant Program  

P.T.A. EDUCATION

The career of a Physical Therapist Assistant is demanding but also extremely rewarding. To meet career demands, graduates of the P.T.A. Program must develop independent thought, value clarification, basic fundamental theories of physical therapy, critical thinking skills, and excellent communication skills. These areas will be incorporated into all the P.T.A. courses. The student will be challenged through class discussions, presentations, special projects, written tests, lab practicals, and clinical practicums. The student must be open minded and willing to accept new knowledge and actively participate in every learning opportunity available. By accepting a place in the Blinn P.T.A. Program, the student has committed to an intense program that may require up to thirty hours of outside study and preparation per week. It is important that the student limit outside employment to allow preparation for class and laboratory.

Independent Thinking
Independent thought will be challenged and enhanced to complete each special project, exam, term paper, and problematic situation in the lab and clinics. Students will use resources in the Health Building (videos, CD Roms, and books/magazines) along with library resources at Blinn and Texas A&M University for special projects for further development of their independent thought and ideas. The student will need to assess patients within the scope of the P.T.A. practice and apply the principles learned. Independent study will be encouraged for continued growth throughout the program. Students will benefit from the ability to assess and correct themselves and pursue their own direction of learning for better knowledge and understanding of the profession.

Values Clarification
Students must learn to be responsible and accountable for their own actions. Students come into the field of physical therapy with different value systems based on their environment. It is critical that controversial issues be discussed so that students will be aware of their beliefs and be sensitive to others in their differences. Students will define their own values and have these values addressed throughout the program. They will have opportunities for growth in their sensitivity to a diverse patient population that is seen in the clinical facilities. Classes will discuss ethical and legal standards as well as the limitations and the magnitude of the physical therapist assistant profession. During the practicums, students will be exposed to a wide variety of role models in the physical therapy profession and will be able to assess the role that attitudes contribute to the patient outcomes.
**Fundamental Theory**
The Blinn curriculum has a heavy science and math core. These fields are basic to the physical therapy body of knowledge. Also essential is the ability to write, to communicate, and to understand the principles of human behavior. All the P.T.A. courses are developed using the CAPTE guidelines for practicing in an ethical, legal, professional, safe, and effective manner, implementing a comprehensive treatment plan, appropriate assessment and measurement techniques, and building on these areas to train the graduate to work effectively in a variety of settings, especially the rural setting that usually incorporates several areas of physical therapy.

**Critical Thinking**
Critical thinking skills will be challenged in all P.T.A. courses. During the labs and the practicums the students will need to assimilate data, when put on the spot, requiring quick retrieval of previously learned information. All courses will have curricula designed to enhance the student’s previously learned skills. Pretests will be utilized in classes to recheck previously learned material. All P.T.A. classes will have a comprehensive final, and a program comprehensive final will be administered in the final class following the last practicum. Students need to have developed the capability to identify and define problems, examine data, carry out the treatment, and assess the outcomes of their patients. They need to be able to distinguish facts and relevancies in assessing types of treatments as well as the impact of positive and negative outcomes.

**Communication**
Excellent communication skills, both verbal and nonverbal, are important in the field of physical therapy. Throughout the P.T.A. courses, students will develop their skills through special presentations and written projects. Through videotaping the student will have opportunities for self-evaluation of verbal and non-verbal skills. Written communication is used throughout the P.T.A. curriculum in note taking, written projects, and written essay questions on tests. Good documentation using the S.O.A.P. note format will be introduced in the first semester and will be further developed during succeeding classes. Students will make certain that all notes are legible and that the treatment is reproducible and completed in a timely manner. Use of proper grammar, spelling, organization, and format will be required at all times, as these skills will be essential in the clinic. These skills will provide a transition from social to professional medical communication and enable the P.T.A. to communicate and interact more effectively with patients and their families, professionals, peers, the public/community, and the payers. The students must develop written and verbal communication that is appropriate to the audience being addressed.

**Enhancement**
Opportunities for additional education will be provided in the community and at American Physical Therapy Association (A.P.T.A) sponsored activities. Students should be prepared to be flexible in scheduling to allow participation in these excellent learning opportunities. Ample notice will be given to allow students to change work schedules.
INSTRUCTIONAL METHODS

The faculty has designed materials and methods of instruction to provide the P.T.A. student with the best possible education to incorporate all types of learning. These methods include

- Lecture and classroom discussions
- Reading assignments
- Multimedia
- Demonstrations
- Return demonstrations
- Small group activities
- Hands on lab work
- Educational games
- Videos
- Hands on computer activities
- Guest lecturers
- Facility visits
- Special patient populations into the classroom for demonstrations and lab for hands on practice
SECRETARY’S COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS)

PHYSICAL THERAPIST ASSISTANT PROGRAM
DEFINITION OF SCANS SKILLS

P.T.A. courses and clinical experiences will be based on criteria defined by the Secretary’s Commission on Achieving Necessary Skills (SCANS). SCANS conducted extensive research and interviews with business centers, public employers, union leaders, supervisors, and laborers in a wide variety of work settings. In 1991, the commission reported *What Work Requires of Schools* and noted “good jobs will increasingly depend on people who can put knowledge to work.” From its research, the commission determined that “workplace know-how” consists of two elements: foundation skills and workplace competencies. The following foundation skills and competency skills are integral components of this Introduction to Physical Therapy course.

WORKPLACE COMPETENCIES

**Resources:** A physical therapist assistant student must identify, organize, plan, and allocate resources effectively by

C1 **Time:** selecting goal-relevant academic activities such as additional laboratory time, additional computer time and independent study time, ranking them to allocate appropriate time and preparation for classroom activities, assignments and discussion. Students must meet deadlines, turning in assignments as scheduled. They must also be on time for class and affiliations, accepting responsibility for attendance.

C2 **Money:** preparing hypothetical capital equipment and/or employee staff budgets to meet the changing fiscal demands of health care. Students have the opportunity to prepare charges and are aware of specific physical therapy costs. Students also research and are made aware of their financial educational responsibilities and resources that are offered through various private organizations, the AP.T.A., student loans and grants and the sponsoring colleges.

C3 **Material and Facilities:** utilizing P.T.A. equipment and teaching materials safely and efficiently, replacing materials to their proper storage space.

C4 **Human Resources:** assessing individual skills and distributing his/her work according to professional behaviors, evaluating his/her performance during mid term and final student evaluation, and providing constructive feedback to other students and Faculty.

**Information:** A physical therapist assistant student must be able to acquire and use information.

C5 Acquire and Evaluate Information.

C6 Organize and Maintain Information.

C7 Interpret and Communicate Information.
C8 **Use Computers to Process Information.**

These criteria are included in the course curriculum as students research and collect data from various sources; prepare for research papers and projects; develop forms; collect and explain data; develop and inventory a record-keeping system for tracking and preparing for the student’s professional curriculum vitae; make oral presentations with various media; and use on-line computer data bases for research projects and for providing classroom assignments from the World Wide Web.

**Interpersonal Skills:** A physical therapist assistant student must work with others effectively.

C9 **Participate as a Team Member:** contributing to a group effort during class, laboratory time, and clinical practicums.

C10 **Teach Others New Skills:** providing feedback to laboratory partners for laboratory check-offs, exploring the preparation of home programs for hypothetical and real patients, and learning the basic skills of human interaction in preparing for the professional instruction of patient care.

C11 **Serve Clients/Customers/Patients/Families:** introducing the creation and teaching of therapeutic procedures and home programs for patients, families, and their caretakers.

C12 **Exercises Leadership:** communicating ideas to justify positions, persuading and convincing others, responsibly challenging existing procedures and policies.

C13 **Negotiate:** working toward agreements involving exchange of resources among other P.T.A. students, students in other disciplines, and faculty in preparation for working and consulting with other health care peers, students, and instructors of the total health care team.

C14 **Work with Diversity:** working well with and seeking opportunities to work well with men and women from diverse backgrounds. This ability to work well with others from diverse backgrounds is evaluated in the professional objective criteria of the course curriculum. Examples in the classroom and laboratory that are designed to prepare the student for the workplace include, but are not limited to, collaboration with other students to solve a hypothetical clinical problem; working through a classroom group conflict situation; instructing a concept to another student with an alternative learning approach; dealing with a dissatisfied faculty member in person; selecting and using appropriate leadership styles for the class elected officers; using effective delegation techniques when researching and presenting projects; and demonstrating an understanding of how therapists from different cultural backgrounds might choose various working situations, professional memberships and specialty certifications.

**Systems:** A physical therapist assistant student must understand complex interrelationships.

C15 **Understands Systems:** Knowing how social, organizational, and technological systems work and operate effectively with them. P.T.A. students must research and report on how to produce a profit making physical therapy clinic during a time when health care costs are being reduced and expenses are on the rise. All of this must be done while maintaining professional care with a high standard of quality.
assurance. A student might choose to draw and interpret an organizational chart to explain the chain of command and quality assurance or become aware of a situation in physical therapy needing improvement and plan further investigation into the resolution of the problem.

C16 **Monitors and Corrects Performance**: Distinguishing trends, predicting impacts on system operations, diagnosing systems’ performance and correcting malfunctions.

C17 **Improves or Designs Systems**: Suggesting modifications to existing systems and developing new or alternative systems to improve performance.

**Technology**: A physical therapist assistant student must be able to work with a variety of technologies.

C18 **Select Technology**: Students are introduced to the process of obtaining needed supplies and equipment providing patient care and performing physical therapy skills and procedures accurately. Students are introduced to the utilization of physical agents, physical therapy equipment (theraband, Arcuate exercise equipment, etc.), therapeutic exercise procedures, physical therapy evaluative tools (goniometer, dynamometer, etc.) and computerized equipment, as well as other related technologies.

C19 **Apply Technologies to Task**: P.T.A. students are required to utilize computer technology for required Internet and World Wide Web assignments and complete assignments requiring the use of computer labs at Blinn. Students are also introduced to the use of and proper procedures for setup and operation of exercise related equipment.

C20 **Maintain and Troubleshoot Equipment**: Students are made aware of preventing, identifying, and solving of mechanical and technical problems with common physical therapy modality and exercise equipment.
FOUNDATION SKILLS

Basic Skills: The P.T.A. student must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include.

F1 Reading: locating, understanding, and interpreting written information in the course syllabi, textbooks, and references required and recommended in PTHA classes and in required employer manuals, college and P.T.A. program manuals, graphs, and class/laboratory schedules.

F2 Writing: communicating thoughts, ideas, information, and messages in writing by providing written feedback to the instructor in the form of daily assignments and exams and by creating hand written documents such as employment letters to hypothetical employers, home programs, directions of instruction for laboratory competencies/check-offs, patient documentation notes such as SOAP notes, and written reports summarizing applied objectives of the curriculum. Students are responsible for correct spelling of medical and non-medical terms as well as correct syntax and neatness. Students are introduced to computerized generated graphs and flow charts of physical therapy exercise/testing equipment.

F3 Arithmetic: performing basic computations; using basic numerical concepts such as whole numbers in distances, repetition of exercises, etc.

F4 Mathematics: approaching practical problems by discussing and understanding appropriate patient treatment times and costs as well as the interpretation of appropriate scientific/mathematic frequencies, wavelengths for therapeutic modalities and angles/torques for therapeutic exercises.

F5 Listening: receiving, attending to, interpreting, and responding to verbal and nonverbal messages. Students respond to their peers daily, especially during oral presentations with graded feedback, and meet with faculty during the semester to evaluate their listening skills.

F6 Speaking: organizing ideas and communicating orally by interacting with other students and faculty during class, laboratory time, unsupervised laboratory time, laboratory check-offs and practicals, and by delivering oral presentations for PTHA course projects.

Thinking Skills: A P.T.A. student must think creatively, make decisions, solve problems, visualize, and know how to learn, and reason effectively. These skills are incorporated into the syllabus by

F7 Creative Thinking: modifying hypothetical and client treatment techniques as in the plan of care as allowed by the Rules of the Texas Board of Physical Therapy Examiners.

F8 Decision Making: implementing treatment programs for peers and clients and choosing the best alternative to modify the treatment techniques as allowed by law.

F9 Problem Solving: recognizing individual academic and/or personal problems, devising and implementing a plan of action to remedy the problem in conjunction with the instructor/program director during ongoing evaluations.
F10  **Visualizing (“Seeing Things in the Mind’s Eye”):** organizing main concepts of human anatomy in order to assimilate a large amount of conceptual material for practical use for better treatment of the patients using alternative learning techniques;

F11  **Knowing How to Learn:** using efficient learning techniques as taught in the classroom and laboratory to acquire and apply new knowledge and skills. These techniques include hands-on learning. Various learning techniques are also used in the computer laboratories to reinforce the learning of physical therapy principles.

F12  **Reasoning:** discovering the basic principles underlying the relationship between anatomical concepts through the implementation of treatment plans by applying these relationships to solve motor problems or to obtain a desired clinical outcome.

**Personal Qualities:** A P.T.A. student must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.

F13  **Responsibility:** exerting a high level of effort by spending additional time in open supervised and unsupervised laboratories and persevering toward attainment of competency and understanding of the human skeletal, muscular and neurological systems. Students are also responsible for turning in assignments on time, as outlined by the syllabus, and are responsible to the professional behavior components of the course syllabus.

F14  **Self-Esteem:** believing in one’s own self-worth and maintaining a positive view of oneself by self-evaluation during the mid-term evaluation, participating in group discussion during class and laboratory sessions, and establishing leadership roles in the P.T.A. class.

F15  **Sociability:** demonstrating understanding, friendliness, ability, empathy, and politeness during P.T.A. class and laboratory settings and independent study sessions. Students are objectively evaluated in this area by the work ethics and professional behaviors grading component.

F16  **Self-Management:** assessing oneself accurately as evaluated during the mid-term and final student evaluation, setting personal goals of academic and knowledge competency by obtaining at least 75% in all grading components of the course curriculum and maintaining a 2.0 GPA in the P.T.A. curriculum, monitoring progress between mid-term and final student evaluations, and exhibiting self control as indicated in the professional behaviors component.

F17  **Integrity and Honesty:** choosing ethical courses of action as established in the work ethics and professional behaviors component. Not committing fraudulent or negligent acts in the classroom and laboratory, i.e., cheating and the notification of instructor of commission/omission of error or wrongdoing.
Blinn College
Physical Therapist Assistant Program

COUNSELING SERVICES
Blinn College is staffed with counselors to provide confidential assistance to students. Counselors are available on the Blinn College Bryan campus in the Center for Student Development. The student may contact the counselor directly for assistance or may be referred to that service. The phone number for the Center for Student Development is (979) 209-7252. The counselors assist with the most frequently expressed student concerns:

- **Academic:** selecting courses, degree planning, tutoring, and information on transferring Blinn credits to other schools
- **Career:** job-search and placement strategies, career exploration, goal setting, vocational assessments, interview techniques, and employability skills
- **Personal:** personal adjustment, time management, relationships, communication, financial aid, child care assistance, support groups, and stress management

LIBRARY FACILITIES
Students enrolled in the P.T.A. Program have access to the Blinn College Library in Brenham and Bryan on the Brazos Campus. These libraries have books covering topics related to P.T.A., nursing, hospitals, public health, and other allied health sciences. Hours of operation can be obtained from each library.

In addition, students can use materials at the Texas A&M Medical Sciences Library.

STUDENT FINANCIAL AID SERVICES
Blinn College Financial Aid Office assists students with a variety of financial assistance programs. The financial aid program includes scholarships through local groups, hospitals, and organizations. The Bulletin of Blinn College contains listings for scholarships, loans, and part-time employment. In addition, the P.T.A. department notifies students of scholarships available specifically for P.T.A. students. The student services phone number is 209-7230.

THE LEARNING RESOURCE CENTER
The Learning Resource Center is available to all Blinn College students and is located on the Brazos Campus, room 258 in the Library Building. Computers, printers, and A/V equipment are provided at the Center. Computer software, CD-Rom, Internet, and A/V programs are available for student use. The Learning Resource Center provides free tutoring in many subject areas. They have a testing center and a study area, and provide writing help. The Learning Resource Center’s phone number is 209-7267.
Blinn College
Physical Therapist Assistant Program

Bryan
Open Computer Lab

The Bryan Open Computer Lab is a computer support facility that supplements all divisions of Blinn College. It provides services and resources to aid students' academic success at the collegiate level. The lab is located in Room H225 on the Bryan Campus. Current Blinn ID's are required for students to use the computers. Students must bring a 3.5" disk in order to save information.

Available in the lab are 80 workstations with CD-ROM and Windows 2000, Office 2000, and the Internet. Headphones are available. Also available are scanners and laser printers. The Open Computer Lab is open Fall and Spring Semesters Monday - Thursday 7:45 a.m. through 9:30 p.m., Friday 7:45 a.m. - 4:00 p.m. and Summer Semesters Monday - Thursday 7:30 a.m. - 5:00 p.m. and Friday 7:30 a.m. - noon.

P.T.A. Program Facilities

The Blinn P.T.A. Program is located at the Allied Health Campus in the H building. The program secretary's office is H-119A. The Director's office is located in H117 and the faculty offices are H257 and H260. Office hours are posted on the door and are found in the "Course Information Sheet" of every PTHA course.

The P.T.A. classroom (H-221) is located on the second floor near the elevator. The P.T.A. laboratory is located in H-126.

The P.T.A. lab is a simulated clinical practice area used for teaching and learning a variety of essential physical therapy skills. The lab is stocked with valuable equipment and supplies. Students are expected to observe lab rules and assist in keeping the lab orderly.

The A.D.N., V.O.C.N., and E.M.S. programs are also located within the Health Building and their labs may be utilized for clinical lab situations.

P.T.A. students may use the P.T.A. lab for practice. A student can do this by scheduling time with the Lab Instructor or by attending the scheduled open hours on Fridays from 9:00-12:00 a.m. unless notified of closure.

Clinical practicum experience will be obtained in area physical therapy facilities.
Sponsored by the Blinn College Student Government Association, the S.P.T.A.A. offers P.T.A. students opportunities for professional development.

The S.P.T.A.A. consists of Blinn College P.T.A. students with faculty members as advisors. Student members elect a president, secretary, and treasurer. Class officers will be the official liaison between the class and the college. They are responsible for developing activities for the student association. The S.P.T.A.A. advisors counsel with the S.P.T.A.A.’s President on special projects and wishes/concerns of the class. The S.P.T.A.A. receives money from the S.G.A. and from fundraisers.

The S.P.T.A.A. meets once a month on a scheduled basis and on other occasions as necessary. Membership is voluntary. Members must also attend scheduled meetings of the S.G.A. in order to maintain the club’s active status.

The organization can greatly enhance the students’ education in the program. Think carefully about being an officer to guide this program and develop leadership qualities. As you go through the P.T.A. program and/or work experiences, think of speakers and topics which you would like to hear and discuss. What could the S.P.T.A.A. do to advance your education?

**A.P.T.A./T.P.T.A. MEMBERSHIP**

Membership in the American Physical Therapy Association (A.P.T.A.) provides P.T.A. (Active) and P.T.A. (Affiliate) students full association rights and privileges at a fraction of the professional cost. Joining the APTA as a student will guarantee continuation of students rates for the first year following graduation. APTA Benefits include

2. Significant member discounts for A.P.T.A. products.
4. Complete group insurance packets for you and your family.
5. A source of job opportunities.
6. Automatic membership in the Texas Physical Therapy Association (TPTA). The $63.00 Texas membership fee is waived for students. Membership includes a subscription to *Synergy, The Newsletter of the Texas Physical Therapy Association*.

An optional fee of $25.00 allows students to join the Affiliate Assembly. This is designed for Affiliate P.T.A. members only and provides the latest information focused just for physical therapist assistant and P.T.A. students.

Students in the Blinn P.T.A. program are strongly encouraged to apply for membership in the A.P.T.A., T.P.T.A., and Texas P.T.A. - SIG (Special Interest Group).
PRACTICE OF THE
PHYSICAL THERAPIST ASSISTANT

The *Code of Ethics* sets forth ethical principles for the physical therapy profession. Members of this profession are responsible for maintaining and promoting ethical practice. This *Code of Ethics*, adopted by the American Physical Therapy Association, shall be binding on physical therapists who are members of the Association.

**Principle 1:** Physical therapists respect the rights and dignity of all individuals.

**Principle 2:** Physical therapists comply with the laws and regulations governing the practice of physical therapy.

**Principle 3:** Physical therapists accept responsibility for the exercise of sound judgment.

**Principle 4:** Physical therapists maintain and promote high standards for physical therapy practice, education, and research.

**Principle 5:** Physical therapists seek remuneration for their services that is deserved and reasonable.

**Principle 6:** Physical therapists provide accurate information to the consumer about the profession and about those services they provide.

**Principle 7:** Physical therapists accept the responsibility to protect the public and profession from unethical, incompetent, or illegal acts.

**Principle 8:** Physical therapists participate in efforts to address the health needs of the public.

Adopted by the House of Delegates, June 1981
Amended June 1987 and June 1991

Physical therapist assistants are responsible for maintaining and promoting high standards of conduct. The *Standards of Ethical Conduct for the Physical Therapist Assistant* shall be binding on physical therapist assistants, who are affiliate members of the Association.

**Standard 1:** Physical therapist assistants provide services under the supervision of a physical therapist.

**Standard 2:** Physical therapist assistants respect the rights and dignity of all individuals.

**Standard 3:** Physical therapist assistants maintain and promote high standards in the provision of services giving the welfare of the patient their highest regard.

**Standard 4:** Physical therapist assistants provide services within the limits of the law.

**Standard 5:** Physical therapist assistants make those judgments that are commensurate with their qualifications as physical therapist assistants.

**Standard 6:** Physical therapist assistants accept the responsibility to protect the public and the profession from unethical, incompetent, or illegal acts.

Adopted by the House of Delegates, June 1982, Amended June 1991
Physical Therapist Assistant Program

BEHAVIORAL CONDUCT

P.T.A. students representing Blinn College are expected to conduct themselves in a manner that reflects favorably upon themselves and the program. If a student acts in such a manner as to reflect immature judgment or disrespect for others, the student will be counseled according to the Blinn College Student Handbook dismissal and progressive disciplinary policies (page 54).

All students will be evaluated on “Professional Behavior” through a skills check off. (See Forms Section Professional Behavioral Skills, page 76.) This check-off is to help prepare students for what is expected of them in the clinic and facilitate professional behavior. Students will be counseled on their failure to comply with expected behaviors and professional skills. If students demonstrate unacceptable behavior or professional skills, the Generic Abilities Assessment will be used for remediation to identify weaknesses and document progress towards meeting expected student behavior levels. Repeated failure to comply with professional behaviors is grounds for dismissal from the PTA program. Criteria for classroom/laboratory evaluation include but are not limited to the following:

The checklist emphasizes that the student

1. is respectful and considerate of peers/faculty,
2. arrives to class/lab on time and prepared,
3. accepts criticism in a constructive manner,
4. is constructive:
   - demonstrates respect for all students and expect their respect in return.
   - compliments appropriate behavior.
   - motivates with positive feedback.
   - determines what is working and what merits some attention.
5. listens when someone else is speaking. Private conversations disrupt other students.
6. demonstrates professional body language,
7. reports lateness and absence according to P.T.A. handbook guidelines,
8. adheres to P.T.A. dress code in lecture, laboratory and in clinical situations,
9. notifies instructor of commission/omission errors,
10. commits no fraudulent or negligent acts,
11. maintains personal hygiene,
12. actively participates in group discussion.
13. is willing to work with all types of patients, including those with infectious diseases such as AIDS, tuberculosis, and Hepatitis.
1. Commitment of Learning

Behavioral Criteria

Beginning Level
- Identifies problems
- Formulates appropriate questions
- Identifies and locates appropriate resources
- Demonstrates a positive attitude (motivation) toward learning
- Offers own thoughts and ideas

Developing Level (builds on preceding level)
- Prioritizes information needs
- Analyzes and subdivides large questions into components
- Seeks out professional literature
- Sets personal and professional goals
- Identifies own learning needs based on previous experiences
- Plans and presents an in-service, or research or case studies
- Welcomes and/or seeks new learning opportunities

Entry Level (builds on preceding levels)
- Applies new information and re-evaluates performance
- Accepts that there may be more than one answer to a problem
- Recognizes the need to and is able to verify solutions to problems
- Reads articles critically and understands limits of application to professional practice
- Researches and studies areas where knowledge base is lacking

Post-Entry Level (builds on preceding levels)
- Questions conventional wisdom
- Formulates and re-evaluates position based on available evidence
- Demonstrates confidence in sharing new knowledge with all staff levels
- Modifies programs and treatments based on newly-learned skills and considerations
- Consults with other allied health professionals and physical therapists for treatment ideas
- Acts as mentor in area of specialty for other staff
2. Interpersonal Skills

Behavioral Criteria

Beginning Level
Maintains professional demeanor in all clinical interactions
Demonstrates interest in patients as individuals
Respects cultural and personal differences of others; is non-judgmental about patients' lifestyles
Communicates with others in a respectful, confident manner
Respects personal space of patients and others
Maintains confidentiality in all clinical interactions
Demonstrates acceptance of limited knowledge and experience

Developing Level (builds on preceding level)
Recognizes impact of non-verbal communication and modifies accordingly
Assumes responsibility for own actions
Motivates others to achieve
Establishes trust
Seeks to gain knowledge and input from others
Respects role of support staff

Entry Level (builds on preceding levels)
Listens to patient but reflects back to original concern
Works effectively with challenging patients
Responds effectively to unexpected experiences
Talks about difficult issues with sensitivity and objectivity
Delegates to others as needed
Approaches others to discuss differences in opinion
Accommodates differences in learning styles

Post-Entry Level (builds on preceding levels)
Recognizes role as a leader
Builds partnerships with other professionals
Establishes mentor relationships
3. Communication Skills

Behavioral Criteria

Beginning Level
Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling, and expression
Writes legibly
Recognizes impact of non-verbal communication: maintains eye contact. listens actively
Maintains eye contact

Developing Level (builds on preceding level)
Utilizes non-verbal communication to augment verbal message
Restates, reflects and clarifies message
Collects necessary information from the patient interview

Entry Level (builds on preceding levels)
Modifies communication (verbal and written) to meet the needs of different audiences
Presents verbal or written message with logical organization and sequencing
Maintains open and constructive communication
Utilizes communication technology effectively
Dictates clearly and concisely

Post-Entry Level (builds on preceding levels)
Demonstrates ability to write scientific research papers and grants
Fulfills role as patient advocate
Communicates professional needs and concerns
Mediates conflict
4. Effective Use of Time and Resources

Behavioral Criteria

Beginning Level
Focuses on tasks at hand without dwelling on past mistakes
Recognizes own resource limitations
Uses existing resources effectively
Uses unscheduled time efficiently
Completes assignments in timely fashion

Developing Level (builds on preceding level)
Sets up own schedule
Coordinates schedule with others
Demonstrates flexibility
Plans ahead

Entry Level (builds on preceding levels)
Sets priorities and reorganizes as needed
Considers patient's goals in context of patient, clinic, and third party resources
Has ability to say "No"
Performs multiple tasks simultaneously and delegates when appropriate
Uses scheduled time with each patient efficiently

Post-Entry Level (builds on preceding levels)
Uses limited resources creatively
Manages meeting time effectively
Takes initiative in covering for absent staff members
Develops programs and works on projects while maintaining case loads
Follows up on projects in timely manner
Advances professional goals while maintaining expected workload
5. **Use of Constructive Feedback**

**Behavioral Criteria**

**Beginning Level**
- Demonstrates active listening skills
- Actively seeks feedback and help
- Demonstrates a positive attitude toward feedback
- Critiques own performance
- Maintains two-way communication

**Developing Level (builds on preceding level)**
- Assesses own performance accurately
- Utilizes feedback when establishing pre-professional goals
- Provides constructive and timely feedback when establishing pre-professional goals
- Develops plan of action in response to feedback

**Entry Level (builds on preceding levels)**
- Seeks feedback from clients
- Modifies feedback given to clients according to their learning styles
- Reconciles differences with sensitivity
- Considers multiple approaches when responding to feedback

**Post-Entry Level (builds on preceding levels)**
- Engages in non-judgmental, constructive problem-solving discussions
- Acts as conduit for feedback between multiple sources
- Utilizes feedback when establishing professional goals
- Utilizes self-assessment for professional growth
6. Problem-Solving

Behavioral Criteria

**Beginning Level**
- Recognizes problems
- States problems clearly
- Describes known solutions to problem
- Identifies resources needed to develop solutions
- Begins to examine multiple solutions to problems

**Developing Level (builds on preceding level)**
- Prioritizes problems
- Identifies contributors to problem
- Considers consequences of possible solutions
- Consults with others to clarify problem

**Entry Level (builds on preceding levels)**
- Implements solutions
- Evaluates outcomes
- Reassesses solutions
- Updates solutions to problems based on current research
- Accepts responsibility for implementing solutions

**Post-Entry Level (builds on preceding levels)**
- Weighs advantages
- Participates in outcome studies
- Contributes to formal quality assessment in work environment
- Seeks solutions to community health-related problems
7. **Professionalism**

**Behavioral Criteria**

**Beginning Level**
- Abides by APTA Code of Ethics
- Demonstrates awareness of state licensure regulations
- Abides by facility policies and procedures
- Projects professional image
- Attends professional meetings
- Demonstrates honesty, compassion, courage and continuous regard for all

**Developing Level (builds on preceding level)**
- Identifies positive professional role models
- Discusses societal expectations of the profession
- Acts on moral commitment
- Involves other health care professionals in decision-making
- Seeks informed consent from patients

**Entry Level (builds on preceding levels)**
- Demonstrates accountability for professional decisions
- Treats patients within scope of expertise
- Discusses role of physical therapy in health care
- Keeps patient as priority

**Post-Entry Level (builds on preceding levels)**
- Participates actively in professional organizations
- Attends workshops
- Actively promotes the profession
- Acts in leadership role when needed
- Supports research
8. Responsibility

Behavioral Criteria

Beginning Level
- Demonstrates dependability
- Demonstrates punctuality
- Follows through on commitments
- Recognizes own limits

Developing Level (builds on preceding level)
- Accepts responsibility for actions and outcomes
- Provides safe and secure environment for patients
- Offers and accepts help
- Completes projects without prompting

Entry Level (builds on preceding levels)
- Directs patients to other health care professionals when needed
- Delegates as needed
- Encourages patient accountability

Post-Entry Level (builds on preceding levels)
- Oriented and instructs new employees/students
- Promotes clinical education
- Accepts role as team leader
- Facilitates responsibility for program development and modification
9. Critical Thinking

Behavioral Criteria

Beginning Level
- Raises relevant questions
- Considers all available information
- States the results of scientific literature
- Recognizes "holes" in knowledge base
- Articulates ideas

Developing Level (builds on preceding level)
- Understands scientific method
- Formulates new ideas
- Feels challenged to examine ideas
- Seeks alternative ideas
- Formulates alternative hypotheses
- Critiques hypotheses and ideas

Entry Level (builds on preceding levels)
- Exhibits openness to contradictory ideas
- Assesses issues raised by contradictory ideas
- Justifies solutions selected
- Determines effectiveness of applied solutions

Post-Entry Level (builds on preceding levels)
- Distinguishes relevant from irrelevant patient data
- Identifies complex patterns of associations
- Demonstrates beginning intuitive thinking
- Distinguishes when to think intuitively vs. analytically
- Recognizes own biases and suspends judgmental thinking
- Challenges others to think critically
10. Stress Management

Behavioral Criteria

Beginning Level
- Recognizes own stressors or problems
- Recognizes distress or problems in others
- Seeks assistance as needed
- Maintains professional demeanor in all situations

Developing Level (builds on preceding level)
- Maintains balance between professional and personal life
- Demonstrates effective affective responses in all situations
- Accepts constructive feedback
- Establishes outlets to cope with stressors

Entry Level (builds on preceding levels)
- Prioritizes multiple commitments
- Responds calmly to urgent situations
- Tolerates inconsistencies in health-care environment

Post-Entry Level (builds on preceding levels)
- Recognizes when problems are unsolvable
- Assists others in recognizing stressors
- Demonstrates preventative approach to stress management
- Establishes support network for self and clients
- Offers solutions to the reduction of stress within the work environment

refined and expanded 11/96
Members of the Blinn College community, which includes faculty, staff and students, are expected to act honestly and responsibly in all aspects of campus life. Blinn College holds all members accountable for their actions and words. Therefore, all members should commit themselves to behave in a manner that recognizes personal respect and demonstrates concern for the personal dignity, rights, and freedoms of every member of the College community, including respect for College property and the physical and intellectual property of others.

If a student is asked to leave the classroom because of uncivil behavior, the student **may not** return to that class until he or she arranges a conference with the Instructor. It is the student’s responsibility to arrange for this conference.

Basic civility, caring, and respect for others are affective behaviors which physical therapist assistants should always portray. If a PTA student is dismissed from the classroom and/or clinical area because of uncivil behavior, that behavior will be reflected in classroom and/or clinical evaluations. The student may also be asked to arrange a conference with the Program Director to discuss and resolve the inappropriate behavior. If the infraction is serious enough, the behavior may constitute “Unsafe Clinical Practice” and the student may be dismissed from the PTA program.

The Blinn College incivility algorithm and resolution report will be utilized in all instances of classroom or clinical incivility.
Incident occurs; instructor directs student to leave class and schedule meeting.
If behavior is violent or threatening, Blinn College police have jurisdiction over the incident.

Level 1
Student and Instructor Meet*

- No Meeting
  - Student barred from class (Instructor notes no meeting on resolution form)

- Agreement

Level 2
Student, Instructor, and Division Chair (or designee) Meet

- No Meeting
  - Student barred from class (Instructor notes no meeting on resolution form)

- No Agreement
  - (Instructor notes no agreement on resolution form)

- Agreement

Level 3
Student, Dean and/or designee, Instructor, and Division Chair (or designee) Meet

- No Meeting
  - Barring extenuating circumstances, student is dismissed from class (Instructor/Division Chair/Dean notes no meeting on resolution form)

- No Agreement
  - (Instructor notes no agreement on resolution form)

- Agreement

- Student returns to class (Resolution form completed with student, instructor, and division chair signature)

Hearing Officer

* Student may not return to class until resolution is met. If instructor deems it necessary, instructor may ask a third party to be present. If Instructor is division chair, skip level 2. If no resolution is met, and barring extenuating circumstances, student will be dismissed from class.

Note: Student has five days to complete the above process.
Blinn College
Incivility Resolution Report

Name of Student: ___________________________  Student ID: ___________________________

Student Contact Information: _______________________________________________________

Date/Time of Incident: ___________________________  Name of Department: ___________________________

Name of Class: ___________________________  Section: ______  Course Call #: ______

Name of Instructor: ___________________________  Campus: ___________________________

Description of Incident: Give a written objective and detailed account. If additional space is needed, note and attach.

**RESOLUTION STATEMENT:** [required for reentry into class]

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[Signature: division chair’s or designee’s signature]

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[Signature: instructor’s signature]

[Signature: division chair’s or designee’s signature]

[Signature: dean’s or designee’s signature]
ACADEMIC INTEGRITY AND PROFESSIONAL CONDUCT

Integrity is expected of every student in all academic work. Academic integrity means that a student’s submitted work must be the student’s own and reflect an honest attempt to complete the assigned work. Forms of academic dishonesty include, but are not limited to, cheating, fabrication, facilitating academic dishonesty, and plagiarism. Students engaging in academic dishonesty diminish their education and bring discredit to the academic community.

Students must use their own knowledge and skills to complete examinations without referring to others’ answers, old examinations, class notes, or other references unless specifically permitted by the instructor. The student must compile research information to write major papers, giving proper documentation without plagiarizing or copying. Cheating will not be tolerated. The consequences for this can lead to the maximum penalty that Blinn College will allow, including dismissal from the program.

The faculty believes academic integrity and professional accountability are inextricably linked. These qualities are essential to practicing physical therapy in a safe and ethical manner within parameters as stated in the “A.P.T.A. Standards of Practice for Physical Therapy” and the “Code of Ethics and Guide for Professional Conduct.” During clinical laboratory experiences, students are required to exercise confidentiality with regard to all patient and staff information, just as they will during subsequent physical therapy practice. The student’s progress in developing professional characteristics, including observances of legal and ethical standards, is evaluated in all clinical courses.
Blinn College  
Physical Therapist Assistant Program  

ATTITUDE  

Each physical therapist assistant represents the entire profession of physical therapy to the client/patient being served. The P.T.A.’s expressed or demonstrated attitudes toward others, as well as toward other health professions and services are very apt to be reflected in the subsequent attitude of the patient toward other therapists and towards health care in general. Attitudes may be reflected in outward behavior such as facial expressions, actions, body language, and conversation. Students must exhibit behaviors that reflect an attitude of openness to learning and motivation to helping others. Listed below are some of the expected attitudes, with examples of the type of observable behavior that is desirable.

1. **Honesty and integrity.** Refuses to lie, steal or deceive in any way; abides by the profession’s code of ethics.

2. **Punctuality.** Arrives on time for class, clinics and labs; completes assignments on time.

3. **Cooperativeness.** Follows established departmental protocol and procedures; demonstrates a willingness to work well with others and is receptive to suggestions for improvement.

4. **Pride in workmanship.** Strives for improvement in assignments and clinic; requests assistance when having difficulty in attaining the specified performance standards.

5. **Mature actions.** Assumes responsibility and consequences for his/her actions; accepts his/her own limitations; strives to resolve personal conflicts. Students are liable for supplies checked out in his/her name.

6. **Consideration for others.** Demonstrates by verbal and non-verbal communication thoughtful regard for the feelings and rights of other students, faculty and staff, and clinic personnel. The P.T.A. is a member of the health care team and must therefore learn to cooperate with others. Being respectful and courteous with classmates is the first step toward this goal. Students should show the proper respect and courtesy to the members of the faculty and staff. This applies whether in the classroom, in the laboratory, at the clinical facility, or anywhere on campus.

7. **Concern for patients.** Demonstrates by verbal and non-verbal communication that the patient comes first; refrains from spoken remarks and/or facial expressions which could arouse undue concern, alarm, or embarrassment to the patients; respects patient’s rights to confidentiality of personal information; refrains from referring disparagingly to the services of another health professional in the presence of a patient. The P.T.A. student must be prompt, courteous, and respectful at all times. The patient’s care must always be the P.T.A.’s primary concern.

8. **Enthusiasm.** Displays initiative in class, lab, and in clinical situations; volunteers to assume responsibility.
9. **Ability to accept constructive criticism gracefully.** Strives to improve and is not defensive but receptive to suggestions for improvement.

10. **Clinical decorum.** Focuses conversation during class and lab on information relevant to learning. Students should remember that lab and clinic are designed to be learning experiences. There should be no visiting in lab or clinic that disrupts the instructor. Remember the patient hears everything. Likewise, “chatting” with classmates can also be overheard by patients in waiting rooms and hallways. Each student is responsible for maintaining the cleanliness of his/her area and locker.

11. **Loyalty.** Supports with words and actions the ideals and policies of the school, the program, and the profession.

12. **Pride in personal appearance.** Maintains professional appearance and personal hygiene consistent with the program’s guidelines.

13. **Tact.** Exercises discretion in words and actions in order to maintain good relations with patients, peers and faculty.

**NOTE:** The faculty reserves the right to dismiss any student for failure to display attitudes, reflected by their behavior, consistent with those listed above.

*See Forms Section "Professional Behavioral Skills,” page 76.*
Blinn College
Physical Therapist Assistant Program

COMMUNICATION WITH FACULTY

Good communication is important at all levels. The student is encouraged to always go through proper channels to resolve any conflict that arises. In the academic realm, the student should first speak with the person in conflict, such as a fellow student or the teacher. If further remediation is needed, the student should go to the P.T.A. director. Any grievances should follow the chain of command. Students should direct their initial grievances to the classroom instructor involved in the situation. If the grievance is not satisfactorily resolved, the student should then contact the Dean of Workforce and Technical Education, the Vice President of Academic Affairs, and then the President of Blinn College, following “Student Rights and Responsibilities: Student Academic complaints” in the Blinn College Student Handbook. During clinical practicums the student should follow the same procedure, by discussing problems with the clinical instructor first.

Faculty mailboxes are located in the PTA Program Secretary Office in H119. Messages may be left there, and, with special permission, papers may be left there also. Do not leave any papers on the instructor’s desk without informing the instructor.

Office hours are posted on the faculty office door and in the “Course Information Sheet” given on the first day of class. Please use these times for discussion about class, lab procedures, or clinical concerns.

It is important that phone messages are left at the P.T.A. office (979) 209-7284. Avoid calling faculty at home, unless there is an inability to attend class or clinical.

Conferences
Conferences will be held each semester scheduled at a convenient time for both faculty and student. At this time a “Counseling Form” (See Forms Section, page 82) will be completed by the faculty person conducting the conference. Students having academic difficulties will be instructed in ways to improve their performance and possibly be referred to the Center For Student Assistance for academic counseling.

If an offense has been charged, a second counseling form will be completed documenting the results, and the “Progressive Discipline Policy” will be followed.

All forms must be signed by the student, indicating that he has read the form and had an opportunity to write his comments. The form/s will be placed in the student’s file.
Blinn College
Physical Therapist Assistant Program

EMERGENCY PHONE CALLS

*Messages or phone calls for students are on an emergency basis only.

The following is a list of suggestions to make contacting student as easy as possible. Students should

1. Tell babysitters and family members what days and times they are scheduled to be in the classroom and the lab area.

2. Leave the PTA office number (209-7284) with their schedule. The caller should always identify themselves, and state that they are seeking a "PTA student."

3. Inform family and babysitters of the time and location of all clinical visits or practicums. Callers need to know the clinical instructor's name and have him/her paged.

4. Leave a schedule with the school their child is attending.

*** Please turn off cell phones while in class. Ringing phones are a distraction to other students.

SAFETY

Students must be aware that safety is of prime importance at all times during class, laboratory practice, and clinical practicums. Students need to follow all stated precautions and procedures established by Blinn College, the PTA program, and the practicum/clinical sites. Students should be aware of

- Exits in case of emergencies
- Fire drill procedures
- Policies for safety in patient skills, such as correct body mechanics, positioning, and transfers
- Manufacturer’s instructions for safe use of all equipment
- Handwashing
- Indications and contraindications for exercise

Failure to follow safety standards will result in student counseling and remediation. Consistent documented failure to observe proper safety standards will result in the student being removed from classroom, laboratory, or clinical practicum activities until adequate remediation is completed. Students who demonstrate an inability or unwillingness to observe these safety standards will be dismissed from their clinical practicum with a failing grade and be dismissed from the program.
Blinn College  
Physical Therapist Assistant Program  

COURSE REQUIREMENTS

All PTHA courses must be taken in sequence and can be taken only in the semester listed. All courses required within the listed curriculum must be passed with a "C" or higher. A passing grade of 75% or above is required in all PTHA classes. Students must pass both the clinical and theoretical components of each PTHA course to progress to the next course. Specific grading requirements for individual courses are stated in each Course Information Sheet. A student must complete all assignments or receive an incomplete in the course. Students achieving less than 75% in a course will be dismissed from the program and may reapply the following year.

Grading distribution for all PTHA courses will be assigned to the following scale:

- A = 90 - 100%
- B = 80 - 89%
- C = 75 - 79%
- D = 60 - 74%
- F = below 60%

Whole numbers only will be reported for scores. Standard rounding will be utilized. For example, 75.5 will be 76.0; 74.4 will be 74.0.

GRADING POLICY

Students must achieve a minimal competency level of 75% in all written unit examinations, skills check-offs and practical examinations. Students must also pass with a minimal competency of 75% all ungraded activities to receive a passing grade for each course. Students will be given one opportunity to retake written exams and up to two opportunities to retake practical examinations. Any student not achieving a minimal competency of 75% on any graded or ungraded activity will be required to meet for remediation with the course instructor.

Any student achieving greater than 75% competency on a retaken or redone exam or assignment will receive a maximum competence score of 75%. Should mastery on a graded or ungraded activity not be achieved after the maximum allowable retakes as applicable, a "Fail" will be assigned for the course. Students who receive a failing course grade will be dismissed from the PTA program. Students with repeated below mastery performances are bound by the program policy regarding repeated failures.
REMEDIATION POLICY

REMEDIATION FOR A STUDENT DURING A CLASS
Any student not achieving minimal competency of 75% on any graded or ungraded activity will be required to meet for remediation with the course instructor. An individualized remediation "plan for success" will be implemented at this time. Remediation sessions must be completed before make up work or retake of exams are undertaken. Remediation sessions will be held outside of scheduled class times and may include referral to the REACH coordinator and / or a counselor.

REMEDIATION FOR A STUDENT DURING A PRACTICUM
Any student receiving an “NI” (needs improvement) in a Blue MACS skill will be counseled by a faculty member. The ACCE will confer with the clinical instructor responsible for the student. If the “NI” appears to be the result of a conflict with the C.I., the ACCE will discuss the issue with the CCCE (clinical coordinator of clinical education). If the student does not meet minimal criteria of the practicum, he/she will be given the opportunity to perfect the skill working with a faculty member and/or a student tutor. If a skill is not approved by the end of Practicum III such that the student is not entry level, the student will be required to repeat a practicum. The failure of a student to meet professional standards of conduct will result in dismissal from the program.

REPEATED FAILURE POLICY
Students are expected to accept responsibility for preparing for examinations. Any student who consistently fails written and/or laboratory practical exams will be required to attend special remediation.


Blinn College
Physical Therapist Assistant Program

TESTING

Students will be tested both in the classroom and in the laboratory situation using fellow students, simulated patients, and faculty. Students must first review procedures, check off skills, and applications in the lab with peers until they are comfortable with the procedure and then be tested or checked off by the instructor. They must demonstrate competency of at least 75% to pass a written test or lab practical. Lab practicals will incorporate problem solving, communication, and note writing skills. The tests (written and lab) will include knowing the indications, contraindications, precautions, physiologic effects on the body, correct and safe application, and/or demonstration of the skill.

TEST TAKING PROCEDURES

1. Seating arrangements, leaving the room, and stopping an examination for violations of the test taking policy are at the option of the instructor.

2. ATTENDANCE AT ALL SCHEDULED EXAMINATIONS IS MANDATORY. Any student absent from examinations due to illness or injury must have a written justification from their physician. Absence from an examination for any other reasons must be excused by the instructor before the time of the scheduled examination, or be brought about by a very serious, verifiable circumstance. All make up examinations must be taken no later than one week after the student returns to class. Any un-excused absence from an examination will automatically result in a score of ZERO for that examination.

3. An area will be designated for personal belongings (books, purses, backpacks, etc.) before students enter a testing situation. The only materials that students may have at the table with them where they are taking the test are pencils to fill in the test answer sheets. The faculty will distribute scratch paper to be used during the test.

4. When scantrons are utilized the student must use a number 2 lead pencil. The answers must be neatly marked and any erasures must be clearly removed.

5. Cheating will not be tolerated. If a student is found cheating, he/she will receive a grade of zero and will not be allowed to retake the test. If repeat offenses occur, the student will receive the maximum penalty that Blinn College allows, including dismissal from the program.

6. All tests and answer sheets must be handed in within the time limit.

7. Violation of the testing policy may be grounds for dismissal from the program.
8. Test grades will be provided to students by the instructor.

9. Time allowed for exams will be determined by the instructor prior to the exam. Students will have one class period to take the examination unless otherwise specified. Students will be allowed 2 hours for final exams.

10. After completing the exam the student must leave the classroom and move away from the doorway. Students should not ask the instructor in the room to explain an answer or try to argue the answer while an exam is in progress. Again, talking is disruptive to other students taking the exam. Students may re-assemble after all students have completed the test.

**EXAM REVIEW ETIQUETTE**

1. Talking is not allowed during exam review sessions; others are trying to concentrate.

2. Students should not ask the instructor in the room to explain an answer or try to argue the answer while an exam review is in progress.

3. Any student wishing to challenge an answer on an exam should complete a challenge form. (See Forms Section Exam Question Challenges Form, page 63.)
   - Each student should write his or her **own** challenges – no collaboration.
   - All challenges must be documented with source and page number – they won’t be reviewed if not documented.
   - Students should use the texts available.
   - All challenges must be signed and dated.

Note: the faculty reviews all appropriately written challenges and analyzes all questions. Instructors accept challenges with appropriate reasoning and documentation and also **may** accept more than one answer on questions that have questionable statistics. However, the faculty has no obligation to accept challenges without a sound base.
WRITTEN PROJECTS

Formatting
1" Margins
12 Font
Double Spaced

Grading Criteria
A The A paper represents original, outstanding work; it shows careful thought, fresh insights, and stylistic maturity. With practically no mechanical errors to distract the reader, it is free of jargon, clichés, and other empty language. The reader moves through the paper effortlessly because of its effective transitions, lucid organization, and thorough, purposeful development. At the end, the instructor feels that he/she has learned something and has received some unexpected and welcome illumination.

B The B paper shows thought but not unusual originality. Its few mechanical errors do not seriously distract the reader, but the language, while neither trite nor bureaucratic, probably lacks the candor and precision of the most memorable writing. Although it has clear organization and substantial development, the B paper will not have the organic unity of the best writing. Its transitions, while appropriate, emphasize the logical turnings of the writer’s mind, making the reader occasionally more aware of the efforts taken to unify and control an idea than of the idea itself.

C A grade of C represents average college-level work. The C paper is a competent expression of ordinary thoughts in ordinary language. The writing is basically correct, though it may have some mechanical errors, but monotonous. Because of inadequate transitions, the paper often has a choppy effect, one that is intensified by pedestrian organization and vague development. By relying on generalities rather than precise, illustrative details, the writer of a C paper leaves the reader feeling not much better informed than when he first picked up the essay.

D The D paper has only skeletal development and organization. Its serious mechanical errors, together with the awkwardness and ambiguity of its sentence structure, make the reader feel slighted, as if his time and attention were of little concern to the writer.

F As writing that falls below the minimal standards for college-level literacy, the F paper shows lack of thought and purpose, little or no organization, numerous mechanical errors, and a garbled or immature style. Sometimes inadequacy in one area is enough to fail a paper--the writer, for instance, may not have control of punctuation and produces fragments or comma splices in almost every paragraph--but usually serious weaknesses occur in several areas together.

0 For content in any form:
  a. Unacknowledged source of any borrowed information;
  b. Unmarked exact wording (direct quotation) from original source, whether a phrase (four or more words) or sentence(s). Or for work not turned in. You must, to pass the course, hand in all term paper assignments, on the day assigned, unless you are formally excused (by Blinn or you have a note from your doctor).
The intention of the student grievance procedure at Blinn College is to assure every student of due process in the disposition of the grievance or complaint. While the procedure does not guarantee a result totally satisfactory to the student, the College intends for the procedure to provide sufficient options for resolution of the matter and to allow the student reasonable opportunity to communicate his/her perspective.

Any student who has a problem with any facet of the program has recourse through the procedure outlined under “Student Rights and Responsibilities: Student Academic complaints” in the Blinn College Student Handbook.
Blinn College
Physical Therapist Assistant Program

ATTENDANCE POLICY

RATIONALE
1. Physical Therapy is a discipline which requires acquisition of knowledge and practical skills along with organizational and personal capabilities. Large amounts of material are covered in each class, and attendance is important as the curriculum builds on previously learned material.

2. In order to meet the program objectives and to comply with accreditation standards, the PTA curriculum consists of classroom, laboratory and clinical experiences. A critical element that influences students' success is attendance in all areas.

3. Punctuality, consistent attendance, and the student's diligence in participating 100% with patient care are key factors to the successful completion of this program as well as to securing employment.

4. Students who miss clinical experience are in jeopardy of missing opportunities to meet course objectives and subsequently achieving passing grades.

5. The student is responsible for obtaining information and completing assignments given during an absence.

POLICY FOR CLASS AND LAB
1. Students are expected to attend all classes. Blinn College policy states that each instructor will keep an accurate record of each student's attendance in all courses.

2. Students are expected to be punctual and three tardies constitute one absence. Students are allowed three absences per course per long semester (Fall and Spring) and one absence during Summer I semester, and all clinical affiliations. Students who have two absences or one absence and three tardies will be counseled by the instructor prior to being sent to the Program Director.

3. Excessive absences will result in a meeting with the Program Director, Counseling and Remediation Forms being filled out, and possibly a Progressive Disciplinary Report.

4. Students are responsible for officially dropping a course they are no longer attending; otherwise, they will automatically fail. Dropping a course will result in dismissal from the program but will allow the student to reapply later if her or she chooses.

5. Class days missed due to inclement weather will be made up as appropriate.

6. Students are not assessed absences when representing Blinn College at official functions.
ATTENDANCE POLICY FOR EXAMS

ATTENDANCE AT ALL SCHEDULED EXAMINATIONS IS MANDATORY. Any student absent from examinations due to illness or injury must have a written justification from their physician. Absence from an examination for any other reasons must be excused by the instructor before the time of the scheduled examination, or be brought about by a very serious, verifiable circumstance. All make up examinations must be taken no later than one week after the student returns to class. Any un-excused absence from an examination will automatically result in a score of ZERO for that examination.

ATTENDANCE POLICY FOR THE CLINICAL PRACTICUMS

1. Clinical instructors or supervisors at the facility and the ACCE must be notified of the absence prior to the assigned reporting time.
2. Students are allowed one absence during each clinical affiliation. Each subsequent absence will result in three points being subtracted from the final grade.
3. All absences from clinical experiences must be made up at a time convenient to the facility, clinical supervisor, and the PTA Program faculty and agreed upon by the student. A "Class/Clinical Absence Form" must be completed upon returning to class. (See Forms Section Class/Clinical Absence Form, page 77.)
4. If more than two days are missed, the student must meet with the ACCE prior to continuing in the clinic.

EXCUSED ABSENCES

The faculty recognizes that situational emergencies and illnesses may occur. In addition, jury duty or military duty may require the student to be absent. In these cases, documentation will be requested by the instructor or program director to verify the reason for the absence. Evidence such as a physician’s note, copy of military order, or jury summons will be requested. Students must call the instructor at the P.T.A. office as soon as the absence is anticipated.

MAKE-UP WORK

Students are responsible for meeting all required course assignments - i.e. papers, tests, clinical assignments - despite absence from class, labs or clinical. This includes assignments for all absences. The student is responsible for getting notes from other students and contacting the instructor who will determine the manner in which missed assignments will be made up. Make up exams must be taken within one week after the student returns or at the discretion of the instructor. Make-up exams may not be the same as the original exam and may include essay questions, oral exam, fill in the blank, etc. (See Forms Section Request for Taking a Missed Exam Form, page 78.)
Blinn College
Physical Therapist Assistant Program

INCLEMENT WEATHER PROCEDURE

In the event of severe inclement weather the procedure for the P.T.A. program will be as follows:

**Faculty Responsibilities**

1. Each clinical instructor will make a reasonable decision related to weather conditions based on listening for radio/T.V. announcements and checking with Highway Patrol as to travel conditions.

2. The clinical instructor will be responsible for notifying clinical agency assigned if a clinical experience has been canceled due to prior weather conditions. The instructor will also notify the Program Director of his/her decision.

3. If weather conditions become severe during the day, the Program Director will make the decision for canceling and rescheduling classes. In the clinical setting, the instructor will make a reasonable decision as to when to release the students (immediately, after completion of patient care, post conference, etc.)

4. The faculty will review student absences for inclement weather.

**Student Responsibilities**

1. Each P.T.A. student will make a reasonable decision related to weather conditions based on listening for radio/T.V. announcements and checking with the Highway Patrol as to travel conditions.

2. Based on the information received, students will notify the instructor and clinical agency that they will not be in for clinical, or will be late in arriving.

A clinical absence due to inclement weather is classified as an excused absence. Students should use reasonable judgment. No class session is so important that a student should risk an accident.
Blinn College
Physical Therapist Assistant Program

DRESS CODE (UNIFORM POLICY)

Students represent Blinn College and the profession of Physical Therapy at all times while enrolled in the PTA program. All clothing must be neat, professional in appearance, and well maintained.

1. All students will be required to present a clean and neat appearance. All students will dress in a manner appropriate for a professional health care environment during all classroom and laboratory activities.
2. The appearance of all students must generate confidence and respect from patients, families, and other visitors from the community in all clinical agencies.
3. Students’ grooming practices must make ample provision for sanitation, safety, and comfort.

PERSONAL GROOMING

- Hair must be kept clean and neatly groomed; hair must be kept away from face and long hair must be pulled back and neatly secured.
- Face must be clean-shaven daily. Beards and mustaches are acceptable if kept clean and neatly trimmed.
- Fingernails should be well groomed, short, and clean. Length should not interfere with safe and efficient patient care. Only clear polish is allowed for adherence to proper hand washing procedures. False fingernails/overlay are not allowed.
- Brush teeth as needed to maintain oral hygiene.
- Bathe or shower daily and use a deodorant.
- Strong fragrances are to be avoided.
- No exaggerated hairstyles or accessories are appropriate.

APPROPRIATE JEWELRY

- Jewelry should be minimal. If in doubt, don’t wear it.
- Acceptable jewelry
  engagement rings
  wedding rings
  graduation rings
  plain gold or silver necklace no longer than 16”
  wrist watch
- Earrings are permitted only in the ears with a maximum of two. No earrings in the cartilage of the ear are appropriate. (No loops, dangling earrings, or visible body piercings are allowed).
CLASSROOM DRESS REQUIREMENTS

1. Daily classroom attire will be a business casual appearance or scrub uniforms.
   (Men) Dress slacks and shirt; shoes and hosiery required
   (Women) Dress, skirt or slacks and blouse; shoes and hosiery required
2. Unacceptable attire will include shorts, denim jeans, tank tops, cotton t-shirts, sloganed shirts, sweat and/or jogging suits, mini-skirts, sundresses, sandals, and/or other clothes of extreme fashion.
3. All clothing should cover the midriff and no underclothing should be exposed.

CLINICAL DRESS REQUIREMENTS

The following dress code is required for all P.T.A. practicums and Blinn College P.T.A. sponsored activities:

2. Kaki or tan colored slacks.
3. White lab coat to be worn over shirt and slacks. (As per individual clinic policy)
4. Photo/Name tag (issued by department): Laminated with color photograph
5. Maroon scrubs (other colors allowed as per individual clinic guidelines)
6. Uniform is of correct size (fits comfortably, allowing for free movement).
7. All shoes must be kept clean. Shoes must have closed toes, heels less than one inch in height, and soles that provide a good grip.
8. Clean socks must be worn with shoes. White socks, or socks matching the slacks for men and women or skin colored hose for women.

LABORATORY DRESS REQUIREMENTS

Students must be prepared for laboratory activities at all times. Lockers are available to keep a change of clothing for laboratory wear. While in the laboratory, shorts and a t-shirt are acceptable. All students must be prepared to expose the trunk, shoulders and hips at various times during laboratory sessions. Women may wear a sports bra, a halter-top, or swimming suit top (with back closure). Shorts and shirts must be in good condition and loose enough to be moved around for skin palpations and soft tissue work. When leaving the P.T.A. laboratory, the student must have on appropriate attire - at least shorts and a t-shirt. Students who are not dressed appropriately will be required to wear a hospital gown for the duration of the lab procedure.
Blinn College
Physical Therapist Assistant Program

TRANSFER POLICY

PURPOSE

The transfer policy provides a mechanism in which students from other Physical Therapist Assistant programs may enter the Blinn College Physical Therapist program at an appropriate level.

POLICY

A student from a CAPTE accredited Physical Therapist Assistant program may receive transfer credit and enter the Blinn College program at the appropriate level.

GUIDELINES

1. The transfer student must meet all general requirements for the Associate in Applied Science Degree, as outlined in the college bulletin.

2. The student must earn at least thirty semester hours in residence with Blinn College, fifteen of which must be of sophomore rank.

3. All student transcripts are evaluated by the Office of Admissions and appropriate credit will be given.

4. All previous P.T.A. courses are evaluated by the P.T.A. Program Director to determine content (including course descriptions and course syllabi). Students may receive full or partial credit for a course they have completed.

5. A test or skills check off to assess laboratory skill competencies and knowledge of content area(s) may be required.

6. A letter of recommendation from the previous P.T.A. Program director must be sent stating that the student is in good standing and would be accepted back into their program.

7. The student must meet all requirements for admission into the Blinn P.T.A. program including taking the "Health Occupations Basic Entrance Test" (HOBET) and must have maintained a 2.5 cumulative Grade Point Average.

8. Transfer students are considered on a space available basis.
WITHDRAWAL

A student who wishes to withdraw from the P.T.A. course, thus the program, after registration must meet with the P.T.A. Program Director, notify the registrar and the office of the Vice President of Student Services, return all library books and equipment, and clear all accounts. An exit interview will be conducted by the Program Director to assure proper advisement, documentation of student records, and plans for readmission as appropriate. In the event that a student is forced to withdraw because of a medical emergency or pregnancy, and the student is in good standing with the P.T.A. department (i.e. has maintained a 75% or better grade average in the P.T.A. program and has performed satisfactorily in Behavioral Skills), that student will be allowed readmission to the program following the standards listed below. (See Forms Section Statement of Withdrawal, page 71)

READMISSION

Students may be readmitted to the P.T.A. Program once after withdrawal or failure of a course. Students who have been dismissed for unsafe clinical practice are not eligible for readmission. Readmission is based on space available and on the student’s compliance with conditions/requirements established by the Director and Admissions Committee. Requests for readmission are reviewed by the Admissions Committee. Students applying for readmission must:

1. Apply by the application deadline (March 1) or at least 90 days prior to the semester they wish to reenter.
2. Complete all courses in the P.T.A. Program curriculum within five years from the date they registered in the first course identified with PTHA prefix.
3. Demonstrate compliance with recommendations made at the time of withdrawal from the program. Recommendations may include audit or remediation in academic course work, audit of PTHA course previously taken, or documentation of recovery from illness.
Blinn College
Physical Therapist Assistant Program

GRADUATION

A. Upon completion of this program, students will receive an Associate of Applied Science degree and are eligible to sit for the examination to become a Licensed Physical Therapist Assistant. Licensure is required before the candidate may practice physical therapy in the state of Texas.

B. The prospective P.T.A. graduate and/or currently enrolled P.T.A. student must request an application to apply for licensure from the Texas State Board of Physical Therapy Examiners. This application requires that the completed Statement of Moral Character be returned with the application. The Board checks criminal history records on applicants for licensure. If a student answers “yes” to any of the following statements, that student must provide a statement in the space provided.

1. Have you used drugs or intoxicating liquors to an extent which has affected your professional competency?
2. Have you been convicted for violating any municipal, state, or narcotics law?
3. Have you ever been convicted of a felony?
4. Have you been judged mentally incompetent?
5. Have you had your license and/or registration to practice as a physical therapist or physical therapist assistant suspended or revoked or have you been disciplined by a physical therapy licensing board in any other state?
6. Have you ever had an application for licensure denied, refused, suspended, or revoked by a physical therapy licensing board in any other state or nation?
7. Is your license or application for licensure under current investigation by a licensing board in another state or nation?

*Individuals requesting further information regarding how to initiate this process should consult the P.T.A. program faculty.

C. Graduate Guarantee Policy: Blinn College has a “Graduate for Job Competency” policy. “If a recipient of an Associate or Applied Science degree is judged by his/her employer to be lacking in technical job skills identified as exit competencies by Blinn College and validated by the program advisory committee for his/her specific degree program, the graduate will be provided up to 9 tuition-free credit hours of additional skill training by Blinn College.” See the Bulletin of Blinn College for further details and specific conditions.

D. Surveys: Following graduation the students and their employers are asked to fill out surveys. It is essential that these be completed to improve the quality of the P.T.A. Program. Due to the small class size each survey is important.
**Blinn College**  
**Physical Therapist Assistant Program**

**DISMISSAL**

A student may be dismissed from the program for the following reasons:

1. Failure to achieve a C grade in any P.T.A. course (75%) or academic course (70%). See page 32 for grade delineation.
2. Failure to achieve a minimal competency level of 75% on each graded assignment or exam after two attempts in all PTA courses.
3. Failure of clinical lab practical three times during any P.T.A. course.
4. Unprofessional appearance or unsafe conduct in the clinical area, including but not limited to unsafe clinical practice.*
5. Failure to comply with rules and regulations of the program, Blinn College, or affiliating agency.*
6. Failure to comply with professional behavior skills as outlined in the PTA Student Handbook.*

*The final decision for dismissal will be made by the Program Director after consultation with the faculty, Division Chair, and Vice President of Academic Affairs.

**PROGRESSIVE DISCIPLINE POLICY**

Progressive Discipline refers to the concept of increased severity in disciplining students who repeatedly violate rules of the program or clinical sites. Verbal or written reprimands will be given for initial and/or minor infractions of rules; if infractions are repeated, progressively harsher discipline will be imposed. Some critical situations will require immediate disciplinary measures which may involve suspension or immediate dismissal from the program.

**CLASSIFICATIONS OF PROGRESSIVE DISCIPLINE ARE:**

1. **Critical Offenses** are violations of program or clinical facility’s rules and regulations or misconduct which may justify immediate termination.

Even if discharge is indicated, the student shall be suspended immediately (no more than 2 clinical days) while the incident is being investigated by the Program Director or Clinical Instructor and other involved adjunct faculty members.
EXAMPLES OF CRITICAL OFFENSES ARE:
• two major violations are equivalent to one critical offense
• physical assault on any person during clinical or class time
• negligent acts of conduct detrimental to patient care
• possessing, consuming, or being under the influence of intoxicants, narcotics, or non-prescribed barbiturates in class or on clinical premises
• conviction of a felony
• insubordinate acts or statements
• unauthorized access or copying of records (school or clinicals)

2. Major Offenses are lesser violations than critical offenses, but may require immediate disciplinary suspension from class or clinicals for a 1st offense (one day suspension for the 1st offense).

EXAMPLES OF MAJOR OFFENSES ARE:
• two serious violations is equivalent to one major offense
• sleeping in class, in the laboratory or on clinical
• refusal to work - or perform an assigned task
• negligent acts or conduct detrimental to patient care
• verbal assault to fellow students or others
• an act of sexual harassment
• willful or negligent damage of equipment or property
• theft of clinical facility patient, student, visitor, or employee property

3. Serious Offenses do not justify immediate dismissal or suspension but may require disciplinary action in the form of a written reprimand. Documentation of disciplinary action(s) will be accumulative throughout the two years.

EXAMPLES OF SERIOUS OFFENSES ARE:
• two minor violations will be equivalent to one serious offense
• willful negligence
• use of vile, profane, or abusive language
• falsifying information or events
• removal of hospital or clinic property from premises

4. Minor Offenses are lesser violations of the class or clinics’ rules and regulations which may require disciplinary action in the form of a verbal or written reprimand. Verbal reprimands may be documented in the student’s counseling form.
EXAMPLES OF MINOR OFFENSES ARE:

- sharing confidential information
- excessive breaks
- excessive tardies
- failure to follow orders
- horseplay (boisterous non-work related activities)
- smoking, drinking, eating in non-designated areas
- failure to notify clinical instructor (or clinical site) of absence on or before date of absence
- poor attitude or inability to work with others
- leaving assigned areas without authorization

(See Forms Section Counseling Offense Form, page 81)
PROGRESSIVE DISCIPLINE IS ADMINISTERED BY THE TYPES OF OFFENSES, AS FOLLOWS:

MINOR

1st Offense.......................................................... Verbal reprimand
2nd Offense.......................................................... Written Warning
3rd Offense.......................................................... Suspension
4th Offense.......................................................... Dismissal

SERIOUS

1st Offense.......................................................... Written Warning
2nd Offense.......................................................... Suspension
3rd Offense.......................................................... Dismissal

MAJOR

1st Offense.......................................................... Suspension
2nd Offense.......................................................... Dismissal

CRITICAL

1st Offense.......................................................... Dismissal
CLINICAL PRACTICUM INFORMATION

Clinical training is an essential aspect of the education process for a physical therapist assistant. During the practicum the student applies clinical skills learned during class and lab. These experiences will occur away from the Blinn College Allied Health Campus. This section of the handbook describes the policies and procedures for the clinical portion of the student’s educational program.

The Blinn College Physical Therapist Assistant Program curriculum incorporates three clinical practicums. To give students as wide a range of experience as possible, the Academic Coordinator of Clinical Education (ACCE) assigns each student to one acute care, one rehab, and one outpatient facility. Because the mission of the program includes serving the rural community, one of the three clinics must be in a rural setting.

Practicum I must be either acute care or outpatient. The student will not have the classroom experience for rehab until after the Fall II semester.
Policy and Procedure on Clinical Education Site Contract Status
December, 2004

The Physical Therapist Assistant program of Blinn College seeks to maintain the highest level of excellence in available clinical sites for our students to obtain their clinical education in, and successfully complete their clinical practicum experiences. In this light, it is imperative that all clinical sites utilized by the Blinn College PTA program have current and up-to-date information and contracts. Every clinical site with an existing contract to provide clinical experiences for our students will be reviewed every three (3) years. Newly acquired clinical site contracts will be reviewed and renewed three years from their initial contract date. All existing clinical site contracts will be divided up between the years 2005, 2006, and 2007 for review and renewal. If the facility has been able to accept students and provide them with appropriate clinical education experiences as evidenced by assessment of each clinical site and instructor, the site will be offered a renewal of the clinical site contract. Along with the renewal, each renewing clinical site must provide an updated and complete Clinical Site Information Sheet (CSIF) listing the names and qualifications of all clinical instructors along with the other requisite information describing the facility. Clinical sites that are unwilling or unable to provide this information will not be offered a clinical site contract renewal. Students from the Blinn College Physical Therapist Assistant program will only be sent to facilities that have a current and valid contract with Blinn College.
Clinical Education Site and Instructor Evaluations

As per the Blinn College Physical Therapist Assistant program’s program assessment of the clinical education component of the curriculum, all clinical education sites and clinical instructors will undergo an evaluation by the student’s and Academic Coordinator of Clinical Education (ACCE) following each completed clinical practicum. The evaluations will be performed on a scale from 1 – 5 for 20 items for the clinical education site, and on 10 items for each clinical instructor. Following review and tabulation of each of these assessment tools, any facility or instructor with a scored average of less than 3.0, or those with negative written comments will be counseled, and offered facility or faculty professional development from the program director and or the ACCE based on the areas of assessed weakness.

Facilities or clinical education faculty with deficient scores will not be utilized for additional clinical education activities until completion of the planned professional development activities. Following completion of the facility or faculty professional development activities, the facility or faculty member will again be placed on active status for clinical education of our students. Any facility that does not complete these professional development activities by the time their facility review and renewal comes up will not be offered an opportunity to renew their clinical site contract with the Blinn College Physical Therapist Assistant program.

PLACEMENT POLICY

The P.T.A. ACCE and Director make clinical assignments. Clinical placement is designed to provide the student with a variety of physical therapy experiences and facilitate the attainment of the basic skills needed for the practice of a Licensed Physical Therapist Assistant. Students submit to the ACCE a prioritized list of clinics that they would like to attend. The ACCE then considers these requests along with the students’ prior experiences, interests and skill levels in making clinical placements. The decisions of the P.T.A. faculty regarding clinical placement are final. Any questions or comments should be directed to the P.T.A. ACCE or Director. Any refusal to take an assignment without just cause will put the student at risk of continuing in the P.T.A. program. Student placements are reserved months in advance of a scheduled clinical experience. Changes in assignments will be considered if a situation warrants. A Request for Change in Clinical Assignment form must be completed and turned in to the ACCE. The student needs to understand that finding alternative placements are not always possible once assignments have been made, and request for change may be denied. Students will only be sent to facilities that have a current and valid contract with Blinn College.
Blinn College
Physical Therapist Assistant Program

PROCESS FOR PRACTICUM PLACEMENT

1. The Process of clinical practicum placement is discussed with each group of students to be placed on clinical rotations. Students meet with the Academic Coordinator as a group and work through the process of establishing a clinical practicum education schedule for the particular rotation.

2. The Academic Coordinator provides a list of all available clinical sites for the current rotation along with a brief description of the type of experiences that can be expected and the level of independence required by the facility.

3. Students set goals for clinical practicums and plans following completion of the program. They are asked to describe any special constraints they have, financial needs and a priority listing of the places that they would most like to be assigned. This information is used in making the selection regarding their assignment. It is given to the Academic Coordinator for use in the event that re-assignment of any student needs to be done.

4. Students are required to review the folders of each facility and other materials that are available to determine which facilities meet their goals.

5. Students select one acute care, one rehab, and one outpatient practicum. The first practicum must be either an acute care or outpatient facility. One of the three practicums must be in a rural setting.

6. The schedule is finalized and the clinical education centers are notified of the assignments for the upcoming experience (6 weeks prior to Practicum).

7. Should one of the clinical education centers cancel their affiliation slot, the student who is involved in the cancellation will be notified and will be able to select from the remaining, available slots. The Academic Coordinator may also call a facility and request an additional slot if the student’s goal cannot be met by the facilities that are still available.

8. Students must have on file the “Health Data Form”, current immunizations, and CPR. Proof of Health Insurance is required at some facilities.
### PROCESS OF ASSIGNMENT OF CLINICAL SITES

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 months prior to clinical practicum</td>
<td>Request availability of site and qualified Clinical Instructor in writing and assign students to practicum sites.</td>
</tr>
<tr>
<td>2 months prior to clinical practicum</td>
<td>Reconfirm site and student in writing and send course objectives</td>
</tr>
<tr>
<td>2 weeks prior to clinical practicum</td>
<td>Students send in information packet on their goals for the practicum and arrange to meet with clinical instructor on or before first day of practicum.</td>
</tr>
</tbody>
</table>

### SCHEDULES

First Practicum (Fall II semester second year)
Monday through Friday 8:00 am - 5:00 pm (5 weeks)

Second Practicum (Beginning of the Spring semester second year)
Monday through Friday 8:00 am - 5:00 pm (6 weeks)

Third Practicum (End of the Spring semester second year)
Monday through Friday 8:00 am - 5:00 pm (6 weeks)

Clinical Practicum Schedules are determined by the academic faculty in close collaboration with the clinical faculty. Students may NOT rearrange clinical schedules. Special situations should be discussed with the Academic Coordinator of Clinical Education. Special arrangements can ONLY be made by the academic faculty.

*The above schedule may change without notice and times will follow the facility schedule (i.e. 8:30 am - 5:00 pm)*
Blinn College
Physical Therapist Assistant Program

Request for Change in Clinical Assignment

Student Name ____________________________________________

Date _________________________________________________

Assigned Clinical Placement __________________________________

Practicum # ___________________________________________

Name of Requested Facility __________________________________

New Facility ___Y ___N
If YES give Contact Information:
   Address: ____________________________________________
   Phone: _____________________________________________
   Contact: ____________________________________________

Reason for Request _______________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

Student Signature _______________________________________

Date received by ACCE ___________________________________

Approved ______

Declined _______ ACCE Signature ___________________________
**Blinn College**

**Physical Therapist Assistant Program**

**PRACTICUM ATTENDANCE POLICY**

A student missing clinical experience is in jeopardy of missing opportunities to meet course objectives and subsequently achieving a passing grade. If a student will be late or absent on the scheduled days of clinical experience, he/she **must** notify the clinical instructor or supervisor at the facility and the ACCE prior to the assigned reporting time. A student is expected to be punctual and three tardies constitute one absence. **ALL** absences from clinical experiences must be made up at a time convenient to the facility, clinical supervisor and the P.T.A. program faculty and agreed upon by the student. A “Class/Clinical Absence Form” (see Forms Section, page 77) must be completed. Students are allowed one absence during each clinical affiliation. Each subsequent absence will result in three points deducted from the final grade. If more than two days are missed, the student must meet with the ACCE prior to continuing in the clinic.

*The student is to prepare for clinic the day before and arrive ten minutes early to prepare for the day’s assignments.*

**CONFIDENTIALITY**

It is unethical to share information with other individuals regarding patients/clients, facilities, clinical instructors, or classmates. Violation of this ethic is a minor offense and the student will be reprimanded according to the Progressive Discipline Policy. Health Insurance Portability and Accountability Act (HIPAA) will be enforced at all times.

**APPEARANCE/GROOMING**

The student will follow the Blinn P.T.A. Dress Code in the Handbook. Personal cleanliness and hygiene are essential for acceptable interpersonal activities between patients, their families, others and the community. If the facility’s policy is more relaxed than that of the PTA program, the student must still maintain a professional appearance as that student represents the school.
Clinical Site Problem Resolution

Problem
Student & C.I.

Phone Conference
C.I. or Student & School & School

Clinic Visit Conference
C.I. & School Student & C.I. & School

Student <-> School

Resolved

Unresolved

Changes

Removal Of student From facility

Resolved

Unresolved
Behavior
P.T.A. students should consistently portray a professional attitude in order to inspire the patient’s confidence. Student must treat patients and staff with respect, courtesy and confidentiality. Student must provide the best treatment for the patient that their skills allow, under the supervision of a Licensed Physical Therapist. Students
1. should always introduce themselves as a Student Physical Therapist Assistant and wear their name tags at all times. Address others as Mr., Mrs., Dr., etc. unless directed otherwise.
2. should knock prior to entering any room.
3. must not congregate at semi-public areas, such as the patient reception areas. Patients awaiting therapy do not understand the presence of (apparently) idle therapists; the patient may feel he is being kept waiting unnecessarily.
4. should not discuss matters pertaining to work in elevators, corridors, or any other public area in the health care facility.
5. should hold all conversations which are not directly intended for his ears out of a patient’s hearing.
6. should not smoke, eat or drink except in designated areas.
7. may not accept gratuities. Patients wishing to show their appreciation should be directed toward designated funds for this purpose.
8. should not chew gum during the clinical experience.
9. should not become personally involved with patients. Should a student wish to pursue a relationship with a patient, the supervisor should be informed of the situation and that patient must be assigned to another therapist.
10. should limit personal involvement with fellow staff members to “off duty” hours. Professionalism in the facility must be maintained at all times.
11. should avoid loaning personal items to patients and/or running errands for patient
12. should accept constructive criticism gracefully.
13. should inform the clinical instructor in the clinical facility of activities and location at all times, especially when off the unit.

Repeated failure to comply with stated Policies and Procedures will lead to initiation of withdrawal procedures from the P.T.A. Program.
Blinn College
Physical Therapist Assistant Program

SAFETY POLICY

To ensure the safety of all, students will observe the following safety standards:

- wash hands thoroughly before and after handling patients, supplies, and equipment
- consistently insure a safe environment by recognizing safety hazards and taking necessary steps to prevent injury
- ask for assistance when unable to safely handle patients independently
- use proper guarding techniques
- use proper body mechanics while handling equipment and working with patients
- adhere to established precautions and contraindications
- demonstrate awareness of the facility’s emergency procedures and equipment
- follow manufacturer’s instructions for safe use of equipment as presented in operator’s manual

Failure to follow these safety standards will result in student counseling and remediation. Consistent documented failure to observe proper safety standards will result in the student being removed from classroom, laboratory, or clinical practicum activities until adequate remediation is completed. Students who demonstrate an inability or unwillingness to observe these safety standards will be dismissed from their clinical practicum with a failing grade and be dismissed from the program.
Blinn College
Physical Therapist Assistant Program

STUDENT HEALTH AND IMMUNIZATIONS

Students must obtain a physical exam and submit it to the P.T.A. Program office before beginning school. Students are required to maintain immunizations. This includes yearly TB testing, the Hepatitis B vaccine series, tetanus (every 10 years), and other routine childhood immunizations. Some facilities require further immunizations and health insurance which students will have to provide prior to being accepted for a practicum in that facility.

Students should be aware that there is a potential risk of exposure to Hepatitis B and other communicable diseases during clinical assignments. The Texas Dept. of Health has implemented a new rule regarding vaccinations effective April 2004. The rule is Texas Administrative Code, Title 25, Part I, Chapter 97, Subchapter B, Rules 97.62, 97.64, 97.65. This says that all health professions students “shall receive a complete series of hepatitis B vaccine prior to the start of direct patient care or show serologic confirmation of immunity to hepatitis B virus.” Rule 97.62 provides the procedure that must be followed for students to claim a declination for medical, religious, or conscience reasons or for service in the military. Any student electing to not receive the Hepatitis B vaccine or be tested for HIV must sign a disclaimer.

See Exposure/Injury to the Student and Universal Precautions guidelines for additional information.

Students will be oriented to safety procedures at Blinn College and at all clinical facilities. Students will have access to faculty within their clinical area for any additional information. Students are expected to accept all types of patient assignments.

Students are financially responsible for their personal health care/hospitalization costs incurred while participating in the P.T.A. Program.

(See Forms Section Blinn College Allied Health Programs Report of Medical History, pages 90-94.)
EXPOSURE/INJURY TO THE STUDENT

It is the intent of the Blinn College P.T.A. Program to promote high quality care and safety for clients, students, staff, and faculty. The P.T.A. Program is in compliance with accepted policies, standards, and guidelines set forth by Blinn College, the Centers for Disease Control (CDC), the Occupational Safety and Health Administration (OSHA), and the American College Health Association (ACHA).

Thus, due to the current issues surrounding communicable diseases (e.g. hepatitis, tuberculosis, sexually transmitted diseases, and acquired immune deficiency syndrome [AIDS]), policies and recommendations set forth in Universal Precautions are followed carefully. Students are taught Universal Precautions in the first P.T.A. course and content is practiced and reinforced throughout the program. Students are responsible for using universal precautions and for any personal expenses that may occur in the event of an exposure. Students are encouraged to check their health insurance policy for coverage.

According to the Agreement of Affiliation between Blinn College and the clinical facility, the responsibility of the clinical facility will be as follows:

“ The Clinical Site shall make available emergency medical care to any student injured while at the agency pursuant to the Agreement. The Clinical Site shall be relieved of this responsibility when such student’s personal physician, if any, attends to such student. To the extent the cost of such medical care is not covered by insurance personally carried by the student, the Clinical Site shall collect such cost directly from the injured student and not from Blinn College. Blinn College does not hereby or otherwise undertake any financial responsibility for the payment of such costs.”

UNIVERSAL PRECAUTIONS

Appropriate universal precautions should be taken, as outlined by the Center for Disease Control (CDC) guidelines, by all P.T.A. students and are the responsibility of the student. The CDC guidelines describe reduction measures for health care workers to use when they come in contact with blood or body fluids or patients.

The Associate Degree P.T.A. Program complies with the American Physical Therapy Association position that all health care workers must follow universal precautions and established infection control procedures to reduce the infection risk to the patient and themselves.

It is the responsibility of the student to follow these guidelines in the clinical setting.
UNIVERSAL BLOOD AND BODY FLUID PRECAUTIONS

1. Gloves:
   A. For touching blood and body fluids, mucous membranes or non-intact skin of all patients (e.g., wound/decubitus care; oral care; suctioning; intubation, staple and suture removal)
   B. For handling items or surfaces soiled with blood or body fluids (e.g., sanitary pads, soiled dressings, emptying Foley bags, bed pans, drains, suction equipment/canisters; incontinent patients contaminated instruments)
   C. For performing venipuncture and other vascular access procedures (e.g., I.V.’s, heparin locks, central lines, changing tubing)
   D. Handling newborns at delivery
   E. To be changed after contact with each patient
   F. Assisting physician with invasive procedures.

2. Masks and Protective Eyewear: worn during procedures likely to generate droplets of blood or other body fluids (e.g., suctioning trach, endotracheal tube, nasopharyngeal, removal of endotracheal tubes, assisting with deliveries, endoscopic procedures, during intubation of patients, providing wound care, providing burn care, etc.)

3. Plastic Aprons: worn during procedures likely to generate splashes of blood or other body fluids (e.g., profuse hemorrhage, extensive bleeding, projectile vomiting).

4. Hands and Skin:
   A. Wash immediately and thoroughly if contaminated with blood or other body fluids.
   B. Hands are to be washed immediately after gloves are removed.

5. Needles and Sharps:
   A. Take precautions to prevent injuries when cleaning used instruments and handling sharp instruments after procedures.
   B. Needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand.
   C. Disposable syringes and needles, scalpel blades and other sharp items should be placed in puncture-resistant containers for disposal.

6. Laundry:
   A. Soiled linen should be handled as little as possible and with minimum agitation.
   B. All soiled linen should be bagged and contained at location where it was used (follow facility policy).

7. Waste:
   A. All waste is to be contained at site of use for transport and disposal (standard waste liners and bags).
   B. Bulk blood (20cc), suctioned fluids, excretions and secretions may be poured down a drain (patient bathroom) to a sewer.
   C. Clip blood transfusion tubing with scissors and discard in puncture proof needle box. Tubing and bag may be discarded in trash.

8. Cleaning and Decontaminating Spills of Blood or Other Body Fluids:
   A. Gloves should be worn.
   B. In patient care areas, visible material should first be removed and then the area decontaminated with chemical germicide.
9. Isolation/Labeling:
   A. Universal blood and body fluid precautions for all patients eliminates the need for use of the category of “Blood and Body Fluids.”
   B. Isolation as previously recommended will be used for air-borne diseases (e.g., tuberculosis), contact diseases (e.g., scabies) and for patients colonized with multiple resistant organisms (e.g., MRSA).
   C. The Isolation Guidelines are available in all agencies for reference for ineffective material, mode of transmission and duration of isolation.

10. Specimen Collection, Transportation and Processing:
    A. All specimens of blood and body fluids are to be in a container to prevent leaking.
    B. Care should be taken when collecting each specimen to avoid contaminating the outside of the container and laboratory form.
    C. A contaminated container must be placed in an agency approved container.

11. Resuscitation: Resuscitation devices will be available in each patient area.
    A. Ambu bags are to be used for resuscitation.
    B. Gloves and protective eyewear should be worn.

References: MORBIDITY AND MORTALITY WEEKLY REPORT, Supplement, August 21, 1987/Vol.36/No. 2S Centers for Disease Control, Atlanta, Georgia
HIV INFECTION, AIDS-RELATED COMPLEX (ARC), AND AIDS

Current knowledge indicates that students or employees with any form of HIV infection do not pose a health risk to other students or employees in an academic setting. HIV is transmitted by intimate sexual contact and by exposure to contaminated blood. There has been no confirmed case of transmission of HIV by any household, school, or other casual contact (National League for Nursing, NLN). The U.S. Public Health Service states that there is no risk created by living in the same place as an infected person, caring for an AIDS patient, eating food handled by an infected person, casual kissing, or swimming in a pool with an infected person. Therefore, Blinn will:

a. not exclude people with HIV infection in initial admissions decisions for applicants;
b. provide equal access to college facilities or campus activities, including participation in clinical experiences or other academic and social activities offered by the college;
c. guarantee existing support services made available to students or employees disabled by HIV infection;
d. provide non-specific information concerning complaints or diagnosis to other faculty, administrators, clinical facilities, or employees without the expressed written consent of the infected student;
e. keep to an absolute minimum the number of people in the college aware of the existence and/or identity of students with HIV infection, both to protect the privacy of the infected person and to avoid unnecessary fear and anxiety among other students and staff;
f. protect this confidentiality only to the extent it is superseded by the necessity to protect others only in very specific, life-threatening circumstances;
g. report to the local public health authorities those cases of AIDS which meet the criteria of the surveillance definition of the Centers for Disease Control.
Clinical facilities providing P.T.A. Practicum slots for Blinn students are listed by primary designation as follows:

*Indicates rural setting

This list is constantly changing and students will be updated as to availability of facilities.

**Acute Care**
- Bellville Hospital
- Burleson St. Joseph's*
- College Station Medical Center
- Colorado Fayette (Weimar)*
- Fayette Memorial Hospital (LaGrange) *
- Grimes St. Joseph's*
- Good Shepherd Medical Center (Longview)
- Huntsville Hospital
- Longview Regional Hospital
- Madison St. Joseph's*
- Richards Memorial (Rockdale)*
- St. Joseph's Health Care
- Texas Children’s Hospital
- Trinity Medical Center*
- Scott and White- Temple

**Rehabilitation**
- Brazos Valley Rehabilitation Center
- Early Childhood Intervention
- Fayette Rehab and Sports Medicine (LaGrange)
- Good Shepherd Inpatient Rehab
- Longview Regional Rehabilitation
- Scott and White in Temple
- Sheridan on Rock Prairie
- Sheridan on Anderson
- Sheridan in Bryan
- St. Joseph’s Manor
  - Bryan
  - Burleson
- St. Joseph's Rehabilitation Center
- St. Joseph's Neuro Out Patient
- Sherwood Nursing Home
- Trinity Care Center
- Warm Springs Rehab (Gonzales, Victoria, San Antonio, and Corpus Christi)
**Out Patient**
Brazos Orthopedic PT
Colorado Fayette (Weimar)*
Columbus PT and Rehab*
CORE-Centre of Rehab Excellence
Crossroads PT
Excel Therapy -Victoria (OP/IP Rehab)*
Fayette Rehab & Sports Medicine
Giddings PT Clinic (OP and school system)*
Good Shepherd
Huntsville Hospital
Livingston Physical Therapy
Lone Stare Clinic (Longview)
Lott PT*
Opti Rehab and Fitness
   - Brenham(OP and school, nursing home)*
   - Bellville (OP acute care)*
   - Sealy - OP*
Peak Performance In Motion
Richards Memorial
Scott and White in Temple
St. Joseph's Out Patient
   -Joseph Drive - Rehab Center
   - University Avenue - Physician's Center
Sports and Back Clinic
Texas Children’s Health Center – Cy-Fair, Spring, Sugarland, and Houston Therapy Center
Trinity Physical Rehab Center*

**Schools**
Brenham ISD*
Bryan ISD
The following is from the Blinn College Affiliation Agreement, outlining the students’ responsibilities during practicums.

Section 2 - 8. All parties to this Agreement shall exercise confidentiality with regard to all client and staff information gained during the clinical experience. Blinn College shall inform its students of the duty of confidentiality as an integral part of the clinical experience and shall strictly enforce same.

Article III - Students

Section 3 - 1. The standards for the admission of students to any Blinn College allied health program who shall be authorized to enter a clinical practicum at the Clinical Site shall be determined by Blinn College in accordance with its published admissions criterion, the guidelines established by any applicable licensing or accrediting agencies, and state and federal law. Admissions shall be granted without regard to race, color, religion, sex, age, economic status, national origin, disability, or other discriminatory facts prohibited by law.

Section 3 - 2. Students shall be required to present written documentation of a physical examination and current immunizations prior to commencing clinical experiences. Such written documentation and/or evidence, as required by the Clinical Site shall be provided to the appropriate agency official before students begin their clinical experience.

Section 3 - 3. Students shall adhere to the dress code of the respective Blinn College program(s) and the clinical site. Except as Clinical Site rules may otherwise provide, students shall wear identifying name plates, setting forth the name of the student and the fact that the individual is a student of Blinn College.

Section 3 - 4. Students are not employees of the clinical agency and are not entitled to wages, compensation, or fringe benefits associated with employment as a result of their participation in the clinical practicum. This provision shall not, however, be deemed to prevent a student’s participation in or receipt of financial aid available through Blinn College or other sources.

Section 3 - 5. Students shall receive an appropriate orientation to Clinical Site facilities. Orientation will be arranged by faculty with Clinical Site managers and other Clinical Site personnel or designee.

Section 3 - 6. The Clinical Site shall make available emergency medical care to any student injured while at the agency pursuant to this Agreement. The Clinical Site shall be relieved of this responsibility when such student’s personal physician, if any, attends to such student. To the extent the cost of such medical care is not covered by insurance personally carried by the student, the Clinical Site shall collect such cost directly from the injured student and not from Blinn College. Blinn College does not hereby or otherwise undertake any financial responsibility for the payment of such costs.

Section 3 - 7. If any student’s health, conduct, or care is considered by the Clinical Site staff or by the faculty to have a detrimental effect on the clinical site, its patients or staff, the appropriate faculty shall be immediately notified. The faculty shall take appropriate action. In the event that a faculty member is not readily available and immediate action is necessary, the student may be withdrawn from the patient care situation by agency staff until the faculty is notified. A written report concerning the student and the related incident shall be provided with reasonable detail to the appropriate faculty if action is taken by Clinical Site personnel.
**Blinn College**  
**Physical Therapist Assistant Program**  

**PROFESSIONAL BEHAVIORAL SKILLS**

A Physical Therapist Assistant student is expected to demonstrate professional behavior at all times. Students will be counseled on their failure to comply with expected behaviors and professional skills. If students demonstrate unacceptable behavior or professional skills, the Generic Abilities Assessment will be used for remediation to identify weaknesses and document progress towards meeting expected student behavior levels. Repeated failure to comply with professional behaviors is grounds for dismissal from the PTA program. Criteria for classroom/laboratory evaluation include but are not limited to the following:

<table>
<thead>
<tr>
<th>EXPECTED STUDENT BEHAVIOR</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is respectful and considerate of peers/faculty</td>
<td></td>
</tr>
<tr>
<td>Arrives to class/lab on time and prepared</td>
<td></td>
</tr>
<tr>
<td>Accepts and gives criticism in a constructive manner</td>
<td></td>
</tr>
<tr>
<td>Demonstrates professional body language</td>
<td></td>
</tr>
<tr>
<td>Reports lateness and absence according to P.T.A. handbook guidelines</td>
<td></td>
</tr>
<tr>
<td>Adheres to P.T.A. dress code in lecture, laboratory and in clinical situations</td>
<td></td>
</tr>
<tr>
<td>Notifies instructor of commission/omission errors</td>
<td></td>
</tr>
<tr>
<td>Commits no fraudulent or negligent acts</td>
<td></td>
</tr>
<tr>
<td>Maintains personal hygiene</td>
<td></td>
</tr>
<tr>
<td>Manages personal affairs in a manner that does not interfere with professional responsibilities</td>
<td></td>
</tr>
<tr>
<td>Demonstrates proper safety techniques in classroom, laboratory, and clinical settings.</td>
<td></td>
</tr>
<tr>
<td>Actively participates in group discussion and projects</td>
<td></td>
</tr>
</tbody>
</table>
Blinn College
Physical Therapist Assistant Program

CLASS/CLINICAL ABSENCE

Student Name ______________________________________________

Date ____________________

Class/Clinical Instructor _____________________________________

Course _________________________________

Dates absent from class/clinical _______________________________

Reason for class/clinical absence
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Plans for making up missed work_________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

_______________________________  ________________________
Student’s Signature     Date

_______________________________  ________________________
Instructor’s Signature    Date

This form must be submitted to class/clinical instructor the first day you return to class or clinical. If the absence occurs during a practicum, please submit a copy to the ACCE when you turn in your paperwork for that practicum.
REQUEST FOR TAKING A MISSED EXAM

Student Name _______________________________________________

Date _____________________________

Course _______________________________________

Exam Topic _________________________________

Reason for missing exam _________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Student Signature ______________________________________________________

Date given to course coordinator ___________________________

This request must be submitted to the course instructor the first day you return to class. The course coordinator will notify you if your request is granted.
BLLIN COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM

EXAM QUESTION CHALLENGES

STUDENT'S NAME: ___________________________
QUESTION #: __________

WRITE THE TEST QUESTION HERE:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

REASON FOR CHALLENGE:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

REFERENCE BOOK AND PAGE #:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Blinn College
Physical Therapist Assistant Program

STATEMENT OF WITHDRAWAL

This is to certify that ____________________________ was accepted to the Physical Therapist Assistant Program on ______________________ and withdrew from the program on ______________________ for the following reason(s):

1. Personal or health reasons
2. Financial status
3. Transferring to another program
4. Program is too intense for me
5. Violation of program rules
6. Academic failure
7. Relocating
8. Other

* If you choose OTHER, please explain under the comment section.

COMMENTS
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

____________________________               _____________________________
Student’s Signature      Program Director’s Signature

____________________________
Date
This form will serve as documentation that the student has been counseled in regards to the type of offense(s) he/she has been charged with. This form will also document period of time given to correct or improve the situation.

Student will abide by all student policies, particularly regarding attendance, maintaining a passing average, and following up on conferences with program staff. The student will understand that he/she is expected to pass all exams during the probationary period and thereafter.

Failure to comply with the terms can result in withdrawal of student status in this program.

STUDENT:______________________________ DATE: ___________________

TYPE OF OFFENSE BEING COUNSELED FOR: __________________________________

TYPE OF DOCUMENTATION:
Verbal Warning: ____  Written Reprimand: ____
Verbal Counseling: ____  Class Suspension: ____
Clinical Suspension: ____  Class Dismissal: ____
Clinical Dismissal: ____  Program Dismissal: ____

1. Has this student been previously warned? Yes ( )  No ( )
2. If yes, when? ________________________
3. Was the offense involving the same situation? Yes ( )  No ( )
4. Has the student reached the maximum number of offenses? Yes ( )  No ( )
5. Time given to correct this situation: _____________________________

I, _______________________________ have read and understand the incident report filed on me for the offense(s) I have committed. I will exercise my right to appeal procedures if it is necessary.

Student’s Signature ________________________________ Counselor’s Signature ________________________________

Witness: ________________________________________________________________
Blinn College
Physical Therapist Assistant Program

COUNSELING FORM

STUDENT’S NAME _______________________________ DATE/TIME________________________

REASON FOR CONTACT _____________________________________________________________

RELEVANT FACTORS: ________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

RECOMMENDATIONS: ________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

STUDENT COMMENTS: _______________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

__________________________________
STUDENT’S SIGNATURE

__________________________________
INSTRUCTOR’S SIGNATURE
Blinn College
Physical Therapist Assistant Program

REMEDIATION CONTRACT

I ___________________________ understand that a grade of 75 or better is necessary to complete _______ prior to ________________ in order to continue in the program.

I understand that my current grades are not acceptable to exit this course; therefore, I will attend and participate in the following remediation plan:

I understand I will need to have an average of 75% or better on all major exams, quizzes, projects, final exam, and, where applicable, lab practicals in order to pass this course.

I have read the Blinn College PTA Student Handbook’s “Dismissal,” “Withdrawal,” and “Readmission” Policies and understood the consequences that may arise if I fail to pass this course for the Physical Therapist Assistant Program.

Check one:      _____  I will be attending the suggested remediation sessions.
                        _____  I will NOT be attending the suggested remediation sessions.

________________________________  ______________________________
Student Signature     Instructor Signature

________________________________  ______________________________
Program Director     Date
Blinn College  
Physical Therapist Assistant Program  

VARIANCE REPORTING INSTRUCTIONS

All accidents and injuries require completion of this form.

Any employee injuries are to be reported to a supervisor immediately.

Any student injuries are to be reported to the instructor immediately.

Any serious accidents or any injuries requiring medical treatment should be reported to the Campus Police @ 7418.

For any employee or student injuries requiring an ambulance, please dial 911
Variance Report

Student: ___________________________   Date: _____________________________

Program: ___________________________   Course/Semester: ___________________________

Type of Variance:
[ ] Safety Violation
[ ] Medication/Treatment Error
[ ] Other Performance

[ ] physical
[ ] psychosocial
[ ] microbiological
[ ] other _______________

[ ] right patient
[ ] right drug
[ ] right dosage
[ ] right route
[ ] right time
[ ] documentation
[ ] other _______________

[ ] unprepared for clinical
[ ] nursing process
[ ] skills
[ ] decision making
[ ] accountability
[ ] professionalism
[ ] other _______________

Observed Behavior:

This behavior [ ] does [ ] does not fit the definition of Critical Offense as defined by the PTA Program Student Handbook.

Recommended Action:
[ ] Counseling
[ ] Education
[ ] Remediation
[ ] Other

Describe Details:

Student Response:

Instructor: ___________________________   Date: ___________________________

Student: ___________________________   Date: ___________________________

A copy of this record will be given to the student and a copy will be placed in the student’s file.
PROBLEM RESOLUTION FORM

The Problem Resolution Form will be used for handling complaints that fall outside the realm of due process, such as complaints from clinical education sites, employers of graduates, and the public. This form will be kept as a record of any complaint about the program falling outside the realm of due process, including the nature of the complaint and the disposition of the complaint.

Person(s) Filing Complaint: __________________________________________
Contact made by ___phone___fax ___e-mail ___visit

Parties involved: 1) __________________________
2) __________________________
3) __________________________
4) __________________________
5) __________________________
6) __________________________

Nature of the Problem:

Fact Finding:
Other person’s input:

Data to verify complaint:

Suggested steps for resolution:
1)
2)
3)
4)

Info provided to:__________________ On: (date)_______ by ___phone___fax___e-mail___visit

Signature of person filing complaint: __________________________________________
Print name: ________________________________________________________________

Results (include date of resolution):

Signature of person completing form: _________________________ Date:__________

Department Head: _________________________ Date:__________

Blinn College
Physical Therapist Assistant Program
Blinn College
Physical Therapist Assistant Program

CONSENT TO PARTICIPATE

I, _________________________________ agree to participate in the physical therapist assistant program’s educational activities to include demonstrating my physical abilities, assessing or evaluating my physical capacities, my providing a summary or detail of my relevant history, or taking part in simulated activities as part of a student performance evaluation. Should I request it, also understand that my personal identity will remain anonymous. I understand that I may withdraw for this activity at any time.

I, _________________________________ do hereby release and forever discharge Blinn College and all its officers and employees from any and all claims, demands, and causes of action arising out of this demonstration, and assume all risks of personal injuries suffered by me as a result of such demonstration.

I understand that all precaution will be taken to prevent harm to myself. Any questions that have occurred to me in connection with this demonstration have been answered to my satisfaction.

____________________________________  ______________________________________
Date      Participant’s Signature

Address:

____________________________________
____________________________________
____________________________________

____________________________________
Date      Witness
Blinn College
Physical Therapist Assistant Program

PARTICIPATION BY A MINOR
CONSENT FORM

I agree to have my child ________________________________ participate in the Physical Therapist Assistant Program’s educational activities to include demonstrating his/her physical abilities, assessing or evaluation his/her physical capabilities, my providing a summary of their relevant history, or taking part in treatment activities all under the direct supervision of a licensed physical therapist.

_______________________    ______________________________
Date        Parent Signature

Address:

______________________________
______________________________

_______________________    ______________________________
Date       Witness
Blinn College  
Physical Therapist Assistant Program  

WORK SITE ANALYSIS CONSENT FORM

I, __________________________ agree to allow student physical therapist assistants to analyze my **physical work activity as part of an educational course on movement problems**. I understand student physical therapist assistants will observe me on an occasional basis, taking measurements related to my body size and work environment, and possibly photograph my work environment and me. I also understand that any recommendations which may result from their **job analysis** will have no adverse effect on my employment status, and that my personal identity will remain anonymous.

____________________    ___________________________________
Date       Participant’s Signature

____________________    ___________________________________
Date       Witness

____________________    ___________________________________
Address:

___________________________________
___________________________________
# Report of Medical History

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>Middle</th>
<th>Maiden</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Address – Number &amp; Street</th>
<th>City</th>
<th>State</th>
<th>ZIP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone</th>
<th>Date of Birth</th>
<th>SS#</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

## Emergency Notification

Person to notify in case of emergency

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Address - Number &amp; Street</th>
<th>City</th>
<th>State</th>
<th>ZIP</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Home Phone</th>
<th>Work Phone</th>
<th>Pager</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

## Personal History

**ANSWER ALL QUESTIONS. EXPLAIN “YES” ANSWERS BELOW:**

### HAVE YOU HAD? YES NO

<table>
<thead>
<tr>
<th>HAVE YOU HAD?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measles (rubeola)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mumps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicken Pox (varicella)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diabetes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuberculosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hepatitis A/B/C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surgery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recurrent Headache</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any UNEXPLAINED weight loss (greater than 10 pounds)?

Have you had any illness/injury or been hospitalized other than already noted?

Is your ability to practice safe professional medical care adversely affected by a physical or mental disability/illness which may endanger the health and safety of persons under your care?

**EXPLAIN “YES” ANSWERS:**

______________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________

(Studet) I verify that all of the above is true and complete to the best of my knowledge.

_________________________________________________________  ___________________________________________________________________

Student Signature  Date
Report of Health Evaluation

TO THE EXAMINING PHYSICIAN: Please review the students' history and complete the physician's form. Please comment on all positive answers. This information will be used only as a background for providing health care, if necessary.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>SSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blood Pressure</td>
<td>Height in inches</td>
</tr>
</tbody>
</table>

ARE THERE ANY ABNORMALITIES OF THE FOLLOWING SYSTEMS?

<table>
<thead>
<tr>
<th>SYSTEM</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head/Ears/Nose/Throat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respiratory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardiovascular</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gastrointestinal</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hernia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genitourinary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musculoskeletal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metabolic/Endocrine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuropsychiatric</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gynecological/OB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there any speech/vision/hearing impairments?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eyes</th>
<th>Vision: Lt.</th>
<th>Rt.</th>
<th>Corrected: Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>Hearing: Lt.</td>
<td>Rt.</td>
<td>Corrected: Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

In your opinion, is this individual in suitable physical and emotional condition for this Allied Health Program: □ Unlimited □ Limited Please explain:

________________________________________________________________________
________________________________________________________________________

Physician's Signature __________________________ Date __________________________

Print Last Name __________________________ First Name __________________________

Phone (voice) __________________________ Phone (fax) __________________________

Address __________________________ City __________________________ State __________________________ Zip __________________________

This form can be Hand-Carried in sealed envelope by student, faxed or returned by mail to the appropriate Blinn College Allied Health Program. Address on front of this form; Attention Physical Therapist Assistant Program
Tests and Immunizations Required by Texas State Law/Clinical Facilities

This form is provided for your benefit. If immunization records are provided on another document, this form need not be completed and returned.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>Middle</th>
<th>SSN#</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Tuberculin Skin Test: (PPD - TB Test) OR Chest X-ray (required IF skin test is positive) Must Have Been Tested within Past 6 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Positive □ Negative Date X-ray results:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Diphtheria, Tetanus (TD): One dose within 10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Immunization:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measles (Rubeola)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those born on or after January 1, 1957, must show proof of either:</td>
</tr>
<tr>
<td>A. Two doses of measles vaccine by/or after their first birthday and at least 30 days apart*</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>B. Record of physician-diagnosed measles</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>C. Serologic test positive for measles antibody</td>
</tr>
<tr>
<td>Date ____________________ Result____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mumps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those born on or after January 1, 1957, must show proof of either:</td>
</tr>
<tr>
<td>A. One dose of mumps vaccine of or after their first birthday*</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>B. Record of physician-diagnosed mumps</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>C. Serologic test positive for mumps antibody</td>
</tr>
<tr>
<td>Date ____________________ Result____________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubella</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those born on or after January 1, 1957, must show proof of either:</td>
</tr>
<tr>
<td>A. One dose of Rubella vaccine of or after their first birthday*</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>B. Record of physician-diagnosed Rubella</td>
</tr>
<tr>
<td>OR</td>
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<tr>
<td>C. Serologic test positive for Rubella antibody</td>
</tr>
<tr>
<td>Date ____________________ Result____________________</td>
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<thead>
<tr>
<th>Varicella (Chicken Pox)</th>
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<tr>
<td>Must show proof of either:</td>
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<tr>
<td>A. Record of physician-diagnosed Varicella</td>
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<tr>
<td>OR</td>
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<tr>
<td>B. Serologic titer positive for Varicella antibody</td>
</tr>
<tr>
<td>OR</td>
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<tr>
<td>C. One dose of Varicella vaccine</td>
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<tr>
<td>Date ____________________ Result____________________</td>
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<tr>
<th>Hepatitis B Vaccine: MANDATORY FOR ALL ALLIED HEALTH STUDENTS.</th>
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<tbody>
<tr>
<td>The student should be aware that there is potential of exposure to Hepatitis B during clinical assignments. Immunization schedule would include three vaccines over a period of six months. Initial vaccine should be started by time of admission to the program followed by 1 and 6 months vaccines respectively.</td>
</tr>
<tr>
<td>Date of first vaccine:___________________ Date of second vaccine: _________________ Date of third vaccine: ___________________ Titer: Date + −</td>
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</table>

* Combined MMR Vaccine is vaccine of choice if recipients are likely to be susceptible.

(Student) I verify that all of the above is true and complete to the best of my knowledge, under penalty as prescribed in student contract for falsification of records.

_________________________________________  _____________________________________________________
Student Signature  Date

REVISED 6/28/00

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CONSENT AND RELEASE FORM

If you have elected not to take the Hepatitis B Vaccine, please complete the following statement.

I, ________________________, having been informed of the risks, have elected not to take the Hepatitis Vaccine, and claim a declination for medical, religious, or conscience reasons or for service in the military. (Circle appropriate reason for declination.)

Signature: __________________ Date: _________________
Applicant

Witness: __________________ Date: _________________

If you have elected not to take the HIV test, please complete the following statement.

I, ________________________, having been informed of the risks, have elected not to take the HIV test.

Signature: __________________ Date: _________________
Applicant

Witness: __________________ Date: _________________

WORD:HDF / Healthfr
REVISED 5/19/00
# Blinn College
## Physical Therapist Assistant Program

**SELF-EVALUATION OF TECHNICAL STANDARDS**

Instructions: Place an X in the appropriate box for each of the following standards.

<table>
<thead>
<tr>
<th>CHARACTERISTIC/TRAIT</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Not Sure</th>
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<tbody>
<tr>
<td><strong>EMPLOYMENT QUALIFIERS</strong></td>
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<td>Free of communicable disease(s)/illness and chemical dependence.</td>
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<td>Able to perform all functions and tasks required of a PTA.</td>
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<td>Willing to reveal conviction of a felony, misdemeanor, or any offense involving moral turpitude.</td>
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<td><strong>VISUAL FUNCTION (with or without reasonable accommodations)</strong></td>
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<tr>
<td>Able to observe and assess patient’s condition.</td>
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<td>Able to read equipment consoles, technical charts, and other pertinent materials for patient care and professional practice.</td>
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<td>Able to read goniometers and other measuring devices in regular and extra fine print.</td>
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<td><strong>MOTOR FUNCTION (with or without reasonable accommodations)</strong></td>
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<td>Able to stand for long periods of time.</td>
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<td>Able to transport and physically assist patients (in/out of wheelchairs, on/off mats, beds, etc.).</td>
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<td>Able to manipulate physical therapy equipment and accessories.</td>
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<td>Possesses the manual dexterity to handle small objects, palpate muscles/bony prominences and monitor patients.</td>
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<tr>
<td>Able to perform and complete tasks and treatments within required time limits.</td>
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<tr>
<td><strong>COMMUNICATION SKILLS (with or without reasonable accommodations)</strong></td>
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<td>Possesses the verbal, non-verbal and writing skills for transmission of information to patients, their families, co-workers, and the general public.</td>
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<td>Possesses the auditory skills to allow communication with patients, physicians, and staff.</td>
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<tr>
<td><strong>BEHAVIORAL AND SOCIAL SKILLS</strong></td>
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<td>Possesses adequate and sufficient behavioral and social skills conducive to professionalism in a college and or health care environment.</td>
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<td>Is in good emotional health in order to utilize intellectual abilities and exercise good judgment.</td>
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________________________  ______________________
Print Student Name     Date

________________________
Student Signature
# RELEASE OF INFORMATION

## POLICY
In accordance with the “Family Education and Privacy Act of 1974”, the student in the P.T.A. Program must sign any of the selected items presented in the Release of Confidential Information.

## PURPOSE
To provide a means for the control of what information the student wants the faculty or program to release to future employers, the student, other programs, etc..

## DOCUMENTATION
The following is presented and requires completion for each of the selected items. Please place a √ by the Yes or No and fill out the portion on social security, date, and sign.

<table>
<thead>
<tr>
<th></th>
<th>RELEASE OF PERSONAL AND ACADEMIC INFORMATION</th>
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<tbody>
<tr>
<td></td>
<td>My signature, social security number, and today’s date for this section authorizes the faculty of the P.T.A. Program to furnish any and all information on academic, discipline, attendance, (college) credit, address, and any other pertinent information regarding any enrollment in the P.T.A. Program to prospective employers, selection committees, or myself when requested.</td>
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<th>RELEASE OF PERSONAL IMMUNIZATION RECORDS</th>
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<td></td>
<td>My signature, social security number, and today’s date for this section authorizes the faculty of the P.T.A. Program to furnish any and all information on immunizations while enrolled in the P.T.A. Program to myself when requested.</td>
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<th>RELEASE OF PRACTICUM REPORTS</th>
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<td></td>
<td>My signature, social security number, and today’s date for this section authorizes the faculty of the P.T.A. Program to furnish any and all information on clinical practicums (internship/rotations) to prospective employers, selection committees, other Programs, or myself when requested.</td>
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<th>RELEASE OF LIABILITY</th>
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<tr>
<td></td>
<td>My signature, social security number, and today’s date for this section authorizes other students and faculty to perform appropriate physical therapy procedures for educational purposes during classroom and laboratory instruction.</td>
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Blinn College
Physical Therapist Assistant Program

STUDENT INFORMED CONSENT

During the course of the education process for the student enrolled in the Physical Therapist Assistant Program, the student will be required to take part in laboratory activities which dictate that one student will be practicing techniques being taught and learned on fellow classmates and/or faculty. It is the nature of the profession that skills be acquired on healthy individuals before an attempt is made to become skillful with patient/client populations who have dysfunction. Therefore, students and faculty must often “act” the part of the patient or client, so the appropriate lab partner may gain skills needed to practice physical therapy.

Although every effort is made on the part of the instructors to ensure safety for every student practicing and playing the role of the patient or subject, it is possible that the student may experience some discomfort, either physically or emotionally. By signing below, you are indicating your willingness to engage in those activities which the faculty believe are necessary for you to learn skills related to the practice of physical therapy. While this is an assumption that can be inferred from your acceptance to participate in the physical therapist assistant curriculum and enrolling in the program, this is your active consent to do so. If there is any activity which may cause you concern, you are urged to speak to the course coordinator the Program Director.

I understand that I will be asked to act as a lab partner during my experiences in the physical therapist assistant curriculum and fellow classmates will be practicing skills taught by the professors of the course. I understand that, at times, I may experience some physical or emotional discomfort, but I understand that this participation is required for student learning and I willingly agree to participate fully.

I, __________________________, hereby assume all risks in connection with and fully release Blinn College, its agencies and/or employees from any injury or damage to me, and hereby acknowledge my understanding of this.

Signature:_____________________________ Date:___________________
Blinn College
Physical Therapist Assistant Program

AUDIOVISUAL RELEASE

I, ____________________________ hereby agree to participate with Blinn College and the Director of the Physical Therapist Assistant Program of said College in the making of audiovisual materials (slides, prints, video tapes) and sound tracks designed for use in the entry-level basic education and continuing education of physical therapist assistants. I consent to allow the College, the program, and all persons associated with the program to use said materials with discretion in classrooms, workshops, meetings or publications for health care professionals. I understand the situations in which these materials may be used and I agree to participate as a volunteer. I hereby expressly waive any possible claim on my part for damages or remuneration in any form in connection with the preparation and use of said audiovisual materials.

___________________    ____________________________________
Date       Participant’s Signature

Address:____________________________________
____________________________________

___________________    ____________________________________
Date       Witness
Blinn College
Physical Therapist Assistant Program

SIGNATURE SHEET

I, _______________________________ DO HEREBY ACKNOWLEDGE THAT I

HAVE RECEIVED THIS P.T.A. STUDENT HANDBOOK AND WILL BE

ACCOUNTABLE FOR ITS CONTENTS. I HAVE READ THE STATEMENTS,

POLICIES, AND PROCEDURES OF THE PHYSICAL THERAPIST ASSISTANT

PROGRAM. I UNDERSTAND THESE POLICIES AND PROCEDURES AND I

AGREE TO ABIDE BY THEM WHILE ENROLLED IN THE PRTA PROGRAM. I ALSO

UNDERSTAND THAT ANY OF THESE POLICIES MAY BE UPDATED OR REPLACED,

AND THAT FOLLOWING NOTIFICATION OF SUCH WILL ABIDE BY THE UPDATES OR

CHANGES. FAILURE TO COMPLY WILL BE GROUNDS FOR DISMISSAL FROM THE

BLINN COLLEGE P.T.A. PROGRAM.

____________________________________  ________________________
Student’s signature      Date

____________________________________
Student’s printed name

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SOME HINTS FOR IMPROVING STUDY SKILLS

PLANNING
1. Make a study schedule and stick to it.
   a. For each subject you should have
      1. a brief review immediately after class
      2. a long period of study between classes
      3. a brief review immediately before class
   b. Leave weekends open for special papers, projects, fun, etc.
   c. Never spend more than an hour on any one subject - if you have more than an hour study time, then work on two or more subjects - as different from each other as possible.
   d. As much as possible, study at the same time every day
      1. not right before or after a meal
      2. in a place reserved for study
      3. with everything you need - pencils, pens, reference books, etc, there before you start.
2. A hint for "boredom"
   Sometime a particular subject or books seems especially "boring" - not so much that the subject is unusually difficult, but that your mind keeps wandering away. For such subjects, try the following:
   1. pick an amount of work - fifteen minutes, or three pages, or two problems, etc - which you can do in a short period of time
   2. begin your study or reading as usual
   3. When you feel yourself getting bored, do just as much work as you have decided on in step 1 (fifteen minutes, three pages, whatever) and then STOP
   4. Do something fun for 10-15 minutes, or switch to another subject; and then come back to your boring subject and try again

READING EFFECTIVELY AND TAKING NOTES
1. Effective note taking depends on having prepared before class, so that you can anticipate where the professor is going rather than having to guess.
   a. have all your reading done (see method below) before class
   b. write down only what is different from your reading notes
   c. the best question to ask in class is not "I don't understand" but rather " I see where we were until you started talking about _____; where does that fit in?"

A FINAL THOUGHT:
No one has yet come up with an easy way to become educated - that may be frustrating in our world of instant everything, and a bit unfair after all the promises which advertising makes about guaranteed success with product X -- but real understanding is still a pain!