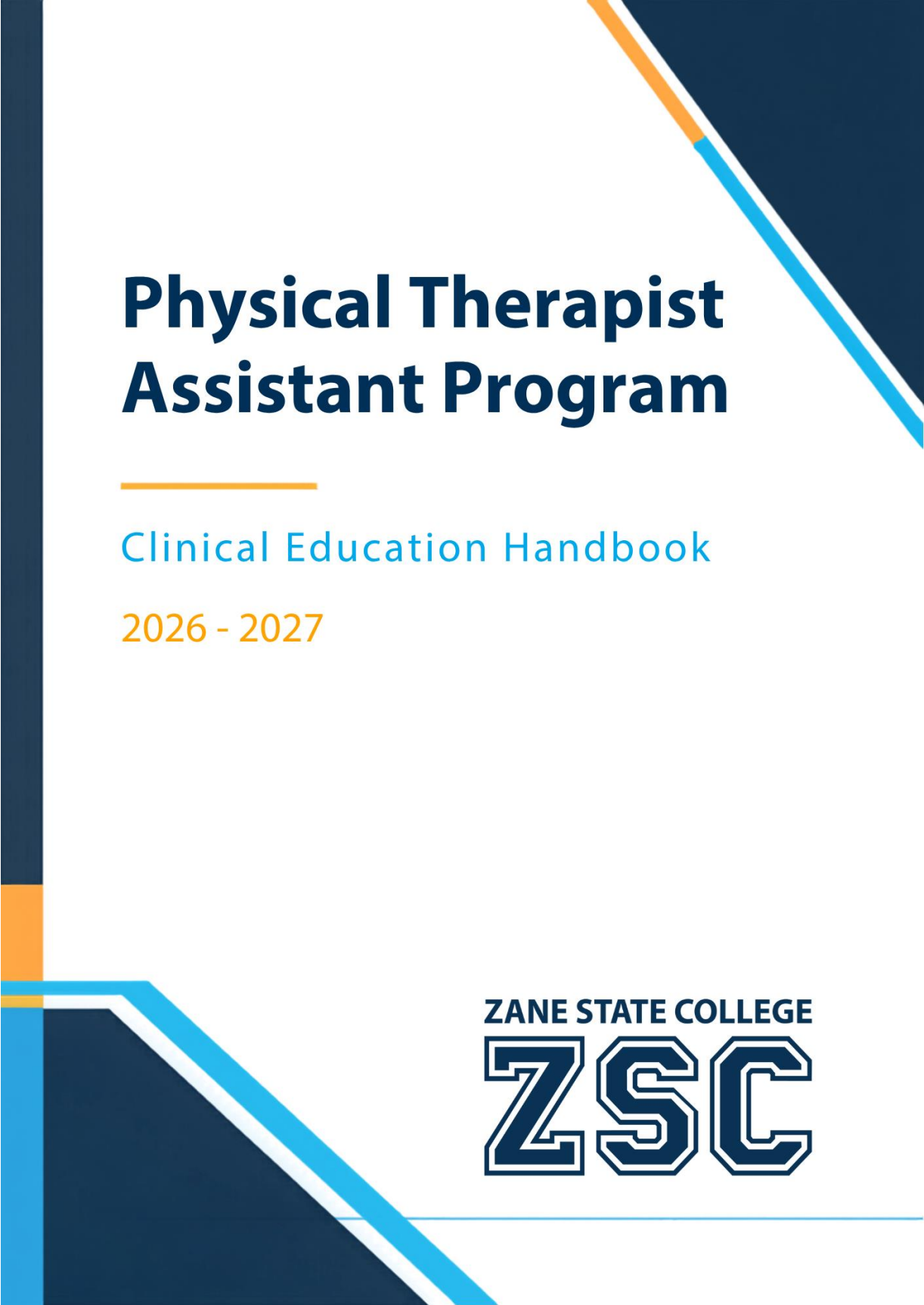




Physical Therapist Assistant Program

Clinical Education Handbook

2026 - 2027

ZANE STATE COLLEGE
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Zane State College
Physical Therapist Assistant Program
Clinical Education Handbook

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GENERAL INFORMATION



Health and Public Service Division
1555 Newark Road, Zanesville, Ohio 43701

Dear Clinical Coordinator/Instructor

Thank you so much for your willingness to participate in the education of the students in the Physical Therapist Assistant Program at Zane State College. I know that taking on the responsibility of a student adds to already full schedules. However, the importance of the clinical aspect of training cannot be overstated. Your commitment of time and energy serves as a shining example to these students, and the expectation is that they will continue to serve the profession as clinical instructors when they begin working in the field.

The practicum course sequence of our curriculum serves to introduce the student to the actual practice of physical therapy and progress them over the course of one school year to entry-level competence in all skills required of a practicing physical therapist assistant.

The purpose of Practicum I is to enable the student physical therapist assistant to begin practicing those skills learned in the laboratory environment in the PT clinic under the close supervision of a licensed physical therapy clinician. Students are expected to meet safe and effective practice standards on those skills available by the end of the affiliation. Those skills are identified in the PTA Program CPI 3.0 Expectations Sheet, course syllabi, and the CPI 3.0 evaluation tool.

The goals for the practicum sequence of courses involve the student being able to function within the PT clinic with progressively less supervision. The expectation is that the student will demonstrate an appropriate knowledge level and will recognize the need to ask for consultation when appropriate. Please see the Quick Reference PTA Student Performance Expectations included in this handbook for additional information.

It is my intention to maintain ready communication with all clinical sites. I may be reached at the following numbers: 740-454-2501 or my direct number is 740-588-1312. I have voicemail available; however, my preferred method of communication is via electronic messaging. My e-mail address is: jvanwey1@zanestate.edu. Should an emergency arise, the administrative assistant of the division may be contacted to assist in relaying messages to my cell phone. The general office extension is 1248.

I hope this handbook is helpful. Please feel free to contact me with any questions, comments, or concerns regarding the program, the evaluation tool, or student performance.
Thank you again for your time and efforts. I hope this is a mutually beneficial experience for all of us.
Sincerely,

J.T. VanWey

J.T. VanWey PT, DPT, AT, CSCS
Director of Clinical Education

PROGRAM PHILOSOPHY

The physical therapist assistant is prepared by an academic program which integrates preparatory and complimentary course content with the professional course offerings. The students enrolled in the program are considered to be active participants in the learning process and who, individually and collectively, have inherent self-worth and value to society. Students will be encouraged to exchange ideas, discuss issues, and interact respectfully with each other and the faculty. The faculty will encourage and foster student learning through current and accepted methods of teaching and learning.

The faculty members are human resources for the students as well as facilitators, role models, and motivators. The lifelong and professional experiences that each faculty provides will assist the students to develop appreciation, understanding, and recognition of his/her professional responsibilities as a physical therapist assistant. As a graduate, each student will be a competent and proficient entry level physical therapist assistant who has been educated and trained to function in a variety of health care settings. He/she will be prepared to perform within the ethical and legal parameters of the profession and to function with the supervision, guidance, and direction of a licensed physical therapist.

The curriculum is based on the body of knowledge associated with physical therapy, the demands and needs of society regarding health care, the standards of education developed by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association and the social, political, technological and economic changes that affect health care delivery. Students will be oriented to the need for continued, on-going, and consistent personal and professional development to maintain individual competence and skill that is commensurate with quality care.

MISSION STATEMENT

The mission of the Physical Therapist Assistant (PTA) Program offered by Zane State College is to empower graduates to become competent entry-level clinicians, who meet the needs of the community, via high quality instruction, and a contemporary curriculum firmly rooted in CAPTE accreditation standards and required elements.

PROGRAM GOALS AND OUTCOMES

Goal 1 - Students and graduates will utilize critical thinking in clinical decision making.

- 1.1 Students will clinically recognize the need for and ability to pursue treatment modification.
- 1.2 Students will demonstrate the ability to integrate and apply anatomy and physiology, kinesiology, patient assessment, and patient treatment strategies to patient case scenarios.
- 1.3 Graduates will demonstrate the ability to think critically in a clinical setting.
- 1.4 Students will demonstrate the ability to critically analyze treatment interventions and explain how they address individualized patient needs and established goals

Goal 2 - Students and graduates will competently apply physical therapy interventions as directed by the physical therapist.

- 2.1 Students will demonstrate competence in data collection, initiation of treatment, and treatment progression.
- 2.2 Students will perform data collection and PT intervention in a technically competent manner in the clinical setting.
- 2.3 Employers will rate graduates as good or excellent in the patient treatment areas of physical agents and modalities as well as exercise program initiation and progression.

Goal 3 - Students and graduates will demonstrate effective communication skills.

- 3.1 Students will demonstrate effective written, verbal and non-verbal communication within the classroom
- 3.2 Students will demonstrate effective clinical communication skills
- 3.3 Employers will rate graduates as good or higher in the area of communication.

Goal 4 - Students and graduates will demonstrate professional behavior.

- 4.1 Students will conduct themselves in a responsible manner and demonstrate respect in all interactions. Students will behave professionally in the classroom and lab.
- 4.2 Students will adhere to professional legal and ethical standards as set forth by the APTA Code of Ethics and Ohio state practice acts (Ohio Revised Code/Ohio Administrative Code).
- 4.3 Students will be an advocate for the community and profession.

4.4 Graduates will demonstrate professionalism in clinical practice.

Goal 5 – The Program will meet or exceed CAPTE minimum expectations in the areas of graduation rate, licensure pass rate and employment rate, provide varied learning environments to meet student educational needs, and employ faculty that serve as positive role models and display professional behaviors as a measure of Program effectiveness.

5.1 Graduation rate will remain at or above 60% for a 2-year average.

5.2 NPTE pass rate will remain at or above 85% for a 2-year average.

5.3 Employment rates, for those seeking employment in the field, will remain at or above 90% for a 2-year average.

5.4 The program learning environments are varied and are designed to meet the educational needs of the students.

5.5 The program faculty serve as positive role models and provide an environment that emphasizes individual commitment to continued professional growth, development and life-long learning.

5.6 Professional attitudes and a commitment to serve both the community and profession are stressed through participation in local, state and National associations; and in other community related events.

Accreditation Status

Graduation from a Physical Therapist Assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305; phone:703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

The Physical Therapist Assistant Program at Zane State College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If you need to contact the program or institution directly, please call 740-588-1312 or email jvanwey1@zanestate.edu.

CAPTE is the only recognized organization providing accreditation for Physical Therapist Assistant and Physical Therapist Programs in the United States. Program accreditation provides students, graduates and employers with information pertaining to the program's skill, knowledge, value, and competency. These are the goals the program intends to impart to the student, which are necessary to perform the range of professional responsibilities expected by employers across the nation.

If a student wishes to file a complaint or discuss a concern about the program with CAPTE, they may do so by following the directions at this link: www.capteonline.org/complaints.

Graduation from an accredited program also provides the capability to apply for licensure in each of the states. By requiring programs to meet specific criteria and standards for accreditation, students have access to the best curriculum available in their field. Upon completion of the boards, they will have the foundational knowledge to continue to develop as professionals within the physical therapy field.

Accreditation of educational programs assures patients that students, who perform procedures, have appropriate supervision during the educational process. It also indicates that graduates will have met the minimum level of competency as defined nationally by the profession. Through the process of programmatic accreditation and program review, educators are assured that their educational programs are remaining current with the profession and with standards developed through national consensus.

Physical Therapist Assistant Curriculum

Below is a direct link to the Zane State College PTA Program Course Catalog:

https://catalog.zanestate.edu/preview_program.php?catoid=4&poid=156&returnto=143

Zane State College Academic Calendar

ZANE STATE COLLEGE



Academic Calendar 2026-2027 2026

August 2026							
S	M	T	W	T	F	S	WK
						1	10
2	3	4	5	6	7	8	11
9	10	11	12	13	14	15	12
16	17	18	19	20	21	22	WW
23	24	25	26	27	28	29	1
30	31						2

September 2026							
S	M	T	W	T	F	S	WK
		1	2	3	4	5	2
6	7	8	9	10	11	12	3
13	14	15	16	17	18	19	4
20	21	22	23	24	25	26	5
27	28	29	30				6

October 2026							
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18	19	20	21	22	23	24	9
25	26	27	28	29	30	31	10

November 2026							
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15	16	17	18	19	20	21	13
22	23	24	25	26	27	28	14
29	30						15

December 2026							
S	M	T	W	T	F	S	WK
		1	2	3	4	5	15
6	7	8	9	10	11	12	16
13	14	15	16	17	18	19	17
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January 2027							
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31							

February 2027							
S	M	T	W	T	F	S	WK
	1	2	3	4	5	6	3
7	8	9	10	11	12	13	4
14	15	16	17	18	19	20	5
21	22	23	24	25	26	27	6
28							

March 2027							
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28	29	30	31				11

April 2027							
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18	19	20	21	22	23	24	14
25	26	27	28	29	30		15

May 2027							
S	M	T	W	T	F	S	WK
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2	3	4	5	6	7	8	16
9	10	11	12	13	14	15	17
16	17	18	19	20	21	22	WW
23	24	25	26	27	28	29	1
30	31						2

June 2027							
S	M	T	W	T	F	S	WK
		1	2	3	4	5	2
6	7	8	9	10	11	12	3
13	14	15	16	17	18	19	4
20	21	22	23	24	25	26	5
27	28	29	30				6

July 2027							
S	M	T	W	T	F	S	WK
				1	2	3	6
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11	12	13	14	15	16	17	8
18	19	20	21	22	23	24	9
25	26	27	28	29	30	31	10

August 2027							
S	M	T	W	T	F	S	WK
1	2	3	4	5	6	7	11
8	9	10	11	12	13	14	12
15	16	17	18	19	20	21	WW
22	23	24	25	26	27	28	1
29	30	31					2

Aug. 15 Summer Session Ends
 Aug. 17-22 Fall Break
 Aug. 17-20 Welcome Week
 Aug. 24 Fall Semester Begins
 Sept. 7 Labor Day Holiday
 Oct. 19-20 Mid-Semester Break/No Classes
 Nov. 11 Veteran's Day Holiday
 Nov. 25-28 Campus Closed
 Dec. 14-19 Fall Semester Final Exams
 Dec. 22 – Jan. 3 Campus Closed

2027

Jan. 11-14 Welcome Week
 Jan. 18 Martin Luther King Holiday
 Jan. 19 Spring Semester Begins
 March 15-20 Spring Break
 May 10-15 Spring Semester Final Exams
 May 13 Spring Commencement
 May 17-22 Summer Break
 May 17-20 Welcome Week
 May 24 Summer Session Begins
 May 31 Memorial Day Holiday
 June 17 Juneteeth Observed
 July 5 Independence Day Observed
 Aug. 14 Summer Session Classes End
 Aug. 16-21 Fall Break
 Aug. 16-19 Welcome Week
 Aug. 23 Fall Semester Begins

Class Meeting Days for Semesters/Summer Session							
Campus Closed							
Examination Period							
Welcome Week							
Mid-Semester Break/No Classes							

Updated: 7/16/2026

Nondiscrimination and Equal Opportunity Statement

The Physical Therapist Assistant Program subscribes to the College's policies on equal opportunity for all individuals as well as specific policies regarding individuals with communicable diseases. The Equal Opportunity Statement can be found at <https://www.zanestate.edu/wp-content/uploads/SB-40-Compliance-and-Modified-300.28.pdf>

Zane State College strongly opposes and will not tolerate any form of harassment or discrimination, on the basis of age, color, disability, national origin, race, religion, sex, sexual orientation, gender identity, military status, or veteran status. This prohibition extends to discrimination or harassment based on the protected classes and includes the creation of an intimidating, hostile, or offensive working or learning environment. The College will take immediate steps to investigate and take appropriate corrective measures to ensure this policy is enforced. <https://www.zanestate.edu/titleix/>

Student Code of Conduct

The Physical Therapist Assistant faculty supports the College's Student Code of Conduct (<https://www.zanestate.edu/code-of-conduct/>) which states, "Zane State College (hereby referred to as the College) seeks to provide a positive atmosphere in which individuals can pursue educational opportunities. To safeguard that positive atmosphere, the College has adopted a Student Code of Conduct Policy to set the standards for appropriate and inappropriate behaviors for students and to establish due process procedures consistent with regulations governing the College. The Chief Student Affairs Officer for Student Services is charged with enforcing the Student Code of Conduct and the policies and procedures thereof. The Chief Student Affairs Officer for Student Services will review the offense, decide an appropriate response to resolve the violation, and make a decision available to affected parties. Students subject to disciplinary sanctions have due process rights that provide avenues for a hearing and an appeals process. Confidentiality, in accordance with the Family Educational Rights and Privacy Act (FERPA), will be maintained in disciplinary action proceedings." Students are responsible to access and read this document in the Zane State College Student Handbook or the College's website.

The Physical Therapist Assistant faculty support the College's Academic Integrity Policy (<https://www.zanestate.edu/code-of-conduct/>) which states, "Academic integrity is fundamental to a successful academic community. At Zane State College, every faculty member and student subscribe to the Fundamental Values of Academic Integrity as defined by the Center for Academic Integrity: honesty, trust, fairness, respect, and responsibility (<http://www.academicintegrity.org>). This Academic Integrity Policy addresses behaviors that are considered to be academic misconduct and establishes

procedures to be followed when such behaviors and/or acts occur. Academic integrity is expected not only in formal class and coursework situations, including online courses, but in all college relationships and interactions connected to the educational process, including the use of College resources. Both students and faculty are responsible for supporting and adhering to the fundamental values of Academic Integrity. Students are responsible to access and read this document in the Zane State College Student Handbook or the College's website.

It is the belief of the Physical Therapist Assistant faculty that Physical Therapist Assistant students should act in an ethical, as well as legal, manner. Therefore, academic dishonesty in any form will result in a grade of zero for the assignment as well as possible disciplinary action as outlined in the Course Catalog under "Academic Standing Policy and Procedures."

Academic dishonesty in the clinical setting is unacceptable. Following review and discussion by Physical Therapist Assistant faculty, the student may be assigned a failing grade for the clinical practicum.

As outlined in the College Student Code of Conduct, "Students accused of violating the Student Code of Conduct that may result in sanctions are entitled to a hearing." More information related to charges and due process can be reviewed in the student handbook or on the College's website (<https://www.zanestate.edu/code-of-conduct/>).

Clinical Education Overview

Purpose of Clinical Education

Clinical Practicum Schedule Overview:

Clinical education experiences are integrated within the technical coursework of the Program in three clinical rotations that span two semesters. The first clinical practicum is completed during the fall semester of the second year and requires 24 contact hours per week. The second and third clinical practicums, which are completed during the spring semester of the second year require the student to be in the clinic 32 contact hours per week. These two clinical practicums will occur sequentially during the first and second spring terms. Clinical practicums are structured learning activities with defined objectives and assessment criteria. Experiences include observation as well as skills performance. Students are assigned to clinical sites based on available facilities and student learning needs. The goal of clinical education is to provide students with a range of clinical experiences to allow for the integration of didactic knowledge and clinical practice. Site assignments are selected to ensure a broad exposure to a variety of physical therapy settings.

Clinical Practicum Expectations:

Clinical experiences are an integral part of the PTA program. Students must accept and complete all clinical placements in order to successfully complete their program of study. Students must complete at least one clinical education experience treating medically complex patients in order to successfully complete the PTA program. Clinical assignments are non-negotiable and faculty will not allow students to exchange site assignments with their classmates. While the faculty recognizes that students may be assigned to sites that are distant from their homes or jobs, students must be prepared to make adjustments to arrive at their assigned sites on time and for the entire period of the clinical experience. Students are not held to all of the same standards and rules as facility employees and are not considered employees of the clinical facility. However, students must adhere to applicable standards and rules as determined by the clinical facility and the clinical affiliation agreement with the Zane State College PTA Program.

Clinical Practicum Hours Overview:

Weekly clinical practicum schedules designated by the clinical site may entail workdays greater and/or less than eight (8) hours; however, a student's weekly clinical schedule is not expected to exceed 24 hours a week for the first clinical experience and 32 hours a week for the last two clinical experiences. Hours may be modified based on the clinic's operations. If the student hours are anticipated to be less than outlined in the course syllabus, a project or an alternative assignment may be given to make up the

hours. If the schedules weekly hours exceed what is outlined in the course syllabus, the student must discuss this with the ACCE/DCE and obtain permission to be excused from the additional hours.

Clinical Practicum Site Eligibility:

Students must meet the eligibility requirements of the clinical facility in order to be placed at the site. The Zane State College PTA Program places students in clinical facilities with the highest clinical standards. Clinical partners are essential and required to sustain the program's high standards for clinical education. Clinical facility eligibility requirements include, at minimum, successful completion of the coursework requirements and completion of required paperwork and health records to be on file with the PTA program.

The clinical facility retains the right to decline a referred student, add to the list of eligibility requirements and/or bar the student from working with the facility's patients. Students who are asked to leave a clinical site by the facility or to separate from the clinical site for another reason cannot be guaranteed placement into another site within the same semester. This may result in the student having to delay progress in the program of study for up to one academic year or until a new clinical facility can be assigned.

Clinical Practicum CI and SCCE:

Each student will be assigned a Clinical Instructor (CI) at the clinical site. Most sites have a Site Coordinator of Clinical Education (SCCE). The PTA program has an Academic Coordinator of Clinical Education/Director of Clinical Education (ACCE/DCE). Any student having interpersonal difficulty with a CI, supervisor, or other professional may ask for a conference, and the ACCE/DCE will be informed. A conference date may then be arranged with the student, ACCE/DCE and appropriate clinical personnel.

Clinical Practicum Student Responsibility:

Students are responsible for supporting the effectiveness of clinical education by demonstrating an understanding of hands-on clinical training, complying with all clinical education rules, and maintaining a commitment to patient care and safety. Students are accountable for their own actions at the clinical site and for achieving their learning objectives. Students are learners and may not replace clinical staff or provide patient services except as part of their educational experience.

Responsibility of the ACCE/DCE

One member of the PTA faculty is responsible for coordinating the clinical education portion of the program curriculum. The ACCE/DCE works directly with the other program faculty, clinical faculty, and students to provide learning experiences which will help the student develop clinical competence. The ACCE/DCE is responsible for the following:

- Development of clinical education sites.
- Coordinate and provide clinical instructor development activities.
- Assessment and determination of student readiness for clinical experience in collaboration with program faculty.
- Meet with students to discuss clinical site selection.
- Set up and schedule clinical assignments for students.
- Ensure that students get a variety of clinical experiences.
- Meet with the students to discuss goals related to clinical education.
- Coordination of all clinical education experiences.
- Maintain and update clinical site database.
- Maintain and update clinical site's affiliation agreement database.
- Update the Clinical Education Handbook.
- Provide updated Clinical Education Handbook to all clinical sites and students.
- Provide all forms and information to clinical site and clinical instructor.
- Schedule site visits.
- Complete site visits for Clinical Education Experience I, II, and III.
- Serve as a resource to the student and the clinical instructor.
- Confer with student's and clinical instructor's regarding student learning needs and progress toward meeting objectives.
- Keep student and clinical instructor informed on APTA and state specific regulations and rules that guide clinical practice.
- Facilitate conflict resolution and problem-solving strategies.
- Assess student overall clinical education performance based on methods of evaluation.
- Contact and secure new clinical sites and complete all appropriate paperwork.
- Ensure the affiliation agreements between Zane State College and each clinical site is reviewed annually and renewed as needed by academical and clinical faculty.
- Ensure the clinical education sites receive a copy of Zane State College's liability insurance on an annual basis.
- Ensure that clinical instructors meet selection criteria.

Clinical Education Site Placement

If the student has an interest in a particular facility or patient population for a future clinical experience, it is recommended the student discusses this as early as possible with the ACCE/DCE. This will allow faculty to make contact and begin the contractual process, if able. Students are prohibited from contacting clinical sites directly to set up their own clinical affiliations. All student requests must be presented to the ACCE/DCE for consideration.

The program makes every effort to secure clinical facilities within a 90-minute driving radius from the campus or home of record. All students are expected to plan for the possibility of attending at least one clinical facility located up to 90 minutes away.

Clinical Site Selection Procedure

1. Due to CAPTE requirements, the ACCE/DCE will assign students to sites based on setting, student learning objectives, assessment of student skills, site availability, and prior clinical experience for the following clinical rotations.
 - a. Practicum I for the Physical Therapist Assistant (PTHA 2400)-Outpatient, Inpatient/Acute Care, or Skilled Nursing Facility.
 - b. Practicum II for the Physical Therapist Assistant (PTHA 2500)-Outpatient, Inpatient/Acute Care, or Skilled Nursing Facility.
 - c. Practicum III for the Physical Therapist Assistant (PTHA 2600)-Outpatient, Inpatient/Acute Care, or Skilled Nursing Facility.
2. If the student has an interest in a particular facility or patient population for their final clinical experience, it is recommended the student discusses this as early as possible with the ACCE/DCE. Student are prohibited from contacting clinical sites directly to set up their own clinical affiliations. All student requests must be presented to the ACCE/DCE for consideration.
3. Once student placements have been determined, the ACCE/DCE will notify/confirm specific student placement with facility CCCE's.
4. The ACCE/DCE has the discretion to revise clinical assignments to ensure the student meets the educational objectives.
5. If the student refuses to attend an assigned site, another clinical site may not be available. This may result in failure of the Clinical Education course, and therefore impact successful completion of the program.
6. If a facility refuses to accept an assigned student (due to student non-compliance with clinical facility eligibility requirements, conflicts of interest issues, or any other reason in which the facility deems the student assignments as inappropriate or detrimental to facility operations), the ACCE/DCE will make a second attempt to place the student in a different facility.

7. If a student is employed in any capacity at a health care facility used for clinical internship (i.e., as a PT aide, nursing aide or technician), the student must inform the ACCE/DCE to evaluate if there is conflict of interest.

Clinical Instructor Requirements, Responsibilities, and Privileges

Clinical instructors (CI) for the clinical education courses must have a minimum of one-year clinical experience and must be a licensed PTA or PT. If the CI is a PTA, a licensed PT must be on premise throughout the time the PTA student is providing physical therapy services. Arrangements must be made to designate an alternate CI in the event the assigned CI is absent. The student's performance will be measured by the CPI tool (APTA). The CI's performance will be assessed by the student who completes the Student Evaluation of the Clinical Instructor (Appendix I) and Student Assessment of the Clinical Experience (Appendix J). This evaluation and assessment are then reviewed by the ACCE/DCE and the facilities CCCE, if available.

The CI's responsibilities include:

1. Provide orientation to students including the facilities and the rules, policies and procedures of the organization, including instruction on personal protective equipment availability and use, fire and emergency response plans, and organization policies related to the responsibilities of the students.
2. Provide sufficient quantity and variety of patient care activities consistent with the academic education students have received. If a CI teaches a patient care technique/assessment that has not been taught and practiced in the academic setting, the CI is responsible for determining the student's competency.
3. Provide students with opportunities to interact with patients, patients' families, and other healthcare providers.
4. Assure that therapeutic equipment used by students and staff is in a safe condition and effective.
5. Provide a variety of additional learning experiences such as participation in in-services, rounds, discharge planning, observation of other disciplines, team meetings, char review/utilization review, etc.
6. Provide access to emergency medical services for students in the event of accident or illness.
7. Provide constructive and timely feedback to students and ACCE/DCE regarding student performance (completion of the CPT by dates indicated on respective syllabi).

8. Contact the ACCE/DCE as soon as possible if there is a concern that the student is not sufficiently working towards achieving the course objectives and/or is at risk of failing the course.
9. Contact the ACCE/DCE immediately with any student behavior that is unprofessional, unethical, and/or impedes safe patient care or optimal learning.
10. Provide feedback to the Program regarding performance of the ACCE/DCE (organizational skills, training of CI's, and preparedness of students) through the ACCE/DCE Performance Assessment Survey.
11. Review the site's clinical education experiences' strengths and weaknesses, and make revisions as needed.
12. Assist the academic faculty in refinement of the PTA curriculum and in further development of the Program.

Clinical instructors for the PTA Program are afforded the following rights and privileges:

1. To be provided information about an upcoming student clinical experience that will assist them in planning for the experience.
2. To have easy access to communication with the ACCE/DCE as needed during the clinical experience.
3. To utilize PTA Program departmental resources available in the PTA Reference library in College Hall. Available materials include books, journals, videos, and interactive CD-ROMs.
4. To provide input and make recommendations for the improvement of the PTA Clinical Education Program.

Supervision of Student Physical Therapist Assistants

LEVELS OF SUPERVISION HOD P06-19-13-45 [Initial: HOD P06-00-15-26] [Position] The American Physical Therapy Association supports the following levels of supervision within the context of physical therapist practice. The following levels of supervision is the minimum required for safe and effective physical therapist services. The application of a higher level of supervision may occur at the discretion of the physical therapist based on jurisdictional law regarding supervision, patient or client factors, the skills and abilities of the personnel being supervised, facility requirements, or other factors. Further information regarding supervision is available in Direction and Supervision of the Physical Therapist Assistant, Student Physical Therapist and Physical Therapist Assistant Provision of Services, and The Role of Aides in a Physical Therapy Service.

General Supervision:

General supervision applies to the physical therapist assistant. The physical therapist is not required to be on site for supervision but must be available at least by telecommunication. The ability of the physical therapist assistant to

provide services shall be assessed on an ongoing basis by the supervising physical therapist.

Direct Supervision:

Direct supervision applies to supervision of the student physical therapist and student physical therapist assistant. The physical therapist, or the physical therapist assistant when supervising a student physical therapist assistant, is physically present and immediately available for supervision. In both cases, the physical therapist or physical therapist assistant will have direct contact with the patient or client on each date of service. Telecommunication does not meet the requirement of direct supervision.

Direct Personal Supervision:

Direct personal supervision applies to supervision of a physical therapy aide. The physical therapist, or where allowable by law the physical therapist assistant, is physically present and immediately available to supervise tasks that are related to patient and client services. The physical therapist maintains responsibility for patient and client management at all times.

Clinical Education Faculty Orientation and Development

The PTA program provides orientation, training, and development activities for Clinical Instructors. THE ACCE/DCE provides new Clinical Instructor orientation prior to student placement. Orientation will cover review of the Clinical Education Handbook.

Orientation also includes information on the content of the program's lab practical examinations and skill checks, student supervision, formative and summative assessment/feedback which are accessible via the Zane State PTA Program Course Catalog. Each clinical instructor is required to complete the online training from the APTA on the Clinical Performance Instrument.

During each midterm site visit, or any additional visits as needed, the ACCE/DCE seeks student input regarding CI effectiveness, supervision, and the overall clinical environment. THE ACCE/DCE documents student comments offered during the visits utilizing the Student Practicum Form (Appendix K). During the visits, the ACCE/DCE also offers additional CI development and training as needed to promote effectiveness.

The ACCE/DCE is also available to provide guidance for CI's at any time during a clinical education experience. The PTA program faculty welcomes feedback on their performance. The clinical instructor will be asked to complete the ACCE/DCE Performance Assessment survey electronically for their feedback on the performance of the ACCE/DCE. Additionally, the ACCE/DCE solicits input from CI's regarding faculty

development interests or other recommendations related to the clinical education program.

At the close of each clinical education experience, students are required to complete the Clinical Practicum Survey electronically. This tool is used by the program to assess clinical faculty effectiveness, the clinical environment, and the overall clinical experience. The form assists with identifying CI strengths, weaknesses, and effectiveness as perceived by the student.

Following the close of each Clinical Education experience, the ACCE/DCE reviews the completed survey along with the student practicum survey and compiles the data to identify appropriate CI development needs. Scores in any area that fall below a rating of "Agree" are an indication of the need for further CI development or ongoing training. The ACCE/DCE will provide development activities to individuals CI's, or for the faculty as a whole, to address identified needs and improve overall effectiveness.

Establishing Clinical Education Sites and Contracts

The PTA program seeks to maintain contracts in sufficient numbers and of adequate variety to provide students with opportunity to meet required skills by the end of Practicum III. The ACCE/DCE maintains responsibility for obtaining and maintaining clinical contracts with area facilities.

The ACCE/DCE will identify potential sites which:

1. Express and interest in serving as a clinical education site.
2. Employ a full-time licensed PT or PTA with a minimum of one year of clinical experience who may serve as a Clinical Instructor. If the potential CI is a PTA, the facility must identify the supervising Physical Therapist on staff as well.
3. Maintain sufficient patient caseload to support the clinical education objectives.

Additionally, potential CI's should consider clinical education a priority, be willing to convey all applicable knowledge to the student and commit to effective assessment of student clinic performance.

Once a site meets the above requirements, the ACCE/DCE will initiate a uniform written agreement in the effect with the clinical site. Close cooperation between the College, PTA academic faculty, and the clinical faculty is vital to the success of the student and the program. Copies of executed written agreements are kept on file and are available for review upon request to the ACCE/DCE. PTA students are not placed in a new clinical site until a signed contract is in place.

Communication between the PTA program and Clinical Sites

The PTA program has multiple procedures in place to promote ongoing communication with clinical sites. Student placement requests are disseminated annually, each March prior to the clinical education courses. Communication related to student placement requests is completed via email or fax.

During clinical education experiences, the ACCE/DCE utilized various methods of communication including physical visits, phone conferences, email, and fax. The ACCE/DCE makes a minimum of one contact, either by visit or phone call, per course, with additional visits/contacts schedules as needed.

Clinical Instructors/Facilities are encouraged to contact the ACCE/DCE and/or the PTA program director as needed.

ACCE/DCE: J.T. VanWey, PT, DPT, AT (740) 588-1312 jvanwey1@zanestate.edu
Program Director: Helen Rollins, PTA (740) 588-4112 hrollins@zanestae.edu

Communication between the ACCE/DCE and Students

During clinical education experiences, the ACCE/DCE will complete a midterm site visit to meet with both the CI and student. The purpose of the visit is to track the student's clinical performance in meeting individual course learning objectives, and ensure the student intervention and data collection techniques are provided as directed in the plan of care developed by the supervising PT. The ACCE/DCE will also verify continued appropriate supervision and role-modeling, and the overall quality of the experience. If the CI is a PTA, the ACCE/DCE will verify the student is demonstrating effective, ongoing communication with the supervising Physical Therapist; if the CI is a PT, the ACCE/DCE will verify appropriate communication with staff PTA's if applicable. Strengths and weaknesses will be identified and documented. The ACCE/DCE will assist the student to develop an action plan as needed to promote student success.

Students are to complete and submit weekly feedback forms (Appendix L), to track ongoing progress. If concerns are raised during the midterm site visit, the ACCE/DCE will contact the clinical instructor in the final two weeks of the course to verify students' progress toward meeting objectives and/or effective follow through with stated action plans.

The ACCE/DCE will ensure the students' right to privacy and confidentiality regarding clinical performance is protected at all times. Consultations with the CI and student will

be completed separately in a private area away from patient care or office activities. Joint meetings may be held following consultations, as needed, to address concerns, promote coordination, and establish action plans.

All communication between the ACCE/DCE and the student/site will be documented and filed in the student file.

Readiness for Clinical Education

The Program Director and ACCE/DCE, in consultation with other PTA program faculty members, will assess each student's readiness prior to each clinical experience. The student will either be placed or not be placed in the clinic based on this assessment. Consideration will include, but not be limited to the following areas:

1. Skills competency demonstrated on successfully passing all skill checks and practical exams.
2. Meeting the program's "Professional Behaviors" expectations.
3. Clinical evaluations and performance from completed experiences.
4. Receiving a passing grade for all program coursework.

Clinical Education Assignments and Grading

The PTA program utilizes the APTA's web-based CPI for the Physical Therapist Assistant for assessment of student clinical performance during all clinical education courses. The web-based CPI for the PTA allows for easy access by all users, including the PTA students, CI, CCCE and ACCE/DCE. The web-based CPI for the PTA also enables users to view and compare completed midterm and final reports online, access a PDF version of the PTA CPI, retrieve data, and communicate information through smart email and the design of the system. Training for the student, CI, CCCE and ACCE regarding the appropriate use of the PTA CPI is provided online through the APTA learning center.

The CPI will be graded as a weighted percentage from the CI assessment and student assessment. Successful completion of the course is dependent on:

1. Completion of the Physical Therapist Assistant Clinical Performance Instrument at midterm and final. For a passing grade, upon final, the CPI must have a minimum of:
 - a. All criteria rated by the clinical instructor at a minimum of "Advanced Beginner" level of performance for PTHA 2400, Practicum I.
 - b. All criteria rated by the clinical instructor at a minimum of "Advanced Intermediate" level of performance for PTHA 2500, Practicum II.
 - c. All criteria rated by the clinical instructor at a minimum of "Entry-Level" level of performance for PTHA 2600, Practicum III

- Should a Clinical Instructor not rate a graduate at "Entry-Level" of performance for PTHA 2600, the ACCE/DCE will contact the clinical instructor to discuss the student's performance; any concerns the clinical instructor may have regarding the student; and the CPI to help the ACCE/DCE determine if the student is at "Entry-Level."
2. A passing grade on all assigned learning assignments. See specific course grading rubric for details.

The ACCE/DCE will be responsible for assigning the grade for each clinical education course, based on feedback from the CI and information from the above listed items. All students are graded on their performance during all clinical education courses by the ACCE/DCE using the information provided by the CI on the CPI. The student must also meet the program's clinical education attendance policy and complete all clinical experience assignments to obtain a passing grade for all clinical education coursework. If the ACCE/DCE determines there is a question about whether a student's performance is acceptable, the ACCE/DCE will consult with the PTA program director.

If a student's CPI evaluation falls below criteria deemed satisfactory for each respective Clinical Education Course as designated on each syllabus, or the student demonstrates unsafe behaviors, the "Significant Concerns" section of the CPI is checked, and the CI will notify both the CCCE at the clinical site and the ACCE/DCE. Determination of the appropriate course of action to remediate identified problem(s) in student performance will be discussed and implemented by the collaboration of the ACCE/DCE, CCCE, and the CI at the midterm. If continued participation in the clinical affiliation is deemed appropriate by the clinical faculty, an action will be discussed with the student and implemented.

The final course grade is at the discretion of the ACCE/DCE. This decision is a professional judgement based upon the following:

- Whether or not any "Significant Concerns" are checked on the final CPI form. If one or more "Significant Concerns" are checked on the final evaluation it is unlikely the student's performance would be considered satisfactory for the course.
- Problems or concerns raised by the student and clinical faculty during the clinical experience and whether or not these were effectively resolved, and how the problems affected patient care and safety, as well as the student's chances of performing at entry-level by graduation; and whether the problems fit in a pattern of problems that were evident during the student's academic coursework.
- ACCE/DCE consultation with the student, CI, CCCE, and PTA program director.
- The uniqueness or complexity of the clinical education site.
- Whether or not all outcomes on the course syllabus have been met.

NOTE: Regardless of a passing grade, a student may be dismissed from the clinical practicum by a Clinical Instructor, facility owner/administrator, ACCE/DCE, or designee due to:

- Breach of safety
- Dishonest, illegal, or unethical behavior/practice
- A pattern of failure to display appropriate professionalism in the clinic setting

Dismissal due to any of the above reasons will result in failure of the Clinical Education experience and may result in immediate dismissal for the Program. Petitions for readmission to the program in this case will be considered by the PTA Program on a case-by-case basis. Decisions will be dependent on 1) the nature of the incident, 2) the potential or real threat to client safety and well-being, and 3) the risk for the clinical affiliate/agency.

Sequence of Clinical Education Experiences

All clinical education experiences are organized and sequenced according to the didactic and laboratory preparation that students receive in the curriculum. All clinical education experiences are of sufficient duration and length to allow students opportunity to meet entry-level status on required skills and meet Practicum I, II, and III objectives.

PTHA 2400 Practicum I for the Physical Therapist Assistant is an introductory level experience scheduled during the fourth program semester. Didactic preparation to that point in the curriculum includes *Introduction to the Physical Therapy Professions, Physical Therapy Procedures I, Functional Anatomy & Kinesiology for the Physical Therapist Assistant, Clinical Documentation for the Physical Therapist Assistant, Pathophysiology for the Physical Therapist Assistant, Physical Therapy Procedures II, and Neurological Conditions in Physical Therapy*. Practicum I for the Physical Therapist Assistant is a 10-week experience totaling 240 contact hours (24 hours a week). Examples of expected clinical performance during Practicum I include professionalism, PT/PTA relationships, communication, documentation, fundamental PT data collection and intervention skills, and basic responsibility for cost-effective, efficient, quality care. It is anticipated that the Practicum I experience will be completed in an outpatient orthopedic setting, inpatient setting, or skilled-nursing facility, although not required.

The following skills are taught within the PTA Program in the listed course, prior to Practicum I. Clinical instructors who teach skills not covered in the program are responsible to assess the student's competence with the skill prior to patient treatment.

Introduction to the Physical Therapy Profession: PTHA 1010

- Define physical therapy and discuss the scope of practice locally and nationally as structured in the Guide to Physical Therapy Practice

- Discuss the history, purpose and structure of the American Physical Therapy Association
- Discuss the regulation of physical therapy in Ohio per the statutes and rules of the Ohio Revised Code and the policies of the PT section of the Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board
- Define physical therapy and discuss the scope of practice locally and nationally as structured in the Guide to Physical Therapy Practice
- Explain the role of government and the private sector in the delivery of health care
- Identify the roles, functions and responsibilities of the physical therapist assistant and his/her relationship with the physical therapist and other health care practitioners or providers.
- Discuss the provision of physical therapy services by the PTA showing an understanding of physical therapy ethics, standards of practice, documentation and communication.
- Identify several current issues or trends affecting physical therapy, identify basic concepts in professional literature including, but not limited to, validity, reliability and level of statistical significance.
- Complete observational site visits
- Describe various methods or ways to develop appropriate professional-patient interaction
- Apply concepts and techniques of problem solving to resolve clinical problems, apply concepts and techniques of decision making to make appropriate decisions regarding patient care.
- Demonstrate an understanding of reimbursement and billing in the health care setting.
- Learning and teaching
- Identify basic concepts in professional literature including, but not limited to, validity, reliability and level of statistical significance

Physical Therapy Procedures I: PTHA 1070

- Explain the purpose, technique, and interpretation of vital signs, bed mobility and transfer techniques including appropriate cueing and safety checks, anthropometric measurements (height, weight, girth) and their clinical relevance
- Describe standard infection control procedures and their application in clinical practice, goniometry concepts, joint motions, and proper measurement techniques, manual muscle testing (MMT) principles, grading scales, and influencing factors
- Discuss principles of body mechanics, posture, and safe movement strategies
- Identify appropriate patient positioning and draping techniques for safety and comfort, types of ambulation equipment and appropriate gait patterns, common emergency scenarios and outline appropriate PTA responses and reporting

- Differentiate between active, passive, and resistive exercise and their clinical applications
- Select assistive devices and gait strategies based on patient impairments, appropriate gait patterns for varied patient needs and conditions
- Accurately measure and document vital signs and pain levels across different positions, measure, fit, and teach use of crutches, walkers, and canes; ensure equipment maintenance and safety
- Demonstrate effective infection control techniques, including PPE application and removal, demonstrate respectful interaction with peers and faculty and responsibility in preparation, attendance, and performance in lab activities
- Apply proper body mechanics when lifting, transferring, and instructing others, position and drape patients in supine, prone, sitting, and side-lying for safety and modesty
- Assist patients with bed mobility and various transfers using devices like gait belts and mechanical lifts,
- Perform and instruct passive and active ROM, including eccentric/concentric exercises, anthropometric measurements (girth, volume, segment length) accurately and safely, perform goniometry of all major joints with reliability and proper technique
- Select and teach appropriate gait patterns for varied patient needs and conditions
- Conduct MMT for major muscle groups and document strength using standardized grading
- Respond appropriately to emergency situations (e.g., burns, fractures, choking) and complete incident documentation
- Value the importance of professional behavior and ethical conduct in patient care and patient safety, dignity, and communication
- Advocate and reflect the PTA's role in improving mobility and quality of life with all patient populations

Functional Anatomy and Kinesiology for the Physical Therapist Assistant: PTHA 1240

- Define terminology related to kinesiology or human motion
- Describe the components of human motion, describe and analyze the lever systems of the human body
- Discuss muscle function and its effects on joint motion
- Identify and describe the characteristics of normal human gait and the forces which act on the body during the gait cycle
- Describe and analyze the lever systems of the human body
- Display or provide basic knowledge of the normal and abnormal movements of the thorax, spine, upper and lower extremity
- Display basic knowledge of bone and muscular anatomy

- Identify and palpate musculoskeletal structures and landmarks of the spine, skull, thorax, pelvis, upper and lower extremities on a classmate
- Identify the phases of gait and differentiate between normal and abnormal gait
- Demonstrate the use of a force couple when lifting, pushing or pulling an object
- Demonstrate how changes in one's center of gravity affects equilibrium and movement
- Differentiate between normal and abnormal movement of the spine, thorax, upper and lower extremities by observing a classmate
- Evaluate a person's standing or sitting posture
- Identify the muscles according to movements of the head, trunk, and extremities

Clinical Documentation for the Physical Therapist Assistant: PTHA 1050

- Relationship Between Documentation and Disablement
- PTA Role in Clinical Decision-Making & Documentation
- S.O.A.P. Note Structure & Documentation Formats
- PTA Responsibilities in Patient Care, Documentation & Communication
- Use of the PT's Initial Evaluation
- Documentation Guidelines and Procedures
- Documentation and Reimbursement
- Legal and Ethical Responsibilities

Pathophysiology for the Physical Therapist Assistant: PTHA 1060

- Explain foundational principles of disease and injury across major body systems
- Identify and differentiate major pathological conditions relevant to physical therapist assistant practice
- Describe physical therapy interventions and considerations for the conditions presented
- Integrate anatomy and kinesiology with pathological conditions to understand functional implications

Physical Therapy Procedures II: PTHA 1110

- Apply safe and effective use of superficial heating and cooling modalities
- Understand the purpose and application of soft tissue mobilization
- Explain principles and clinical use of hydrotherapy
- Apply principles of ultrasound and phonophoresis
- Describe the therapeutic use of diathermy
- Understand the principles and application of cervical and lumbar traction
- Explain the use of infrared and ultraviolet light
- Understand interventions used for edema management
- Apply principles of electrical stimulation
- Explain the use of iontophoresis and biofeedback
- Understand how modalities influence pain and tissue healing

Neurological Conditions in Physical Therapy: PTHA 1120

- Understand the structure and function of the nervous system
- Understand how disease and injury affect the neuromuscular system
- Recognize major neurological conditions and their clinical presentations
- Describe PT interventions commonly used for neurological conditions

Seminar I for the Physical Therapist Assistant: PTHA 2410

- Describe PT interventions commonly used for neurological conditions
- Describe the components of human motion.
- Discuss muscle function and its effects on joint motion.
- Identify and describe the characteristics of normal human gait and the forces which act on the body during the gait cycle
- Describe and analyze the lever systems of the human body
- Display or provide basic knowledge of the normal and abnormal movements of the thorax, spine, upper and lower extremity
- Display basic knowledge of bone and muscular anatomy
- Identify and palpate musculoskeletal structures and landmarks of the spine, skull, thorax, pelvis, upper and lower extremities on a classmate
- Identify the phases of gait and differentiate between normal and abnormal gait
- Demonstrate the use of a force couple when lifting, pushing or pulling an object
- Demonstrate how changes in one's center of gravity affects equilibrium and movement
- Differentiate between normal and abnormal movement of the spine, thorax, upper and lower extremities by observing a classmate
- Evaluate a person's standing or sitting posture
- Identify the muscles according to movements of the head, trunk, and extremities

PTHA 2500 Practicum II for the Physical Therapist Assistant is an intermediate level experience scheduled during the last semester of the curriculum. Didactic preparation to that point in the curriculum also includes *Rehabilitation Concepts & Application*, *Therapeutic Exercise-Concepts & Application*, *Seminar I for the Physical Therapist Assistant*. Practicum II for the Physical Therapist Assistant is a seven (7) week, 32 hours per week experience in a clinical setting totaling 224 hours. In addition to those listed above for PTHA 2400, examples of expected clinical performance during Practicum II include: model professional behaviors, identify/request opportunities to promote career development, initiate effective communication with all team members, completes documentation in a timely manner with minimal guidance from the clinical instructor (CI), safely implements therapeutic exercise programs based on the plan of care established by the PT, demonstrates awareness of patient responses to interventions and modifies as necessary based on the established plan of care, submits appropriate charges for services with minimal guidance for the CI, and begins to contribute to discharge planning and recommendations with guidance from the CI.

The following skills are taught within the PTA Program in the listed course, prior to or during Practicum II. An asterisk (*) indicated that the student demonstrated competence with the skill via skill check/competency test and/or lab practical. Clinical instructors who teach skills not covered in the program are responsible to assess the student's competence with the skill prior to patient treatment.

Rehabilitation-Concepts & Application: PTHA 2270

- Understand and apply basic principles of treatment planning in Physical Therapy
- Analyze basic aspects of a person's endurance, sensation, coordination, and motor control using appropriate techniques
- Understand and apply basic concepts of gait analysis and gait training
- Apply basic rehabilitation principles to improve functional outcomes in patients with neurological, orthopedic, pulmonary, and integumentary conditions
- Understand the basic principles of lower extremity prosthetic use and care
- Understand the basic use and care of trunk and lower extremity orthotic devices
- Understand basic wheelchair prescription, adaptive equipment, and environmental considerations for safe and functional mobility.

Therapeutic Exercise-Concepts & Application: PTHA2320

- Foundational knowledge of therapeutic exercise, implementation based on plan of care
- Joint Mobilization, flexibility, range of motion, resistive and strengthening exercises,
- Balance, Neuromuscular Re-Education, Aerobic Condition and Endurance Training
- Aquatic Therapy

Seminar II for the Physical Therapist Assistant: PTHA 2510

- Explain the aging process and its common misconceptions, physical and psychological changes associated with normal aging, normal human growth and development
- Analyze pathological conditions associated with aging, apply treatment considerations for working with elderly populations, describe assessment and data-gathering methods used with older adults
- Identify and use common pediatric assessment tools, recognize abnormal development and basic pediatric treatment strategies, demonstrate foundational wound management skills within PTA scope

PTHA 2600 Practicum III for the Physical Therapist Assistant is an advanced level experience scheduled during the last semester of the curriculum. This is the third and final experience within the Physical Therapist Assistant Program. Practicum III for the Physical Therapist Assistant is a seven (7) week, 32 hours per week experience in a

clinical setting totaling 224 hours. In addition to those listed above in PTHA 2400 and PTHA 2500, examples of expected clinical performance during Practicum II include: prioritize patients and schedules independently, demonstrate safe and appropriate handling skills of patients, seek answers and solutions in unfamiliar clinical situations with independence, complete all necessary documentation independently, submit charged associated with services to CI independently, communicate effectively with all members of the healthcare team, demonstrate ability to independently interact with and notify supervising PT of need for treatment modification, progressions, or goal revision when patient response to intervention has not met expectations established by the PT POC, confidently completes patient/family education to prepare for HEP/discharge, and contribute to discharge planning and recommendations with guidance from CI.

The following skills are taught within the PTA Program in the listed course, prior to or during Practicum III. An asterisk (*) indicated that the student demonstrated competence with the skill via skill check/competency test and/or lab practical. Clinical instructors who teach skills not covered in the program are responsible to assess the student's competence with the skill prior to patient treatment.

Role Transition & Professionalism for the Physical Therapist Assistant: PTHA 2650

- Create professional application materials, understand PTA job opportunities and job search strategies, understand the purpose and components of a job description
- Demonstrate effective interviewing skills, use effective strategies for NPTE and Ohio Jurisprudence Exam preparation
- Understand PTA licensure requirements in Ohio, recognize the benefits of APTA/OPTA membership

Clinical Education Progression Criteria

Students must successfully complete Practicum I prior to advancing to Practicum II. Students must successfully complete Practicum II prior to advancing to Practicum III. If a student is unable to successfully pass any Clinical Education course, the student must withdraw from the program and follow the re-entry procedures which is listed in the PTA Student Handbook.

If a student cannot pass any Clinical Education experience (I, II, or III) in two attempts, no further opportunity for repeating will be provided and the student will be ineligible to continue in the program. Readmission into the program will be required. See the PTA Student Handbook for the readmission policy.

If a student fails a Clinical Education experience, repeats the experience successfully and then fails a subsequent experience, the student will no longer have the opportunity for an additional repeat, at which point the student will be ineligible to continue in the program. Readmission into the program will be required. See the PTA Student Handbook for the readmission policy.

Policies and Procedures

Immunizations, Tests, & Certification

All PTA students must show documentation of completion of the Hepatitis B immunization series. This series requires three inoculations spread over an eight-month period. If they have not completed the series previously, students should begin the immunization during the summer prior to beginning the program to ensure the process is complete before clinical rotations. Immunizations are available through physicians' offices, county health departments, and clinics. If you decline the Hepatitis B series, you must sign a waiver in order to participate in the program. *Note: Many students may have completed the Hepatitis B series as part of their childhood immunizations. Also note, that some practicum sites may require Hepatitis B immunizations or evidence of immunity. The practicum sites reserve the right to deny a student a clinical rotation if the student does not meet the sites immunization policy.

As with all healthcare providers, PTA students must maintain current Tuberculosis testing when completing the practicum portion of the program. A two-step Mantoux test must be used since many clinical sites require this specific test. These are also available through physicians' offices, health departments and clinics.

Prior to beginning clinical rotations, all students must show current Adult and Child/Infant CPR/AED certification which has a "hand-on" skills check component, as well as Basic First Aid Certification. This may be accomplished through courses offered at Zane State College or thought accepted community organizations. *Note: CPR/AED and Basic First Aid certification are two separate courses.

Verification that all required items have been completed will be provided to the Program Director and/or the DCE via assignments in PTHA 101 and PTHA 2400. If you are not required to take PTHA 1010, materials are to be submitted to the DCE.

Any other required documentation, immunizations, or testing required by a clinical site (e.g. drug testing) must be completed at the expense of the student.

Fingerprinting/Background Check

In accordance with Ohio Senate Bill #38, effective October 1, 1993, anyone having contact with children in a licensed day care or child care environment, such as a public school, must undergo a criminal background investigation which includes fingerprint records being checked through the Bureau of Criminal Investigation. Senate Bill 160, effective January 27th, 1997, also requires criminal records check for a position that involved care to a person age 60 or older. National voluntary accreditation programs (e.g.-HFAP, JCAHO) authorized by Centers for Medicare and Medicaid services often require background checks as well.

PTA program students are required by Zane State College to have this background investigation and fingerprints. Reports must be available by the start date of the fall semester clinical rotation.

As of May 2008, a current BCI report and an FBI report are required to apply for licensure in the State of Ohio. Further information about these checks will be made available as students approach their graduation date.

If a student is unable to be placed for practicum courses due to a criminal history, the student will be dismissed from the PTA program after two attempts by the DCE.

Transportation

It is recommended that all students have access to private transportation either through their own vehicle or by carpooling/ride sharing agreements with classmates. Transportation will occasionally be required for some regularly scheduled PTA program classes, such as required off campus experiences. Transportation will be needed for the previously outlined clinical education experiences. Every effort will be made to place each student in a clinical experience location most convenient to him/her, but this cannot be guaranteed as previously mentioned. Transportation to and from the clinical sites is the sole responsibility of the student.

Zane State College Division of Allied Health & Public Service

Drug Prevention Policy: Refer to current policies at:

https://catalog.zanestate.edu/preview_program.php?catoid=3&poid=437

1. Professional Standards of Conduct

In order to prepare the student for his/her chosen field, the Division of Allied Health & Public Service recognizes the need to adopt specific policies which reflect the standards within the various professions. Many helping and service professions support the belief that the use and/or being under the influence of intoxicants is a barrier to effective professional performance. It is also a belief that use and/or being under the influence of intoxicants jeopardizes the safety and wellbeing of individuals served by health and public service professionals. Students are held responsible for knowing the standards of practice within their respective technologies.

2. Legal Standards of Conduct

The unlawful manufacture, distribution, possession, use of or being under the influence of illicit drugs and/or alcohol is prohibited on Zane State College property or as any part of college activities.

3. Legal Sanctions for the Unlawful Possession or Distribution of Illicit Drugs and Alcohol

A number of state and local laws exist concerning the unlawful possession or distribution of illicit drugs and alcohol. The individual student is held responsible for knowing and abiding the laws.

4. Descriptions of Health Risks

All students need to be aware of the risks inherent with alcohol and/or drug abuse. The college will have a number of health-related brochures distributed throughout the facilities.

5. Disciplinary Sanctions

All students within the Division of Health, Public Service and Social Sciences and Service-Related Programs must know and abide by the LEGAL AND PROFESSIONAL STANDARDS OF CONDUCT outlined above. If a student demonstrates evidence of use of a prohibited substance during classroom or laboratory instruction, or during a clinical education practicum, that the student

will be subject to disciplinary actions. Those actions may include, but not limited to, the following:

First incident during classroom/laboratory instruction:

- A. The student will be dismissed for the immediate class.
- B. The student will meet with program faculty and receive a verbal warning.
- C. Notation of the incident will be made in the student's program file.

Second incident during classroom/laboratory instruction:

- A. The student will be dismissed from the immediate class and the remainder of his/her technical lab classes for one (1) week.
- B. The students will meet with the program faculty and receive a written reprimand.
- C. Notation of the incident and reprimand will be made in the student's program file.

Third incident during classroom laboratory:

- A. The student will be dismissed from the immediate class and all technical courses for the remainder of the semester and consequently from the program.
- B. The student will be referred for evaluation and subsequent treatment of chemical dependency.
- C. The student may reenter the technical program only after providing evidence of evaluation and treatment that demonstrates sobriety.
- D. The student will be expected to sign a letter of agreement stipulating the conditions of readmission.
- E. Notation of the incident will be made in the student's program file.

First incident during clinical education practicum:

- A. The student will be removed immediately from the clinical experience and suspended from the experience until he/she is exonerated by testing for the presence of chemicals and/or evaluation of chemical dependency according to the policies and procedures of the clinical site and/or Zane State College.
- B. If exonerated by testing, the student may return to the clinical setting.
- C. If testing and/or evaluation reveals the presence of chemicals and/or chemical dependency, the student may not return to the clinic until treatment has been completed and appropriate documentation validates the student is maintaining sobriety.
- D. The student will be expected to sign a letter of agreement stipulating the conditions of return to the clinical experience.
- E. The student may be permitted to attend technical classes during the treatment period.

F. Notation will be made in the student's technical program file.

A second incident during the clinical education practicum will result in immediate dismissal from the clinical experience and all technical program courses. The student may petition for readmission to the program after a two (2) year waiting period and documentation that he/she is maintaining sobriety.

In extreme cases where the individual student's behavior has resulted in a negative impact (direct or indirect) on a client/patient, a clinical site employee, or another student, the faculty and administration of Zane State College reserve the right to move to immediately dismiss the student from the program, college, or take legal action against the offending student.

As a result of any criminal drug statute conviction, the student must notify the college of the violation. The college, within 30 days of such notification, is required by federal law to:

- A. Take appropriate action against such student, up to and including dismissal; and/or
- B. Require such student to participate satisfactorily in a drug treatment or rehabilitation program approved for such purpose by a Federal, State, or Local Health, Law Enforcement, or other appropriate agency.

Health and Liability Insurance

Students in the PT program are encouraged to have health insurance. PTA students are required to have professional liability insurance through the college. This liability insurance is automatically put into effect and a fee charged to the student when registration into specific PTA courses is completed. The annual fee for liability insurance is approximately \$20 per year for \$1,000,000 in coverage per incident.

Referral Process

Health:

Students experiencing health problems, particularly those which might impact upon participation and performance in PTA courses, are encouraged to discuss concerns with the PTA program faculty. If the student needs intervention for health concerns, PTA faculty will advise the student of available resources in the Muskingum County, as well as potential resources in other communities. There is a Student Support Services Counselor available free of cost to students. Those appointments are available through Student Services.

Guidance:

Students in need of guidance regarding academic course work are encouraged to discuss concerns with PTA faculty. Concerns specific to the PTA curriculum and courses are generally addressed by PTA faculty. If needed, PTA faculty members consult with other instructors and/or the Dean regarding areas of concern. Students in need of guidance for other academic and/or non-academic concerns are referred to Student Services. PTA faculty may also provide contact information for community resources.

Relationship with Patients/Clients

In working with all patient and clients with whom you come in contact, or are assigned, the following guidelines should be adhered to:

1. Always be courteous to a patient. Clearly identify yourself by name, credentials, and department when approaching a patient or beginning a treatment. Do not refer to yourself as a "therapist." Explain to the patient, at his or her level of understanding, why you are seeing them and obtain informed consent.

2. All patient interactions must be based on respect, responsibility, and responsiveness.
3. Remember that all information regarding a patient is highly confidential and should not be discussed with anyone other than that patient and individuals directly involved in their care. When clinic experiences are discussed in class, real names of clients must never be shared. Never identify or discuss patients in public places, even with those involved in their case. HIPAA guidelines must be observed at all times.
4. You may not accept gifts or money from patients or clients per clinic policy.
5. It is considered unprofessional and unethical to socialize with patients or clients outside of the clinic setting, including social media. Absolutely do not engage in these activities.

Appendices

Appendix A

PTA Clinical Education and Student Handbook Agreement

I have read the PTA program and Clinical Education Handbook. I understand the information, policies, and guidance contained in the handbook. As a student in the PTA program, I agree to abide by all the information contained herein.

Signature: _____ Date: _____

Please note any concerns and/or special needs which you would like to make the PTA faculty aware of at this time below:

Appendix B

Informed Consent and Waiver

I (print name) _____ understand that participation in the Physical Therapist Assistant program at Zane state College is on a voluntary basis. Furthermore, it is my responsibility to have a complete health examination prior to participation including all necessary medical clearance for participation in laboratory and clinical activities. I also understand it is my responsibility to provide for my own medical insurance.

I understand that there are inherent risks in engaging in therapeutic training activities, including, but not limited to, shortness of breath, muscle strain, broken bones, blisters, and in rare circumstance, possible death. I further accept responsibility for ensuring my participation is at a level appropriate for my health and fitness level.

In signing this consent form, I affirm that I have read this form in its entirety. In consideration for being allowed to participate in this Physical Therapist Assistant program, I agree to assume the risk of such participation, and further agree to hold harmless Zane State College and its employees from any and all claims, suits, losses, or related causes of action for damages, including, but not limited to, such claims hat may result from my injury, during, or arising in any way from, the program.

Signature: _____ Date: _____

Appendix C

Program Policy: Photographing and Videotaping of Student for Instructional Purposes

The use of photographic video depictions is widely used for a variety of learning experiences in both the physical therapist assistant program and in the college as a whole. The use of students as participants in these photographs and videos is a common and useful practice. Students in the PTA program at Zane State College are expected to look for opportunities to assist in enhanced learning. To that end, students are highly encouraged to indicate with their signature they are willing to participate in photography and/or videotaping for instructional purposes. Students will always be informed that recordings of their images are being made.

I AGREE to allow the photography and/or videotaping of my image for instructional purposes while a student in the physical therapist assistant program at Zane State College.

Signature: _____ Date: _____

I DO NOT AGREE to allow the photography and/or videotaping of my image for instructional purposes while a student in the physical therapist program at Zane State College.

Signature: _____ Date: _____

Appendix D

Drug Testing Policy

An important component of the physical therapist assistant program is the clinical experience that is gained during the practicum clinical education courses. These courses require the student to work under the supervision of a clinical instructor in a health care facility. The possibility exists that, due to a clinical facility's policy, a student may be required to submit to a drug test. This may occur either prior to or during the clinical education experience. Since students are guests in these facilities, it is the program's policy that students comply with and are financially responsible for these test procedures. In the event that a drug test result is positive, the student will be removed from the facility and be required to comply with the disciplinary sanctions per Zane State College and the PTA program policy.

I understand that I may be required to submit to drug testing during the course of the physical therapist assistant program. I agree to comply with this procedure and the ramifications of the test results. I also understand that refusal to cooperate with this policy will result in exclusion/expulsion from the PTA program.

Signature: _____ Date: _____

Appendix E

Student Clinical Attendance and Call-Off Policy

1. Attendance: Participation is necessary in performance-based learning activities. I understand that it is my responsibility to be on time and prepared for the clinical practice setting.
2. Responsible Behavior: I understand that the Director of Clinical Education (DCE) or academic instructor will maintain contact with my clinical site periodically and that it is my responsibility to notify both my clinical instructor/supervisor, as well as my DCE if I am unable to attend clinical as scheduled, at least one hour prior to the beginning of my scheduled start time. I understand that acceptable modes of notification for the DCE would include either text, voicemail, or electronic mail messages. I further understand that my clinical instructor should be contacted personally, by telephone, unless the absence is scheduled with the clinical instructor in advance.
3. Professional Behavior: I further understand that it is up to the discretion of my clinical instructor/supervisor to determine how any missed hours are to be made up or remediated. I will offer to both my clinical instructor and DCE, a plan, in written or electronic form, to complete any missed time from the clinic practice setting.
4. If I fail to follow the accepted miss time plan, I will immediately contact the DCE.

Student: Please sign below to acknowledge you agree to these conditions and expectations.

Signature: _____ Date: _____

Appendix F

Social Media Use and Etiquette Policy

Social media is widely used by students, instructors, healthcare facilities, and community members in the course of their daily lives and professions. Social media includes items such as blogs, podcasts, discussion forums, and social networks. Social media (networks) encompasses a variety of formats that include, but are not limited to, videos and social networks (i.e., Facebook).

Zane State College PTA students are expected to adhere to professional standards when using or participating in social media, specifically: respecting classmates, instructors, patients, professional organizations/institutions, and academic organizations/institutions. Students are expected to at all times protect the confidentiality, privacy, and security of patient identifiable information, protected health information, and organizational information they may come into contact with as a result of their clinical assignment. Even if an individual is not identified by name within the information you considered to use or disclose, if there is a reasonable basis to believe that the person could still be identified from that information, then its use or disclosure could constitute a violation of the Health Insurance Portability and Accountability Act (HIPAA).

Students must be respectful. Students may not post any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person when posting on social media networks while they represent the Zane State College Physical Therapist Assistant Program.

In signing this form, I affirm that I Have read this policy in its entirety. I agree to comply with this policy. I also understand that failure to comply with this policy may result in failure of a course if associated with a clinical practicum or expulsion from the program.

Signature: _____ Date: _____

Appendix G

Academic Integrity

Academic integrity is expected throughout this program and all associated courses. Academic honesty is required for program continuation. Violations of academic integrity are described in detail in the Zane State College Catalog within the Academic Integrity Policy. In the PTA program, some examples of academic misconduct might include:

1. Cheating: Representing, as your own, any written or oral work submitted for evaluation or a grade that was prepared by another person; receiving or disseminating test/quiz content or questions and/or practical examination scenarios; any attempt to assist a lab practical partner with their practical work; working together on electronic, written, or oral work that has not been described as a group activity by the instructor.
2. Fabrication: The falsification of any information or citation in an academic exercise.
3. Plagiarism: Submitting another's published or unpublished work, in whole, in part, or in paraphrase, as one's own without fully and properly crediting the author with footnotes, citations, or bibliographical reference.

The first offense of academic integrity in a PTHA class will be addressed by the PTA program faculty on a case-by-case basis and based on the circumstances. Any additional offenses, or a first offense determined to be of a nature inconsistent with continuation in the program, will be dealt with as described in the Zane State College catalog. The PTA program faculty will determine if the offense or offenses of a student warrant recommendation for dismissal from the program.

Signature: _____ Date: _____

Appendix H

Acknowledgment of Licensure Examination Fees

To practice physical therapy as a physical therapist assistant in the state of Ohio, it is required that accredited PTA school graduates pass two (2) required examinations; The NPTE (National Physical Therapy Examination) for the PTA, as well as a jurisprudence examination for the state of Ohio. There are significant fees associated with those examinations and they should be planned for well in advance. Fee areas are as follows and current rates can be obtained from the Federation of State Boards of Physical Therapy (FSBPT), and the Ohio OT, PT, AT Board website:

- BCI/FBI fingerprinting and criminal background check
- Application fee to the State of Ohio to hold an Ohio license
- NPTE for the PTA examination
- Prometrics fee to proctor the NPTE for the PTA
- Ohio Jurisprudence Assessment Module (JAM)

By signing below, you acknowledge that you must take and pass the post-graduation examinations mentioned above to be able to practice as a PTA in the state of Ohio. You also acknowledge that associated fees are significant and are your personal financial obligation. You take personal responsibility to investigate these fees regularly in the event of a change in cost or requirement.

Signature: _____ Date: _____

Appendix I

Student Evaluation of the Clinical Instructor

STUDENT EVALUATION OF CI

Instructor name:

Experience Site:

Experience Name:

Experience Start Date:

Experience End Date:

One (1) I Strongly Disagree

Two (2) I Disagree

Three (3) I Agree

Four (4) I Strongly Agree

CI was welcoming and supportive.

- 1
- 2
- 3
- 4

Comment:

CI allowed me to share my ideas and contribute.

- 1
- 2
- 3
- 4

Comment:

Appropriate time was allotted to discuss my performance.

- 1
- 2
- 3
- 4

Comment:

CI provided suitable levels of supervision and guidance.

- 1
- 2
- 3
- 4

Comment:

Progression of responsibility was just right and challenged me appropriately.

- 1
- 2
- 3
- 4

Comment:

CI was an excellent professional role model.

- 1
- 2
- 3
- 4

Comment:

Expectations and goals were appropriate and discussed early, often and revised if needed.

- 1
- 2
- 3
- 4

Comment:

Appropriate time was allotted to discuss patient management.

- 1
- 2
- 3
- 4

Comment:

Feedback was constructive and balanced.

- 1
- 2
- 3
- 4

Comment:

Communication was good between CI and student.

- 1
- 2
- 3
- 4

Comment:

CI mentored effective clinical skills.

- 1
- 2
- 3
- 4

Comment:

I would recommend this CI to future students.

- 1
- 2
- 3
- 4

Comment:

Please provide any additional comments on the clinical instruction you received at this facility that would be useful for student program development and planning.

Comment:

Appendix J

Student Assessment of the Clinical Experience

STUDENT FINAL ASSESSMENT OF EXPERIENCE

Instructor name:

Experience Site:

Experience Name:

Experience Start Date:

Experience End Date:

1. What describes your assessment of the Supervision and Guidance you typically received?

Need much more

Need a little more

Just Right

Need a little less

Need a lot less

Comment:

2. What best describes your assessment of the Progression of Responsibility?

Too slow

A little too slow

Just Right

A little too fast

Too fast

Comment:

3. Rate your assessment of the Frequency of Feedback and Discussion

Need much more

Need a little more

Just Right

Comment:

4. What best represents your level of satisfaction with the achievement of your goals for this internship?

Very satisfied

Satisfied

Slightly satisfied, needed some adjustments

Not satisfied

Comment:

5. The Clinical site was well prepared for my internship.

Strongly Disagree

Disagree

Agree

Strongly Agree

Comment:

6. The orientation process was thorough and informative.

Strongly Disagree

Disagree

Agree

Strongly Agree

Comment:

7. I was made to feel welcome and part of the team.

Strongly Disagree

Disagree

Agree

Strongly Agree

Comment:

8. The overall learning environment was excellent.

Strongly Disagree

Disagree

Agree

Strongly Agree

Comment:

9. Evidence based practice was the standard of care for this clinic.

Strongly Disagree

Disagree

Agree

Strongly Agree

Comment:

10. I would recommend this clinical site to other students.

Strongly Disagree

Disagree

Agree

Strongly Agree

Comment:

11. What was most helpful for your learning during the second half of this internship.

Comment:

12. What specific suggestions do you have for your instructors(s) to make the clinical instruction you received even better?

Comment:

13. Please provide any other constructive feedback on the student program at this facility – such as, what was helpful and appreciated and what could be done differently to make the overall student experience even better.

Comment:

14. Percent time you were involved in working with patients/clients within the following categories: This needs to add up to 100%

Musculoskeletal

Neuromuscular

Cardiovascular

Integumentary

Other (GI, GU, Renal, Endocrine, Metabolic)

15. Percent time you were involved in working with patients/clients within the following age group categories: This needs to add up to 100%.

0 – 10

11 – 17

18 – 40

41 – 64

65+

16. Identify the special learning opportunities you were exposed to during this clinical experience.

Comment:

17. List the different types of healthcare providers you interacted with during your clinical experience. Comment:

18. What suggestions do you have for any future students that will enhance their experience at this clinical education site?

Comment:

19. Please provide any helpful information for future students about logistics such as transportation, parking, housing, meals, etc.

Curriculum Feedback

The responses to the following questions are viewed by the academic program and used for curricular assessment and improvement.

To what activities/experiences were you exposed for which you felt well prepared?

Comment:

To what activities/experiences were you exposed for which you felt unprepared?

Comment:

What suggestions do you have for changes in the academic curriculum that would better prepare you for this clinical experience?

Comment:

Appendix K

Student Practicum Form

Zane State College
Physical Therapist Assistant Program
PRACTICUM FORM - Student

Course Number: _____ **Semester:** _____
Name: _____

Facility / CI: _____ **Clinical Education**
Advisor: _____

STUDENT

Positives/strong points about the facility/CI:

Any lack of academic preparedness? Suggestions regarding content/sequencing:

Any areas of concern about the facility or your clinical instructor:

List some special learning opportunities that you have encountered at this clinical site:

Goals you would like to accomplish in the remaining time at this clinical. THEY SHOULD BE SPECIFIC, MEASURABLE, and ATTAINABLE:

Any suggestions on how your CI could become a better instructor?

Did you practice under the supervision and direction of a PT, and were you able to communicate directly with a PT when needed? _____

Did your CI understand how to access the ZSC PTA Program Clinical Handbook online?

Did your CI complete the CPI 3.0 training course and your mid-term/final assessment online? _____

Suggested placement for next clinical:

Zane State College Faculty Signature:

Appendix L

Weekly Student Feedback & Goal Development Form

Student: _____ CI: _____ Facility: _____

Date: _____ Week #: _____ Weekly Hours: _____ Total Hours: _____

1. Student Reflection

Skills, activities, or professional behaviors I performed well this week:

1. _____

2. _____

Areas I need to improve or continue developing:

1. _____

2. _____

2. Clinical Instructor Feedback

My CI supported my learning by:

A strategy that would further improve my learning experience:

Category	4	3	2	1
Timely feedback	☐	☐	☐	☐
Constructive feedback	☐	☐	☐	☐
Appropriate supervision	☐	☐	☐	☐
Learning opportunities	☐	☐	☐	☐

Comments for any rating ≤ 2 :

3. Goal Progress & Improvement Plan

Progress toward previous goals: ☐ Met ☐ Partially Met ☐ Not Met

Comments:

Goal for next week (specific and measurable):

1.

2.

Action plan to achieve goals (practice opportunities, resources, feedback needed):

4. Clinical Instructor Comments

Student Signature: _____ Date: _____

Clinical Instructor Signature: _____ Date: _____

Physical Therapist Signature: _____ Date: _____

Appendix M

Essential Functions

Performance Frequency: O = Occasionally 50-74%; F = Frequently 75-89%; C = Constantly 90-100%

Physical Skill	Context in which Physical Skill is Used	Performance Frequency
Lifting	- Partially bear weight of people weighing up to 300# safely during transfers from a variety of surfaces - Positioning of people weighing up to 300# - Assisting with functional mobility with a person up to 300#	F
Lifting	Independently & safely demonstrate the strength to carry/maneuver heavy equipment weighing up to 50#	F
Bending/Stooping	Adjust body parts, clothing and/or equipment	F
Kneeling	- Assist people who may trip, fall, or faint - Perform CPR - Work with people on the floor/mat - Developmental activities - ADL's/IDL's/Work/Play/Leisure/Social Participation Activities	F
Crouching	- Manage wheelchair and other equipment - Place/store equipment & materials - Assist with lower body ADL's - Assist person with seated activities	F
Crawling	- Work with children on developmental activities - Engage in activities on floor	O
Reaching	- Retrieve items from multiple locations - Adjust equipment - Guard people	F
Handling	- Sustain grasp - Manipulate body parts, tools, equipment	C
Dexterity	- Fine motor functions to perform, standardized assessments - Fine motor functions to construct, maintain and/or repair orthotic devices/splints & adaptive equipment - Fine motor functions to document	C
Standing	Stand for extended periods of time up to 6-8 hours/day	C
Walking	Safely & timely walk within facility for up to 6-8 hours/day	C

	• Safely & timely walk over various surfaces (even, uneven, variety or terrains) inside/outside	
Pushing/Pulling	• Wheelchairs with people up to 300# without assistance • Scooters • Hoyer lifts with people up to 300# with or without assistance • Other equipment (i.e. IV poles, O2 tanks)	F
Balancing	• Assist people with functional activities sustaining good balance (w/o losing balance) on even & uneven surfaces • Ascend/descend 1 flight of stairs	C
Endurance	• Tolerate full-time work (32-40 hours/week)	C
Body Mechanics	• Utilize proper body mechanics performing all physical functions • Ability to perform complex motor functions necessary to provide therapeutic intervention (exercise, functional mobility, transfers, ADL's/IADL's and emergency treatment to patients)	C

	Sensory Functions	Performance Frequency
Tactile	• Feel to palpate contractions • Feel To palpate pulses • Feel body landmarks • Feel to identify joints • Exert adequate pressure • Feel varying skin textures • Differentiate between hot/cold • Differentiate between sharp/dull	C
Auditory	• Hear verbal instructions • Hear distress sounds & calls for assistance up to 10 feet away • Hear environmental safety alarms • Hear for communication from team members	C

Visual	• See in detail client's movements, facial expressions and performance • See and attend to behavior & needs of up to 5 individuals in a group setting	C
---------------	--	----------

	• See in detail to detect changes in skin integrity, sweating, skin color, swelling, muscle atrophy • See to detect non-verbal communication • See to detect environmental hazards • Read documents • Read equipment dials • Read manuals/forms • Read research material	
--	--	--

	Communication Functions	Performance Frequency
Speaking	• Speaking clearly & concisely using proper English in person & via telephone with team members • Motivate and engage others in treatment	C
Responding	• Respond to & communicate with others with communication disorders (i.e. aphasia, hearing loss) • Respond to & communicate with others from a different background/culture • Accurately report findings/results/plans to team members 1:1 and in team meetings using proper English	C
Comprehending	• English oral language • English written language	C
Writing	• Clear, legible handwriting • Computerized documentation • Write in proper English	C

Cognitive/Behavioral and Social/Behavioral Functions	Performance Frequency
• Use critical thinking, problem-solving, and sound clinical reasoning in the delivery of physical therapy services including, but not limited to the following:	C

○ Planning and implementing appropriate client-centered interventions ○ Making appropriate modifications to therapeutic interventions based on the client's physiology and psychological responses ○ Identifying the need for consultation and determining the appropriate resources (i.e. physical therapist or other health care providers/team members)	
• Effectively cope with stress in order to function safely and calmly under demanding educational and changing clinical environments	C
• Be aware of surroundings and alert to potential emergencies; respond appropriately to client situations including pain, changes in physical and/or mental status, and risk for falls	C
• Manage time effectively; prioritize multiple tasks; maintain composure in situations that require multitasking	C
• Maintain concentration and focus to attend to demanding and continuous tasks throughout the entire class/lab and/or clinical hours	C
• Demonstrate interpersonal functions required to build rapport and effectively interact with clients, families, caregivers, supervisors, coworkers, and members of the community; exhibit cultural awareness and sensitivity to members of the same or different cultures; treat others with respect, compassion, politeness, and discretion; exhibit social functions necessary for effective collaboration and teamwork	C
• Demonstrate attitudes/actions consistent with the core values and ethical standards of the physical therapy profession	C
• Demonstrate accountability, responsibility, and maturity in the classroom and the clinical environment when giving/receiving constructive feedback	C
• Demonstrate accountability, responsibility, and maturity in the classroom and the clinical environment when engaging in conflict management and problem resolution	C
• Abide by established policies and procedures of educational and clinical environments	C

Appendix N



HEALTHCARE PROVIDERS SERVICE
ORGANIZATION PURCHASING GROUP
Certificate of Insurance
OCCURRENCE PROFESSIONAL LIABILITY POLICY FORM



Print Date: 8/07/2026

The application for the Policy and any and all supplementary information, materials, and statements submitted therewith shall be maintained on file by us or our Program Administrator and will be deemed attached to and incorporated into the Policy as if physically attached.

PRODUCER	BRANCH	PREFIX	POLICY NUMBER	POLICY PERIOD
018098	970	HPG	0127288853	From: 09/01/26 to 09/01/27 at 12:01 AM Standard Time
Named Insured and Address:				Program Administered by:
Zane State College 1555 Newark Rd Zanesville, OH 43701-2626				Nurses Service Organization 1100 Virginia Drive, Suite 250 Fort Washington, PA 19034 1-800-986-4627 www.nso.com
Medical Specialty:			Code:	Insurance Provided by:
School Blanket - Healthcare Provider Students			80998	American Casualty Company of Reading, Pennsylvania 151 N. Franklin Street Chicago, IL 60606

Professional Liability **\$ 2,000,000** **each claim** **\$ 5,000,000** **aggregate**

Your professional liability limits shown above include the following:

* Personal Injury Liability

Coverage Extensions

Grievance Proceedings	\$ 1,000	per proceeding	\$ 10,000	aggregate
Defendant Expense Benefit			\$ 10,000	aggregate
Deposition Representation	\$ 1,000	per deposition	\$ 5,000	aggregate
Assault	\$ 1,000	per incident	\$ 25,000	aggregate
Medical Payments	\$ 2,000	per person	\$ 100,000	aggregate
First Aid	\$ 500	per incident	\$ 25,000	aggregate
Damage to Property of Others	\$ 250	per incident	\$ 10,000	aggregate



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Box 543, 7540 Slate Ridge Blvd. • Reynoldsburg, OH 43068-0543
Local: 614.866.7799 • Toll Free: 1.877.954.6787
Fax: 614.759.4763 • www.reidelinsurance.com

Total \$ 1,984.00

Base Premium \$1,984.00

Policy Forms and Endorsements (Please see attached list of policy forms and endorsements)

Doug Worman, Chief Executive Officer

Stathy Darcy, Secretary

Keep this Certificate of Insurance in a safe place. It and proof of payment are your proof of coverage. There is no coverage in force unless the premium is paid in full. To activate your coverage, please remit premium in full by the effective date of this Certificate of Insurance.

Coverage Change Date:

Endorsement Date:

Master Policy: 188711433

CNA93692 (11-2018)

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