

Southwestern Illinois College

Physical Therapist Assistant Program Handbook

This handbook is compiled and updated for use by prospective and enrolled students, as well as academic and clinical education faculty. This manual is a compilation of a Student Handbook, Policy and Procedure Manual, Clinical Guidelines Manual, and Faculty Handbook.

The handbook serves the following purposes:

- To inform prospective and enrolled students of program requirements
- To guide the program coordinator and faculty in the performance of their duties
- To specifically identify duties and responsibilities of the: Program Coordinator, ACCE, Clinical Education Team members, Full-time faculty, Adjunct and Part-time faculty
- To share information among academic and clinical education faculty
- To provide for a smooth transition between outgoing and incoming faculty
- To maintain consistency among faculty through the use of approved Policies and Procedures
- To assist in maintaining compliance with CAPTE standards

*The manual was last updated in **Nov 2021.** **For Class of 2023.***

Abbreviations

Abbreviations utilized in this manual include:

- SWIC: Southwestern Illinois College
- PTA: Physical Therapist Assistant
- PT: Physical Therapist or Physical Therapy

- CAPTE: Commission on Accreditation in Physical Therapy Education
- APTA: American Physical Therapy Association
- IPTA: Illinois American Physical Therapy Association
- SIG: Special Interest Group

- ICCB: Illinois Community College Board
- ACCE: Academic Coordinator of Clinical Education
- SCCE: Site Coordinator of Clinical Education
- CI: Clinical Instructor
- CEU: Clinical Education Unit

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Signature Pages are to be read, signed/dated and uploaded to Castlebranch prior to PTA Boot Camp, according to instructions provided via Program Coordinator email.

Southwestern Illinois College
Physical Therapist Assistant Program

Academic Integrity: A Letter to PTA Students from PTA Faculty

To Our Students:

We are deeply convinced that integrity is an essential part of any true educational experience; integrity on our part as faculty members and integrity on your part as a student.

To take an easy example, would you want to be operated on by a doctor who cheated his way through medical school? Or would you feel comfortable on a bridge designed by an engineer who cheated her way through engineering school? Would you trust your tax return to an accountant who copied his exam answers from his neighbor?

Those are easy examples, but what difference does it make if you, as a student, or we, as faculty members, violate the principles of academic integrity in a physical therapist assistant program?

For us, the answer is that integrity is important in this program precisely because integrity is important in all areas of life. If we don't have integrity in the small things, if we find it possible to justify cheating or shoddy work in things that don't seem important, how will we resist doing the same in areas that really do matter, in areas where money might be at stake, or the possibility of advancement, or our esteem in the eyes of others?

Personal integrity is not a quality we're born to naturally. It's a quality of character we need to nurture, and this requires practice in both meanings of that word (as in practice the piano and practice a profession). We can only be a person of integrity if we practice it every day.

What does that involve for each of us in this program? As you'll see, academic integrity basically requires the same things of you as a student as it requires of us as teachers.

I. Preparation for Class

What Academic Integrity Requires of Us in This Area

With regard to coming prepared for class, the principles of academic integrity require that we come having done the things necessary to make the class a worthwhile educational experience for you. This requires that we:

- Reread the text or syllabus (even when we've written it ourselves),
- Clarify information we might not be clear about,
- Prepare the class with an eye toward what is current today (that is, not simply rely on past notes), and
- Plan the session so that it will make it worth your while to be there.

What Academic Integrity Requires of You in This Area

With regard to coming prepared for class, the principles of academic integrity suggest that you have a responsibility to yourself, to us, and to the other students to do the things necessary to put yourself in a position to make fruitful contributions to class discussion.

This will require you to:

- Read the text before coming to class,
- Clarify anything you're unsure of (including looking up words you don't understand),
- Formulate questions you might have so you can ask them in class, and
- Think about the issues raised in the directed readings.

II. In Class

What Academic Integrity Requires of Us in This Area

With regard to class sessions, the principles of academic integrity require that we take you seriously and treat you with respect. This requires that we:

- Show up for all class sessions, unless we're simply unable to do so
- Come to class on time
- Not waste class time, but use it well to fulfill the objectives of the course
- Do our best to answer your questions
- Honestly acknowledge when we don't have an answer or don't know something, and then go out and get an answer by the next class
- Both encourage you, and give you an equal opportunity, to participate in class discussions
- Contain you if your enthusiasm for participating in the discussions makes it difficult for others to participate
- Assume that you are prepared for class and that we won't embarrass you if we call on you, even if your hand isn't up
- Respect the views you express and not make fun of you or of them
- Not allow others to ridicule you or your ideas, or you to do the same to them
- Make clear when we are expressing an opinion, and not impose on you our views on controversial issues.

What Academic Integrity Requires of You in This Area

With regard to class sessions, the principles of academic integrity require you to take both us and your fellow students seriously and to treat us with respect. This requires that you:

- Show up for all class sessions, unless you are simply unable to do so, (and then you need to call us)
- Come to class on time and not leave early
- Make good use of class time by being engaged in what's going on
- Ask questions about anything you don't understand, and not just for your own sake but because other students might not realize that they also don't understand
- Participate in the class discussions so as to contribute your thinking to the shared effort to develop understanding and insight (remember that even something that's clearly wrong can contribute to the discussion by stimulating an idea in another student that s/he might not otherwise have had)
- Monitor your own participation so as to allow for and encourage the participation of others
- Respect the other students by not making fun of them or their ideas, and by not holding side-conversations that distract them (and us) from the class discussion.

III. With Regard to Exams

What Academic Integrity Requires of Us in This Area

With regard to exams, the principles of academic integrity require that we:

- Do our best during class time to prepare you for the exams
- Be available during office hours or at arranged times to work with you individually to help you get ready for the exams
- Develop exam questions that will be a meaningful test
- Carefully monitor the exam so that honest students will not be disadvantaged by other students who might choose to cheat if given the opportunity
- Give due and careful consideration to your answers when evaluating them and assigning a grade.

What Academic Integrity Requires of You in This Area

With regard to exams, the principles of academic integrity require you to:

- Come to class having done your best to prepare for the exam, including seeking our help if you need it
- Make full use of the time available to best answers questions
- Accept your limitations and not try to get around them by using cheat sheets, copying, or seeking help from another student
- Not giving help to other students, or making it easy for them to copy off of you.

IV. With Regard to Assignments

What Academic Integrity Requires of Us in This Area

With regard to assignments, the principles of academic integrity require that we:

- Devise meaningful assignments that grow out of and further the work done in the classroom
- Provide you with a clear description of assignments so that you know what is expected of you and what we'll be looking for when we grade it
- Give due and careful consideration to your assignment when evaluating it and assigning a grade
- Confront you if we suspect that you have plagiarized or in other ways not handed in work that is entirely your own.

What Academic Integrity Requires of You in This Area

With regard to assignments, the principles of academic integrity require you to:

- Start your assignments early enough to ensure that you have the time you need to do your best work
- Hand in an assignment which you yourself have done and not borrowed from someone else or recycled from an earlier course
- Not be satisfied with an assignment that is less than your best work
- Seek only appropriate help from others (such as proof-reading, or discussing your ideas with someone else to gain clarity in your thinking).

Let us expand on this last point, since it applies to all of us:

By its very nature, education and the accumulation of knowledge is a shared experience. None of us has the time, let alone the background knowledge required, to learn everything on our own. Virtually everything we know has come to us because someone else has taken the time to think about something, research it, and then share what s/he's learned with us in a class lecture or, more likely, in an article, book or clinical practice. This is every bit as true for us as teachers as it is for you as students. We'd have very little to teach if all we could talk about is what we've learned solely on our own.

In a class lecture it would be too disruptive if we stopped to cite all of our sources, but we know, and you need to know, that we are sharing with you the things we've learned from hundreds of different authors. What we contribute is the way we bring their ideas together into a coherent whole so that it makes sense to you.

V. With Regard to Your Final Grade

What Academic Integrity Requires of Us in This Area

With regard to your final grade, the principles of academic integrity require that we carefully record all of your grades during the course and follow the grading system spelled out in the syllabus.

What Academic Integrity Requires of You in This Area

With regard to your final grade, the principles of academic integrity require that, if you feel we've made a mistake in computing that grade, you have a responsibility to come to us as soon as possible prepared to show why you think we've made a mistake.

VI. Failures to Live up to Our Responsibilities

In all of the areas listed above, we will do our best to live up to our responsibilities. If you feel we've failed to do so, you have every right to call us on it. If you do, we have a responsibility to give you respectful consideration.

At the same time, we have a right to expect that you will live up to your responsibilities. If we get a sense that you're not doing so, we consider it a matter of our academic integrity that we call you on it.

Indeed, in certain circumstances (such as cheating), we may be required to exit you from the program and/or charge you with a violation of the College's Code of Student Conduct. For the College is every bit as committed to academic integrity as we are.

This brings us to a difficult question with regard to academic integrity; what if you become aware of a fellow classmate who is not living up to the principles of academic integrity, but you sense that we're not aware of it? What should you do? We'll give you the answer, but we'll acknowledge up front that it's a hard one. Nevertheless, we would hope that you would at least grapple with it if you are ever confronted with the situation. The answer is that you should tell us. But why?

Academic integrity, as with so much in life, involves a system of interconnected rights and responsibilities that reflect our mutual dependence upon one another. The success of our individual efforts in this program, as with so much in life, depends on all of us conscientiously exercising our rights and living up to our responsibilities. And the failure of any of us – even just one of us – to do what is required will diminish, however slightly, the opportunity for the rest to achieve their goals. That is why it's essential for all of us in this program to practice academic integrity. For practice today will lay a solid foundation for practice tomorrow, and the day after that, and the day after that, so that through daily practice integrity will come to be woven throughout the fabric of our lives, and thus through at least a part, the fabric of those individuals we work with and treat.

This letter grows out of, and is based on, ideas contained in the first draft of "Fundamental Principles of Academic Integrity: From Process to Practice," a document developed by the Center of Academic Integrity.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Faculty APTA Positions

Faculty Member:	Position(s) Currently Held:
Kim Snyder, PTA, MEd	<ul style="list-style-type: none"> ➤ Chairperson for the Clinical Education Terminology Task Force for PTA (National Position) ➤ Reactor Panel for Competency Based Physical Therapy Education – Education Leadership Partnership (National Position) ➤ Mentor to Vice Chair of the Biophysical Agents SIG (National Position) ➤ Liaison for BPA SIG to the APTE PTAE SIG (National Position) ➤ Nominating Committee for the Central ACCE Consortium (Regional Position) ➤ Key Legislative Contact for IPTA (District Position)
Michelle Kujawa, MSPT	<ul style="list-style-type: none"> ➤ Nominating Committee for Southern District IPTA (District Position) & IPTA (State Position) ➤ Key Legislative Contact for IPTA (District Position) ➤ House of Delegates Alternate Representative for Southern District IPTA (District Position)
Robert Lutz, PTA, BS	<ul style="list-style-type: none"> ➤ Vice Chair for Southern District IPTA (District Position) ➤ Nominating Committee for Southern District IPTA (District Position) ➤ PTA Assembly Representative for Southern District IPTA (District Position)
Ashley Gisher, PTA	<ul style="list-style-type: none"> ➤ Secretary/Treasurer for Southern District IPTA ➤ PTA Assembly Representative for Southern District IPTA (District Position)

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Southwestern Illinois College
Physical Therapist Assistant Program

Introduction to Physical Therapy: History, Definition, Role, APTA & Work Settings
(excerpts taken from PTA 100 Introduction to PT course syllabus)

I. Historical Development/Origins

- The ancient practice of **massage** by the Chinese
- **Hydrotherapy** practiced by the Greeks and Romans
- **Electrotherapy** introduced in the 1600's

II. Historical Timeline

1. 1917 World War I and Poliomyelitis:

- **Mary McMillan** is instrumental in the development of the Physical Therapy profession
- **Reconstruction aides** were created to provide reconstruction (therapy) to persons injured in the war
- After the war ended, the polio epidemic created a need for increased health care workers; **physiotherapists** were created as part of the team of persons to care for victims of polio. Physiotherapists provided muscle strength measurements, exercise and massage.
- 1936 – the first PT programs were accredited by the American Medical Association at a certificate or **baccalaureate degree**

2. 1960's through early 1990's

Society was facing an aging population and the promotion of health and disease prevention became important: in response, federally funded health programs increased the demand for PT

1960 - APTA policy declared the **baccalaureate degree** as the minimum educational requirement for a physical therapist.

1967 - the first PTA programs were established. SWIC (or Belleville Area College/BAC at the time) was the fourth PTA program to open in the US. Most programs were established at an Associate's degree.

1979 – APTA passed a resolution to require an entry level, post baccalaureate degree (Master's degree) as the minimum educational requirement for a physical therapist by the year 1990. It wasn't until 1999 that the resolution requiring this level of education was enacted and not until 2002 did the Commission on Accreditation in Physical Therapy Education (CAPTE) cease to accredit programs not granting a post baccalaureate.

1983 – the American Medical Association (AMA) withdrew its accreditation of PT programs and allowed the Commission on Accreditation in Physical Therapy Education (CAPTE) the sole responsibility of accrediting PT programs.

2000 – APTA HOD passed Vision 2020 that began, “By 2020, physical therapy will be provided by physical therapists who are doctors of physical therapy...” This was met before 2013.

B. Present day – a Doctorate of Physical Therapy (DPT) is the educational requirement for physical therapist and the Associate's degree is the minimum educational requirement for a PTA.

All states offer some form of direct access to PT but most states are still fighting for unrestricted direct access for the DPT (Doctorate of Physical Therapy). Direct Access will be discussed within the Intro to PT course during the student's first semester at SWIC.

Note: Ongoing discussions regarding the minimum educational requirement for the PTA continue within APTA with the most recent discussions taking place among PTA Educators in Feb 2018 at the national conference. The predominate thought from this meeting was to continue offering the AAS for PTA but with the possibility of creating a Bachelor's program for advanced course content. The year 2030 was discussed as a potential for implementation. It is worth noting that similar suggestions have been investigated by APTA in the past with task force work in the 1990's, 2000's and as recent as 2012-2015 with no changes implemented to date.

III. Model Definition of Physical Therapy:

Physical therapy is a health profession whose primary purpose is the promotion of optimal human health and function through the application of scientific principles to prevent, identify, assess, correct, or alleviate acute or prolonged movement dysfunction.

A. Services provided by or under the supervision of a PT:

1. Examination and Evaluation:

- a. The **examination** is the process for gathering subjective and objective data about the patient/client. It is also a comprehensive screening and specific testing process leading to diagnostic classification or, as appropriate, to a referral to another practitioner. Physical therapy examination has three components: the patient/client history, the systems review, and tests and measures.
- b. The **evaluation** is a dynamic process in which the physical therapist makes clinical judgments based on the data gathered during the examination. The evaluation results in the determination of a diagnosis, prognosis and interventions. The evaluation reflects the severity of the current problem, the presence of preexisting conditions, the possibility of more than one site involvement, and the stability of the condition.

2. Establishment of Diagnoses, Prognosis/Goals, and Intervention

- a. Based on the information/findings from the examination/evaluation, the PT determines a **PT diagnosis and establishes a plan of care**. The plan of care includes the prognosis, interventions and short-term goals (STG) and long-term goals (LTG).

3. Prevention of Injury

- a. This includes promotion, education and maintenance of health, fitness and quality of life.

4. Consultation, Education, and Research

- a. Physical therapy is an ever-changing field. We must be willing to change and evolve. This category includes consultation (corporations, other healthcare facilities), education (individuals and community), and research (supporting our practices/techniques with evidence; create new treatment approaches)

B. PT/PTA/PT Tech Duties & Responsibilities:

1. Physical Therapists Role: (APTA website) Physical therapists (PTs) are health care professionals who diagnose and treat individuals of all ages, from newborns to the very oldest, who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives.

During the summer of 2017, the APTA defined a new Scope of Practice for Physical Therapist; it is as follows: "The professional scope of physical therapist practice is grounded in basic, behavioral, and clinical sciences. It is supported by education, based on a body of evidence, and linked to existing and emerging practice frameworks. The professional scope evolves in response to innovation, research, collaboration, and changes in societal needs. The professional scope consists of patient and client management, which includes diagnosis and prognosis, to optimize physical function, movement, performance, health and quality of life across the lifespan. Additionally, the professional scope includes contributions to public health services aimed at improving the human experience."

- PTs examine each individual and develop a plan using treatment techniques to promote the ability to move, reduce pain, restore function, and prevent disability. In addition, PTs work with individuals to prevent the loss of mobility before it occurs by developing fitness and wellness-oriented programs for healthier and more active lifestyles.
- According to *The Guide Physical Therapy Practice*; a PT is responsible for the following:

- Diagnosis – based on patient symptoms and patient presentation
- Examination – skills performed by the PT; including medical history, systems review, test, and measurements.
- Evaluation – skills performed by the PT that include clinical judgment based on examination.
- Prognosis – an indicator/predictor of the patient’s rehab potential; often reported as excellent, good, fair, or poor.
- Interventions - treatment/techniques indicated by the patient’s condition.
- Assessment – encompasses skills performed such as ROM and Strength via Goniometry and Manual Muscle testing.
- In order for a PT to perform an evaluation, the PT must either have an order from MD or must be practicing in a state that allows for **direct access***.
- Physical therapists provide care for people in a variety of settings, **including hospitals, private practices, outpatient clinics, home health agencies, schools, sports and fitness facilities, work settings, and nursing homes.**
- State licensure is required in each state in which a physical therapist practices.
 - Continuing competence must be maintained for each 2 year licensing window (Illinois requires 40 CEUs per renewal period with 3 hrs of ethics education, Missouri requires 30)
- All PTs must receive a graduate degree from an accredited physical therapist program before taking the national licensure examination.
- Current programs offer the doctor of physical therapy (DPT) degree. And there are **236** accredited PT Programs. There are also 22 developing programs who currently look to provide DPT programming (CAPTE)
- More than **210,900** physical therapists are licensed in the U.S. today.

2. Physical Therapist Assistants Role: (APTA website) Physical therapist assistants (PTAs) provide physical therapy services under the direction and supervision of a physical therapist.

- PTAs help people of all ages who have medical problems, or other health-related conditions that limit their ability to move and perform functional activities in their daily lives.
- According to ***The Guide Physical Therapy Practice***; a PTA is responsible for the following:
 - Assessment – encompasses skills performed by **BOTH the PT & PTA** such as ROM and Strength via Goniometry and Manual Muscle testing.
 - Interventions - treatment/techniques indicated by the patient’s condition.
 - **PTA** can also make modifications to specific interventions within the PT Plan of Care (POC)
- PTAs work in a variety of settings including **hospitals, private practices, outpatient clinics, home health, nursing homes, schools, sports facilities, and more.**
- State licensure or certification is required in each state in which a PTA practices
 - Continuing competence must be maintained for each 2 year licensing window (Illinois requires 20 CEUs per renewal period with 3 ours of ethics education, Missouri requires 30)
- To work as a physical therapist assistant (PTA), an individual must graduate with an associate degree (two years, usually five semesters) from an accredited PTA program at a technical or community college, college, or university
- PTAs work under the direction of a physical therapist (PT). PTAs' duties can include assisting in instructing patients in exercises and activities of daily living (including physical modalities), using special equipment, collecting data on the patient's progress, and documenting and reporting on the patient's response.
- There are currently **351** PTA programs across the country with **24** programs currently in development (CAPTE)
- More than **85,580** physical therapist assistants are licensed in the U.S. today.
- There is a high demand for physical therapist assistants in the workforce despite the economic downturn. According to the Bureau of Labor Statistics, employment of physical therapists is

expected to grow by 35 percent from 2008 to 2018, much faster than the average for all occupations. The need for PTAs is expected to increase into the foreseeable future as the U.S. population ages and the demand for physical therapy services grows.

3. Physical Therapy Technician/Aide: “Physical therapy aide” means a person who has received **on the job training**, specific to the facility in which he/she is employed, but who has not completed an approved physical therapist assistant program. Patient care activities **shall not include** interpretation of referrals, evaluation procedures, the planning of or major modifications of, patient programs. (Government Affairs – Illinois)

IV. The American Physical Therapy Association (APTA)

American Physical Therapy Association (APTA): The national professional organization representing and promoting the profession of physical therapy. Currently the APTA represents approximately 95,000 PTs/PTAs/ and professional students. www.apta.org

APTA is a voluntary membership but will be required for all PTA students during the program, as APTA.org and EBP resources will be utilized throughout the program in place of required texts. This best allows the faculty to prepare students for the ever-changing health care environment and ensure student exposure to contemporary and evidence based practice.

1. **Benefits of belonging to the APTA:** www.apta.org/benefits/PTAs

- Advocacy
 - Federal and state levels
 - healthcare reform
 - reimbursement
- Public relations and marketing
 - marketing templates
 - MoveForwardPT.com
- Networking
 - Live events
 - Social media
 - Find a PT
- Professional development
 - Advanced Proficiency for the PTA
 - APTA learning center. <http://learningcenter.apta.org/default.aspx>
 - Clinical practice resources (documentation, supervision etc)
- Evidence Based Practice
 - Article Search <http://www.ptnow.org/ArticleSearch>
 - PTNow <http://www.ptnow.org/Default.aspx>
 - Professional Journals <http://ptjournal.apta.org/>
- Other benefits
 - HPSO insurance
 - Business, workers comp
 - Professional liability
 - Personal insurance (health, life, STD, LTD, pet health, dental, Medicare supplement, AD&D)
 - Auto, Home, Renters etc via Geico
- Financial Programs
 - Personal Credit Card
 - Business Credit Card
 - Personal Checking with BOA
- Discount Programs
 - Discounts on all CEU opportunities
 - APTA online mall
 - Car rental

- Office Depot/Max discount
- UPS discount
- Wyndham hotels

2. **APTA's Purpose Statement:** The American Physical Therapy Association exists to improve the health and quality of life of individuals in society by advancing physical therapist practice.

3. **Core Documents of the APTA:** The Core Documents Definition states that a Core Document "defined the fundamental tenets of the association" and is "an indispensable document with which all association positions, standards, guidelines, policies, procedures and publications must comply."
 - The document serves as the basis for other association documents.
 - The document is essential to the function of the association.
 - The document is essential to the areas of practice, research, or education.
 - Other association documents must comply with the document.

The Core Documents are:

(link to be available on Blackboard for review of documents, during PTA 100 Intro to PT)

- Guiding Principles to Achieve the Vision
- Code of Ethics for the Physical Therapist
- APTA Guide for Professional Conduct
- Standards of Practice of Physical Therapy
- Criteria for Standards of Practice for Physical Therapy
- Guidelines: Physical Therapy Documentation of Patient/Client Management
- Professionalism in Physical Therapy: Core Values
- Standards of Ethical Conduct for the Physical Therapist Assistant
- APTA Guide for Conduct of the Physical Therapist Assistant
- Value-Based Behaviors for the Physical Therapist Assistant
- Bylaws of APTA
- Standing Rules of APTA

V. Physical Therapy Work Settings:

- ❖ **Inpatient:** Medical care is provided within a hospital, special care facility, or nursing home environment in which the patient has been admitted.
 - ❖ **Acute Care:** care given within a hospital. Acute is defined as having:
 - rapid onset
 - severe symptoms
 - short course (not chronic)
 - recent surgery or injury
 - labor and delivery
 - illnesses requiring hospitalization

 - ❖ **Sub-acute Care:** care given within hospital, free standing Sub acute or Rehab facility. Sub-acute is defined as:
 - between acute and chronic with some acute features
 - less intense level of care than Rehab, more intense than skilled nursing center
 - less expensive for insurance than Rehab

 - ❖ **Rehabilitation: (Rehab):** care given within a hospital Rehab Unit, free standing Rehabilitation Facility. Rehab is defined as:
 - treatment and education of the disabled individual to attain maximal function

- includes persons impaired physically or mentally
 - combined efforts of a multidisciplinary team (PT, OT, Speech, Nursing, MD, Psych)
 - family and patient education/participation essential
 - more intense therapies
 - stroke, brain injury, spinal cord injury, multi trauma, multiple sclerosis, amputee, etc
- ❖ **Skilled Nursing: (SNC Skilled Nursing Center or SNF Skilled Nursing Facility):** care given with a hospital SNC unit, free standing SNC facility, Extended Care Facility. Skilled nursing care is defined as:
 - patients required the skills of a nurse, PT, OT to provide care after hospitalization
 - patients mostly Medicare/Medicaid
 - treatments meant to improve or restore function
 - ❖ **Extended Care: (ECF Extended Care Facility):** Free standing or hospital based facility. Extended Care is defined as:
 - long term care is provided
 - patients in need of nursing assistance
 - commonly known as nursing home
 - individuals are residents of the facility versus patients
 - treatments are to maintain current level of function
- ❖ **Outpatient:** Medical services are rendered at a hospital, clinic, or dispensary, whereby the individual receiving treatment is not admitted.
 - ❖ **Outpatient Orthopedics:** Orthopedic care provided on an outpatient basis. Patients present with low back pain, ACL repair, Rotator Cuff repair, etc.
 - ❖ **Outpatient Neuro:** Medical care involving neurological patients provided on an OP basis. Patients may have diagnosis of stroke, spinal cord injury, brain injury, amputation, multiple sclerosis, etc.
 - ❖ **Sports Medicine:** Preventative care and treatment of injuries related to individuals involved in sports and athletics. Treatments are often tailored as training methods and practice.
 - ❖ **Work hardening/Industrial Rehabilitation:** Treatment of work-related injuries through use of simulated work activities. Patients are usually on workman's compensation.
 - ❖ **Chronic Pain Clinics:** Chronic is defined as designating a disease showing little change or of slow progression; opposite of acute. Chronic pain clinics provide patients with skills and counseling for coping with prolonged disease and pain. Most patients were seen in OP Ortho or Neuro prior to pain clinic.
 - ❖ **Home Health Care:** Agencies which provide a variety of services to home bound patients. (I.e. nursing care, bathing/feeding assistance, physical therapy, etc.) Homebound = unable to attend OP Ortho or Neuro.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Program Mission and Goals

Physical Therapist Assistant Program Mission

The Physical Therapist Assistant Program at Southwestern Illinois College provides students with a variety of experiences and opportunities to develop the skills required of the entry-level physical therapist assistant. The program continually assesses student learning and makes necessary modifications in teaching methods as indicated to best prepare students for contemporary practice as a physical therapist assistant. The mission and values of the college and the core values of the American Physical Therapy Association are reinforced through professional role modeling and advocacy for the profession and society.

Student Learning Outcomes (SLOs by SWIC definition):

The student in this program shall be able to:

- 1. Demonstrate competency in implementing physical therapy assessments and interventions, within the therapist's plan of care in a safe, legal, ethical, and efficient manner.**
- 2. Communicate effectively in a professional and culturally competent manner with patients, caregivers and members of the health care team.**
- 3. Demonstrate responsibility as a self-directed, life-long learner by accessing reliable resources to advance knowledge, skills and contemporary expertise.**

Physical Therapist Assistant Program Goals

Goals Related to Didactic and Clinical Program:

The PTA Program at Southwestern Illinois College will:

1. Graduate entry-level clinicians with a strong skill set who are prepared both didactically and clinically for passing licensure and entering the workforce.
2. Foster life-long learning to reflect contemporary practice and promote advocacy to best meet the needs of the profession and society.

Goals Related to Students/Graduates (Educational/Learning Goals by SWIC OA Committee definition):

The PTA Program at Southwestern Illinois College will graduate students that will:

1. Educate individuals in the role of the physical therapist assistant within the profession of physical therapy as well as within the interprofessional healthcare team.
2. Explain basic human anatomy, physiology and development and how it is relevant to providing physical therapy interventions.
3. Demonstrate competency in implementing contemporary physical therapy interventions while providing sound rationale, under the supervision and direction of the physical therapist, and in modifying the intervention within the therapist's plan of care.
4. Maintain a safe, effective, and efficient work environment, and respond appropriately in a medical emergency.

5. Collect data and report patient status to the physical therapist and/or other members of the interprofessional healthcare team through appropriate oral and/or written communication.
6. Recognize when to notify the physical therapist to re-examine and re-evaluate the patient due to change in patient status or clinical environment.
7. Skillfully utilize equipment and technology common in physical therapy.
8. Educate patients, family, caregivers, and/or society regarding health and wellness.
9. Display professional behaviors complimentary to the profession through sound ethical decision making and advocacy.
10. Recognize and respond to the individual needs of patients, family, caregivers and/or members of the interprofessional healthcare team and to the collective needs of society in a culturally competent manner.
11. Demonstrate initiative as a self-directed, life-long learner by accessing reliable resources to advance knowledge, skills and contemporary expertise.
12. Practice physical therapy within the limits of the law and educational training.

Goals Related to Faculty:

The PTA Program Faculty at Southwestern Illinois College will:

1. Uphold the mission and values of the college and the core values of the American Physical Therapy Association as demonstrated through professional role modeling and advocacy for the profession and society.
2. Demonstrate life-long learning through the pursuit of continuing education related to the profession of physical therapy and area of teaching responsibility.
3. Demonstrate professional growth in teaching, learning and/or technology.
4. Continually update course materials to provide students a contemporary education.
5. Provide students with a variety of experiences while continually assessing student learning and making necessary modifications to best prepare students for contemporary practice.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Program Accreditation

PTA Program Accreditation

The Physical Therapist Assistant Program at Southwestern Illinois College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, VA 22305-3805; telephone 800-999-2782; email: accreditation@apta.org ; web site <http://www.capteonline.org>.

The program's curriculum is guided by the standards developed by the Commission. Our accreditation status means SWIC has met the standards required and helps to assure the public that our curriculum will graduate competent clinicians. It allows the college's PTA graduates to take the National Physical Therapy Examination for the PTA and become licensed to practice physical therapy.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Program History

2019 marked the 50th Anniversary of the PTA in the PT Profession. **Southwestern Illinois College (SWIC) PTA program accepted its first class of students in 1969. In June of 1971, what was known as Belleville Area College Uptown Campus graduated 9 PTA students.** Other programs that graduated before the end of 1971 were:

- St. Mary's Junior College, Minneapolis, MN (June 1969)
- Miami-Dade Junior College, Miami, FL (August 1969)
- Central Piedmont Community College, Charlotte, NC (March 25, 1970)
- Mt. Hood Community College, Gresham, OR (June 1970)
- Green River Community College, Auburn, WA (June 12, 1970)
- Loma Linda University, Loma Linda, CA (1970)
- **Belleville Area College, Uptown Campus, Belleville, IL (June 1971)**
- Lehigh County Community College, Lehigh County, PA (June 4, 1971)
- Greenville Technical Education Center, Greenville, SC (August 31, 1971)

The program has had **only 4 Program Coordinators in its 50 year history**; with one of the four acting as the current PTA Program Coordinator and ACCE, Kim Snyder, PTA, MEd.

- **Kim has been involved in the past 4 CAPTE visits** including 1990 (Kim as a Clinical Instructor for SWIC students), 2000 (Kim as full time faculty/ACCE/and Interim Program Coordinator), 2010 and 2020 (Kim as full time faculty/ACCE/Program Coordinator).

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**Southwestern Illinois College
Physical Therapist Assistant Program**

COURSE CURRICULUM FOR THE ASSOCIATE IN APPLIED SCIENCE DEGREE FOR THE PHYSICAL THERAPIST ASSISTANT PROGRAM

<u>FIRST YEAR: FALL SEMESTER</u>		<u>CREDIT HOURS</u>
BIOL 105	Human Biology	4
ENG 101	Rhetoric & Composition	3
PSYC 151	General Psychology	3
PTA 100 HY	Introduction to Physical Therapy	1
PTA 101	Physical Therapy Science & Skills	4
PTA 102	Patient Care Skills & Assessment	<u>3</u>
		18

<u>FIRST YEAR: SPRING SEMESTER</u>		<u>CREDIT HOURS</u>
HRO 100	Medical Terminology	1
SPCH 151	Fund of Public Speaking	3
PTA 150	Theory of Physical Agents I	3
PTA 151	Application of Physical Agents I	2
PTA 160	Kinesiology & Clinical Orthopedics	5
PTA 161	Orthopedic Interventions	3
PTA 165 IN1*	Pathology I	<u>1</u>
		18

<u>FIRST YEAR: SUMMER SEMESTER</u>		<u>CREDIT HOURS</u>
PSYC 210	Life Span Development	3
SOC 153	Introductory Sociology	3
PTA 170	Clinical Experience I	<u>3</u>
		9

<u>SECOND YEAR: FALL SEMESTER</u>		<u>CREDIT HOURS</u>
PTA 200	Theory of Physical Agents II	3
PTA 201	Application of Physical Agents II	2
PTA 210	Therapeutic Exercise & Rehabilitation	5
PTA 211	Rehabilitation Techniques	3
PTA 220 IN1*	Pathology II	<u>3</u>
		16

<u>SECOND YEAR: SPRING SEMESTER</u>		<u>CREDIT HOURS</u>
PTA 270	Clinical Experience II	8
PTA 280	Clinical Seminar	<u>2</u>
		10

NOTE: HY refers to Hybrid course; with in-class and online instruction

NOTE: IN1 refers to completely online course(s).

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**Southwestern Illinois College
Physical Therapist Assistant Program**

**COURSE DESCRIPTORS FOR CLASSES COMPLETED PRIOR TO
CLINICAL EXPERIENCE I**

PTA 100 HY- INTRODUCTION TO PHYSICAL THERAPY

1 CR

This course introduces students to the profession of physical therapy, the role of the physical therapist (PT), physical therapist assistant (PTA), and the PT technician/aide. Emphasis is placed on a strong interprofessional team approach to providing optimal care for patients in a variety of practice settings. The Guide to PT Practice terminology is introduced, along with the Vision, Principles, Purpose, and Values of the American Physical Therapy Association (APTA). Discussion of the APTA includes the benefits, rights, and privileges of voluntary membership in this professional organization representing PT/PTAs. Review of APTA Core Documents provides students with insight into professional and ethical conduct; and APTA's policies, standards, positions, and guidelines serve as the basis of discussions regarding optimal health care standards. A comparison of federal and state statutes are discussed, along with legal issues, health care reimbursement, quality assurance and infection control. Further discussion encompasses the purpose and importance of research in providing quality, contemporary interventions. Students learn how to assess the credibility of resources and how to read professional literature identifying validity, reliability and the level of statistical significance. Integration of evidence based practice with clinical expertise is encouraged and the development of life-long learning skills is emphasized. Program Admission, ENG 101, BIOL 105 with a grade of "C" or better or concurrent enrollment.

PTA 101 - PHYSICAL THERAPY SCIENCE & SKILLS

4 CR

This course introduces students to the science and skills of physical therapy. Anatomical muscle and joint structure and function first introduced in Biology are expanded upon to provide the foundation for physical therapy related treatment. Students are introduced to physical therapy equipment and supplies necessary for providing assessments and interventions that are safe, effective and efficient for both the patient and the clinician. Assessment of range of motion, strength and vitals, along with an introduction to functional outcome measures prepares students for properly reporting patient status and acting as an integral member of the interprofessional health care team. Electronic Health Records and proper documentation are introduced, along with medical terminology commonly utilized in contemporary physical therapy practice. A strong PT/PTA relationship is encouraged while students are taught to provide interventions such as range of motion, strengthening and mobility training primarily for patients with an orthopedic injury/condition within the PT Plan of Care. This course also includes management of medical emergencies, psychosocial issues affecting patients after injury or disease, and communication skills necessary for interaction with patients, family, caregivers and other members of the interprofessional healthcare team. Program Admission, ENG 101, BIOL 105 with a grade of "C" or better or concurrent enrollment.

PTA 102 – PATIENT CARE SKILLS & ASSESSMENT

3 CR

This course allows students to apply the foundational science and skills of contemporary physical therapy practice discussed in PTA 101 Physical Therapy Science and Skills. Case scenarios are utilized to facilitate the use of physical therapy equipment and supplies, and develop the skills necessary for providing assessments and interventions that are safe, effective and efficient as they pertain to the Plan of Care established by the PT while considering the patient perspective and environment. Additionally, case scenarios give students the opportunity to develop professional behaviors complimentary to the profession and recognize changes in skin condition and safety factors while using assistive devices and equipment. Oral and written communication skills are enhanced through patient education, documentation and communication with members of the interprofessional health care team. Students must demonstrate competency in performing the following assessment skills: goniometric and strength assessment of appendicular anatomy and vital signs; and interventions including: range of motion/strengthening, transfer and gait training (primarily for patients with an orthopedic injury/condition). Proper positioning and draping of patients are emphasized. This course also includes attainment of American Heart Association certification in CPR and AED for all ages. Program Admission, ENG 101, BIOL 105 with a grade of "C" or better or concurrent enrollment.

PTA 150 – THEORY OF PHYSICAL AGENTS I**3 CR**

This course introduces students to manual therapy and biophysical agents utilized to modulate or decrease pain, reduce or eliminate edema, improve circulation, enhance connective tissue extensibility, remodel scar tissue, decrease restrictions associated with musculoskeletal injury, increase joint mobility, decrease nerve root compression and improve patients' exercise performance. Students learn to utilize manual therapy techniques such as massage, fascial release and soft tissue mobilization, and physical agents including superficial and deep heat, light, cryotherapy, hydrotherapy, traction, and compression; as an adjunct to therapeutic exercise, to achieve optimal outcomes. Appropriate tools and functional measures are discussed to assist students in reporting patient status. Classroom discussions involve theoretical and scientific background, physiological responses, indications, contraindications and precautions, clinical applications, parameter selection, documentation, discussion of current research and contemporary practice, clinical decision making, integration and sequencing within the PT Plan of Care, and reimbursement. The role of the physical therapist assistant in implementing the interventions is discussed with adherence to legal practice standards and emphasis on consistency with APTA guidelines. Prerequisites: BIOL 105, ENG 101, PTA 100, PTA 101, PTA 102 with a grade of "C" or better.

PTA 151 – APPLICATION OF PHYSICAL AGENTS I**2 CR**

This course allows students to experience the manual therapies and biophysical agents discussed in PTA 150 Theory of Physical Agents I, as well as develop entry level skill in their application. Students are taught to skillfully assess the patient, collecting data utilizing appropriate tools and measures and how to apply manual therapies and physical agents for addressing specific anatomical locations/conditions/diagnoses in response to visual and palpatory assessment. Students must demonstrate competency in performing manual therapies including massage, fascial release and soft tissue mobilization and physical agents such as moist heat, paraffin, ultrasound, cryotherapy, compression and traction, as it pertains to the Plan of Care established by the PT. Students must also demonstrate competency in performing girth measurements and aseptic technique with proper donning and doffing of Personal Protective Equipment (PPE). All skills must be performed in a safe, effective and efficient manner with a variety of equipment and supplies while considering the patient perspective and environment, and recognizing changes in skin condition and other safety factors. Proper positioning and draping of patients are emphasized and case scenarios are utilized for simulated practice of assessments and interventions. Oral and written communication skills are enhanced through patient education, documentation and communication with members of the interprofessional healthcare team. Professional behaviors, indications, contraindications, precautions, problem solving, fiscal and time management and adherence to legal standards and APTA guidelines are emphasized in the delivery of quality patient care. Prerequisites: BIOL 105, ENG 101, PTA 100, PTA 101, PTA 102 with a grade of "C" or better.

PTA 160 – KINESIOLOGY & CLINICAL ORTHOPEDICS**5 CR**

This course introduces students to kinesiology, the scientific study of human movement and how it pertains to contemporary physical therapy assessments and interventions of patients with orthopedic related diagnoses/conditions. This course enhances students' previous knowledge of muscle and joint structure and function, goniometry, manual muscle testing, range of motion/strengthening and mobility training attained in PTA 101 Physical Therapy Science and Skills. As each joint of the appendicular skeleton and each region of the axial skeleton is studied individually, the students' knowledge is expanded to include a deeper understanding of anatomical structures, special tests and related orthopedic diagnoses/conditions, medical and physical therapy management including, but not limited to flexibility testing, stretching, strengthening, endurance/power training, aerobic/anaerobic conditioning, and use of contemporary orthoses. Functional outcome measures related to orthopedic injuries/conditions will be discussed and case scenarios utilized to enhance problem solving skills. Combined joints of the appendicular and axial skeleton are studied when introducing the gait cycle in preparation for gait analysis, posture assessment, and respiratory function. Prerequisites: BIOL 105, ENG 101, PTA 100, PTA 101, PTA 102 with a grade of "C" or better.

PTA 161 – ORTHOPEDIC INTERVENTIONS**3 CR**

This course provides students the opportunity to perform stretching and strengthening exercises discussed in PTA 160 Kinesiology & Clinical Orthopedics, while refining skills acquired in PTA 102 Patient Care Skills & Assessment. Students must demonstrate competency, as well as develop entry level skill in their performance of flexibility testing, goniometry, manual muscle testing, posture assessment, stretching and strengthening of each joint of the appendicular skeleton and each region of the axial skeleton, as it pertains to the Plan of Care established by the PT. All skills must be performed in a safe, effective and efficient manner with a variety of equipment and supplies while considering the patient perspective and environment. Students learn to recognize changes in skin condition and safety factors while using assistive devices and equipment. Proper positioning and draping of patients are emphasized and case scenarios are utilized for simulated practice of assessments and interventions. Oral and written communication skills are enhanced through patient education, documentation and communication with members of the interprofessional health care team. Professional behaviors, problem solving, fiscal and time management, and adherence to legal standards and APTA guidelines are emphasized in the delivery of quality patient care. Prerequisites: BIOL 105, ENG 101, PTA 100, PTA 101, PTA 102 with a grade of “C” or better.

PTA 165 IN1– PATHOLOGY I**1 CR**

This course begins with an analysis of the factors which affect health followed by review of pathologic conditions and interventions to various body systems. It is the first of a two part course sequence in pathology which will include: etiology, incidence, risk factors, manifestations, general medical diagnosis, treatment options, and special implications for the PTA. Topics covered in this course are intended to help prepare the PTA student for his/her first summer clinical experience and includes pathologies related to the metabolic, gastrointestinal, hepatic, biliary, endocrine, renal, urologic, genital, and reproductive systems, as well as management/prevention of infectious diseases, autoimmune disorders and PT interventions utilized in the acute care setting. Appropriate tools and functional measures will be discussed to assist students in reporting patient status. Prerequisites: BIOL 105, ENG 101, PTA 100, PTA 101, PTA 102 with a grade of “C” or better.

COURSE DESCRIPTORS FOR CLASSES COMPLETED AFTER CLINICAL EXPERIENCE I & PRIOR TO CLINICAL EXPERIENCE II

PTA 170 - CLINICAL EXPERIENCE I**3 CR**

This course allows students to enter the clinical environment under the supervision of a physical therapist or physical therapist assistant clinical instructor. Opportunities are available for students to apply skills previously simulated during didactic instruction, as well as observe and assist with other physical therapy interventions as deemed appropriate by the clinical instructor. Students will continue to develop skills in monitoring and modifying patient interventions within the PT Plan of Care while considering the patient perspective and environment, and focusing on time efficiency and communication with members of the interprofessional healthcare team. A comprehensive, computerized exam of all knowledge acquired in the first year of the program must be passed prior to entering the clinic. Students meet in the classroom prior to clinical experience to perform a self-assessment of abilities, develop goals/objectives for Clinical Experience I, and discuss appropriate clinical behaviors, evidence based practice, legal and ethical dilemmas, fiscal management, conflict resolution, and quality assurance. Students return to the classroom at the conclusion of Clinical Experience I to reflect on and share their experiences while comparing and contrasting the assessments, interventions and documentation practices encountered in the various health care settings. A service activity and reflection paper are also completed in order to promote future volunteerism and patient advocacy. Prerequisites: HRO 100, PSYC 151, SPCH 151, PTA 150, PTA 151, PTA 160, PTA 161, PTA 165 all with a grade of “C” or better.

PTA 200 – THEORY OF PHYSICAL AGENTS II

3 CR

This course is a continuation of instruction involving physical agents previously taught in PTA 150 Theory of Physical Agents I. Electrotherapeutic modalities are introduced to modulate or decrease pain, reduce or eliminate edema, improve circulation, increase the rate of healing of open wounds and soft tissue, enhance connective tissue extensibility, decrease restrictions associated with musculoskeletal injury, increase joint mobility, decrease unwanted muscular activity, enhance neuromuscular performance, assist muscle force generation and contraction, and provide orthotic substitution during functional activities. Stages of wound healing, assessment of patients with open wounds, and clinical management are addressed. This course prepares students to utilize electrotherapeutic modalities concurrently with previously learned physical agents, when appropriate and indicated for pain, edema, tissue repair, medication delivery, impaired joint mobility, muscle disuse atrophy and orthotic substitution. Use of physical agents and electrotherapeutic modalities are discussed as an adjunct to physical therapy intervention. Appropriate tools and functional measures are discussed to assist students in reporting patient status. Classroom discussions involve theoretical and scientific background, physiological responses, indications, contraindications, precautions, clinical applications, parameter selection, documentation, discussion of current research and contemporary practice, clinical decision making, integration and sequencing within the PT Plan of Care, and reimbursement. The role of the physical therapist assistant in implementing the interventions is discussed with adherence to legal practice standards and emphasis on consistency with APTA guidelines. Prerequisites: PSYC 210, SOC 153, PTA 170 all with a grade of “C” or better.

PTA 201 – APPLICATION OF PHYSICAL AGENTS II

2 CR

This course is a continuation of instruction involving physical agents previously performed in PTA 151 Application of Physical Agents I. Students experience the electrotherapeutic modalities discussed in PTA 200 Theory of Physical Agents II, as well as develop entry level skill in their application. Students are taught to skillfully assess the patient, collecting data utilizing appropriate tools and measures and how to apply electrotherapeutic modalities for addressing specific anatomical locations/conditions/diagnoses in response to visual and palpatory assessment. Students must demonstrate competency in performing electrical stimulation for pain, edema, tissue damage, medication delivery, impaired joint mobility, muscle disuse atrophy and orthotic substitution; as it pertains to the Plan of Care established by the PT. All skills must be performed in a safe, effective and efficient manner with a variety of equipment and supplies while considering the patient perspective and environment, and recognizing changes in skin condition and other safety factors. Proper positioning and draping of patients are emphasized and case scenarios are utilized for simulated practice of assessments and interventions. Oral and written communication skills are enhanced through patient education, documentation and communication with members of the interprofessional healthcare team. Professional behaviors, indications, contraindications, precautions, problem solving, fiscal and time management, and adherence to legal standards and APTA guidelines are emphasized in the delivery of quality patient care. Prerequisites: PSYC 210, SOC 153, PTA 170 all with a grade of “C” or better.

PTA 210 – THERAPEUTIC EXERCISE & REHABILITATION

5 CR

This course introduces students to physical therapy rehabilitative techniques that assist patients in returning to a state of optimal function. The course builds upon students' previous knowledge of data collection, special tests, patient diagnoses/conditions and medical and physical therapy management acquired in PTA 160 Kinesiology & Clinical Orthopedics, and applies it to medically complex patients with numerous comorbidities and those with chronic pain associated with spinal disorders. Students are taught the neuroscience of pain and various treatment techniques including Sahrman and McKenzie, expanding their ability to treat patients with impairments effecting the axial skeleton and those in need of core stabilization. The course is then directed towards patients requiring more extensive rehabilitation including patients with non-organic pain, spinal cord injury, neurological dysfunction, and amputation. Contemporary orthotics, prosthetics, and assistive devices are discussed for the patient with an orthopedic or neurological injury/condition. Neuroanatomy, neurodevelopment, motor control, motor performance, motor learning, and related clinical applications are presented. Neurorehabilitation techniques/theorists and patient management skills emphasized include PNF, NDT, Brunnstrom and Rood. Facilitation and inhibition of abnormal tone are discussed to promote functional training, pre-gait and balance activities utilizing the appropriate stage of motor control. Students are taught to recognize and respond to cognitive, communication, sensory, visual, perceptual, and affective impairments when interacting with patients. Appropriate tools and functional measures for related orthopedic and neurological injuries/conditions are discussed to assist students in reporting patient status and function. The unique needs of special populations, such as pediatrics, and specialized clinical environments, such as work hardening and aquatics, are also discussed. Architectural barriers and accessibility regulations are analyzed, and environmental modifications for home, community and work will be determined, as well as patient's need for adaptive equipment and assistive technologies. Prerequisites: PSYC 210, SOC 153, PTA 170 all with a grade of "C" or better.

PTA 211 – REHABILITATION TECHNIQUES

3 CR

This course allows students to apply the physical therapy rehabilitative techniques discussed in PTA 210 Therapeutic Exercise and Rehabilitation to assist patients in returning to a state of optimal function. This course enhances student's previous knowledge of data collection and interventions acquired in PTA 161 Orthopedic Interventions, and applies it to medically complex patients with numerous comorbidities and those with chronic pain associated with spinal disorders. Students knowledge of Sahrman and McKenzie treatment techniques are expanded along with core stabilization exercises. As students transition from treatment of patients with orthopedic injuries/conditions to those with neurological injuries/conditions, neuro-rehabilitation techniques/theorists including PNF, NDT, Brunnstrom and Rood are emphasized. Facilitation and inhibition of abnormal tone are discussed to promote functional training/pre-gait/balance activities utilizing the appropriate stage of motor control. Transfer and gait training taught in previous semesters is enhanced highlighting proper handling techniques for patients with neurological involvement. Students must demonstrate competency in determining appropriate rehabilitative techniques to utilize, as well as performing the techniques and making necessary modifications within the Plan of Care established by the PT. All skills must be performed in a safe, effective and efficient manner with a variety of equipment and supplies while considering the patient perspective and environment. Students learn to recognize changes in skin condition and safety factors while using assistive devices and equipment. Proper positioning and draping of patients are emphasized and case scenarios are utilized for simulated practice of assessments and interventions. Oral and written communication skills are enhanced through patient education, proper documentation and communication with members of the interprofessional healthcare team. Professional behaviors, problem solving, fiscal and time management, and adherence to legal standards and APTA guidelines are emphasized in the delivery of quality patient care.

Prerequisites: PSYC 210, SOC 153, PTA 170 all with a grade of "C" or better.

PTA 220 IN1 – PATHOLOGY II

3 CR

This course is designed to provide the student with an overview of pathologic concepts and processes with a clinical emphasis. Components of each disease covered include: etiology, incidence, risk factors, manifestations, general medical diagnosis, treatment options, and special implications for the PTA. Appropriate tools and functional measures will again be discussed to assist students in reporting patient status. Conditions covered in this course include disorders of the hematologic, cardiovascular, lymphatic, pulmonary, nervous, and integumentary systems. Oncology and psychological disorders are also included, as well as co-morbidities. A general overview of laboratory tests and values are included to assist students in recognizing precautions for therapeutic interventions. Concepts on health and aging pertaining to the various systems are included to achieve a clinical awareness of life span changes. Prerequisites: PSYC 210, SOC 153, PTA 170 all with a grade of “C” or better.

COURSE DESCRIPTORS FOR CLINICAL EXPERIENCE II AND SEMINAR

PTA 270 - CLINICAL EXPERIENCE II

8 CR

This course allows students to enter two separate clinical environments under the supervision of a physical therapist or physical therapist assistant clinical instructor. Opportunities are available for students to practice skills required of the physical therapist assistant and further refine their time efficiency with all aspects of clinical management, as well as their ability to monitor and progress patient treatment within the PT Plan of Care. Oral and written communication skills are enhanced through patient education, documentation and communication with members of the interprofessional health care team. Professional behaviors, problem solving, fiscal management, and adherence to ethical, legal standards and APTA guidelines are emphasized in the delivery of quality patient care while considering the patient perspective and environment. Prior to the conclusion of this course, students are required to demonstrate entry level performance for all applicable performance criteria, as evaluated by the clinical and academic faculty utilizing the APTA’s Clinical Performance Instrument. Prerequisites: PTA 200, PTA 201, PTA 210, PTA 211, PTA 220 all with a grade of “C” or better.

PTA 280 – CLINICAL SEMINAR

2 CR

This course prepares students for the National Physical Therapy Examination for the PTA and entry into the workforce. Prior to entering the clinic, students are required to pass a comprehensive, computerized exam of all knowledge acquired throughout the program, perform self-assessment of abilities and develop goals/objectives for Clinical Experience II. Classroom discussions include appropriate clinical behaviors, ethical and legal issues, cultural competence, sexual harassment, patient outcomes/discharge planning, fiscal management, and the changing healthcare environment. Students develop a clinical question, conduct a literature review and give an oral presentation on the evidence gathered and results of their research. Students prepare a graduate resume/cover letter and discuss contemporary interviewing and job searching skills. As the culminating experience related to evidence based practice, students give an oral presentation regarding contemporary research. Students also discuss and share their clinical experiences, discuss final preparation for the national licensure exam and review life-long learning opportunities. Prerequisites: PTA 200, PTA 201, PTA 210, PTA 211, PTA 220 all with a grade of “C” or better.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

**EXPLANATION & RATIONALE FOR GENERAL EDUCATION COURSES
REQUIRED IN PTA PROGRAM
(CAPTE STANDARDS 6B & 7A)**

Per accreditation standards, the program's integrated coursework can be completed in 5 semesters. However, faculty advise students that will be working during the program, to consider completing their general education requirements prior to admission. This is recommended so that working students have sufficient hours available for study throughout the curriculum. This recommendation is noted in the program application, brochure, and website, and is reiterated during the program's mandatory boot camp/orientation session(s). Although general education courses may be completed prior to acceptance into the program, the PTA courses are only offered during designated semesters and it will still require two years from acceptance into the program to complete the curriculum. A large percentage of students entering the program each year have their general education requirements met at the time of acceptance.

There are 20 credit hours of general education courses in the PTA program at Southwestern Illinois College; 10 of 18 credits in the first year, fall semester; 4 of 18 in the first year, spring semester, and 6 of 9 in the summer semester are considered general education courses. **The general education courses (those without a PTA prefix) prepare the students in the areas of anatomy and physiology, communication, psychology, medical terminology, human development and sociology. These general education courses prepare students with the foundational materials necessary to meet all the requirements of the Associate in Applied Science Degree when combined with PTA coursework.**

Human Biology (BIOL 105) is taken the first semester of the program. This course provides students a basic overview of all the systems of the body and provides students with foundational knowledge of the integumentary, skeletal, muscular, endocrine, digestive, circulatory, nervous, respiratory, urinary, and reproductive systems. By sequencing this course in the first semester, students will cover the body systems relevant to PTA coursework. The first semester PTA coursework begins with the fundamental and basic skills required of a Physical Therapist Assistant. The body systems will then be expanded on in subsequent semesters of the program. Specifically, the musculoskeletal, neuromuscular, & nervous systems, cardiac, vascular, & pulmonary systems, integumentary, gastrointestinal, metabolic & endocrine systems will be expanded upon; as will the relationship of these systems to interventions provided by Physical Therapists and Physical Therapist Assistants. These aforementioned systems constitute those covered by the National Physical Therapy Examination (NPTE) for PTAs, with clinical application of physical therapy principles and foundational sciences, data collection, interventions, equipment & devices, therapeutic modalities, safety & professional roles, teaching/learning and evidence based practice being the primary emphasis.

Rhetoric and Composition (ENG 101) and Fundamentals of Public Speaking (SPCH 151), assists first year students in developing necessary communication and critical thinking skills. Writing skills are further developed via medical documentation introduced during PTA 100: Introduction to Physical Therapy and PTA 101: Physical Therapy Science and Skills. Documentation is practiced/emphasized throughout all lecture and application courses in the PTA program as documenting patient status is a responsibility of the graduate Physical Therapist Assistant and can greatly impact Physical Therapy departments both legally and financially. Assessment of documentation is done both formally and informally with formal assessment provided via a Writing Rubric, adapted from SWIC's Core Outcomes Assessment materials and utilized during practical examinations. Informal feedback is given both verbally and in writing during weekly lab sessions and during skill competency check offs throughout the program. Fundamentals of Public Speaking (SPCH 151) prepares students for oral communications, which are practiced/emphasized during all labs with simulated patient/clinician scenarios and during all PTA skill competency check-offs and practical examinations. Communication/patient education is addressed in all lectures and labs and reinforced with electronic submission of various voice recordings/assignments threaded throughout the PTA program. Assessment of communication is done both formally and informally with formal assessment provided via an Oral Communication Rubric, adapted from SWIC's Core Outcomes Assessment materials. Use of SWIC's Common Core Outcome Assessment materials/rubrics during PTA courses, expands the use of familiar

assessment tools and allows students to experience similar feedback throughout their entire Associate of Applied Science degree. Students continue to utilize the communication skills learned throughout the didactic portion of the curriculum while delivering an in-service during one or both final, clinical experiences. Communication skills are frequently utilized by students and graduate PTAs in formal and informal in-service training of clinical staff and in the ongoing education of patients/family members and caregivers.

The curriculum's second semester includes a Medical Terminology course (Health Related Occupations: HRO 100) to assist students in utilizing word roots, suffixes, and prefixes. This course is sequenced concurrent with that of an increasing number of PTA courses, of which medical diagnoses are discussed in relationship to modalities, exercise, and pathology. Students with knowledge of word roots, suffixes, and prefixes are better able to understand medical diagnoses as well as indications, precautions, and contraindications for treatment. This understanding is necessary for students to synthesize, prior to PTA 170: Clinical Experience I.

General Psychology (PSYC 151) and Life Span Development (PSYC 210) are taken in the first year of the program. Course requisites ensure that all students complete GE coursework in a timely manner that complements the design of the PTA curriculum and adequately prepares students for PTA 170: Clinical Experience I. These psychology courses provide a foundation for understanding human behavior, mental processes, mental disorders, and various psychological therapies. Life Span Development is taken no later than the summer semester, prior to more advanced Physical Therapy courses like Rehabilitation (PTA 210) and Pathology II (PTA 220 IN1). Life Span Development provides students with the most current research in the biological, cognitive, psychological, and socio-emotional processes of human development. Course objectives include developing an appreciation for diversity, as well as, the development of critical thinking skills through reading, observing, questioning, and studying different characteristics of successive developmental periods. To further assist students in understanding human behavior and interactions, it is required that students also take Introductory Sociology (SOC 153) prior to or during the summer semester. Sociology is a course that meets the final Human Relations requirement for graduation with an Associate in Applied Science Degree.

Due to the integration of general education materials within the context of PTA courses, all courses must be passed with a C or better. In addition, the sequencing of GE courses is controlled through the use of course requisites to maintain the integrity of the curricular design for the program. GE coursework offered in the first year of the program, integrated with PTA coursework provides the foundation upon which advanced PTA courses expand upon, in the final didactic semester of the program. This leads to attainment of the knowledge, communication, and critical thinking necessary for Clinical Experience II, in the student's final semester.

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Southwestern Illinois College
Physical Therapist Assistant Program

EXPLANATION OF PTA CURRICULUM AND RATIONALE FOR COURSE SEQUENCING
(CAPTE STANDARDS 6A, 6C, 6D, 7B & 7C)

The curriculum of the Physical Therapist Assistant program at Southwestern Illinois College is organized in a fashion which allows students to learn the most basic foundational skills & information and gradually advance to the more complex and difficult tasks by the completion of the program. Faculty utilize a combination of educational theories/theorists (i.e. Behavioral/Objectivist Approach and Constructivist/Cognitive Approach including theorists such as Skinner, Dewey, Piaget, etc). Student clinical experience(s) complement this training and are logistically placed in 2 time blocks during the program: one full-time four-week experience in the summer session (after the majority of orthopedic study is completed) and two full-time six-week terminal clinical experiences during the last semester of the program. The clinical experience time frames allow ample time for students to get oriented to the facility and to rotate into various areas within the clinical setting. The clinical hours are sufficient enough to allow students the opportunity to reinforce skills taught during the didactic (academic) portion of the curriculum. In addition, many students are afforded the opportunity to participate in complementary rehab services and testing procedures, while still having sufficient time with patients for PT interventions. These opportunities are consistent with the program's mission to provide students with a variety of experiences to develop the skills required of an entry-level PTA. Grades for clinical experience are to be determined by the consistency in the student's behavior/skills and ample time is available for clinical instructors to evaluate students appropriately. Ample time is also given for a student to demonstrate improvement in a behavior/skill if there were any deficits noted by the clinical instructor.

A closer review of the program's curricular design (including examples of how materials are grounded in the mission and goals of the program and evident of sound educational theory and current practice) follows.

Upon acceptance into the physical therapist assistant program a mandatory orientation/PTA Boot Camp is held for students to begin understanding the role of the PTA. These sessions are a precursor to the student's enrollment in the fall semester. The two day, PTA Boot Camp covers many of the policies and procedures of the program and allows students the opportunity to begin connecting with the faculty. These orientation sessions are designed in such a way that materials from first semester classes are integrated into each session; helping to set the stage for faculty expectations and assist students in transitioning from general education courses to rigorous PTA coursework. The PTA Boot Camp introduces students to how a PT treatment would occur from introduction to clean up, starting with an assessment of the patient's pain, general use of test and measures, reading the PT Plan of Care (POC), communicating with the patient/family and a brief discussion regarding the hands-on treatment. With the global picture described, the Boot Camp discusses medical terminology such as planes and motions, necessary for understanding basic assessment skills. This information is followed with palpation of bony landmarks, prior to introducing students to assessment of Range of Motion via goniometry. A hands-on session in the PTA lab is complemented with an introduction to the practical evaluation forms utilized to assess this skill. Skill competency check offs are discussed and the importance of attending open lab hours throughout the program, to master skills, is stressed. A brief introduction to SOAP note documentation is done and students are asked to document Active Range of Motion for the motions in which they performed goniometry. The end of session one results in a small homework assignment for day two, as students are assigned the task of writing out notecards for mm actions/prime movers of the same motions in which they performed goniometric measurements. Day two reviews planes of motion and goniometry from session one and follows with an introduction to muscles and a hands-on lab palpating muscle bellies and discussing muscle actions. Manual Muscle Testing is introduced during a hands-on session and students are once again introduced to the practical evaluation form utilized to assess this skill. Use of the skill sheets as instructional tools is stressed. Next, session two of Boot Camp has students do a charting activity as they are introduced to an entire medical record. Lastly, Boot Camp includes getting students set up on various pieces of technology utilized in the program (i.e. iPads, iClickers, Blackboard, etc).

Twenty one months (5 semesters) are required to complete the program and graduate with an Associate in Applied Science degree. In the first semester of the program, students take 18 credit hours of classes; 10 hours of general

education courses and 8 hours of PTA courses. The general education courses and their relationship to the PTA program are described in CAPTE Standards 6B and 7A. The PTA courses taught in the first semester provide students with the knowledge of how to perform some of the most basic patient care skills. The courses taken the first semester are as follows:

BIOL	105	Human Biology	4
ENG	101	Rhetoric & Composition I	3
PSYC	151	Psychology	3
PTA	100	Introduction to Physical Therapy	1
PTA	101	Physical Therapy Science and Skills	4
PTA	102	Patient Care Skills & Assessment	3

The majority of students accepted into the program have completed most of the GE credits (non-PTA courses), prior to entry; therefore they are following the sequence of the PTA prefix courses only. Course requisites enforce appropriate sequencing for those students beginning the program with GE coursework yet to complete. Students with a limited number of GE's to complete upon entry are encouraged to utilize the first semester of the program to complete GE coursework, when possible.

PTA 100 Introduction to Physical Therapy introduces students to the profession of physical therapy, as well as, the healthcare environment and the roles of each individual on the healthcare team. Students discuss the role and training of the Physical Therapist, Physical Therapist Assistant, and where applicable by law, the Physical Therapy Aide/Technician. Discussion of the aforementioned topics begins at the student's mandatory orientation sessions/PTA Boot camp and continues with this course. Expanded discussion in regard to the role of the PTA includes appropriate supervision of PTAs and Physical Therapy Aides/Technicians and how supervision may vary in certain settings and what is indicated due to state law. Living on the state line, the program compares and contrasts the Practice Acts of Illinois and Missouri and identifies the importance of knowing the laws in the state in which one practices. In addition, standards of practice, the functions of the American Physical Therapy Association, the importance of membership and adherence to APTA guidelines are discussed through the use of APTA's core documents. Evidence based practice efforts on the part of the APTA and PT/PTA clinicians are discussed and the importance of life-long learning is established from the onset of the program. Students are taught the basics of how to determine if a source is reliable and how to read a research article. Other topics presented in the Introduction course are ethical and legal issues, healthcare standards, reimbursement, and quality improvement and documentation; all of which are reinforced again in Clinical Seminar courses as the student's knowledge and level of inquiry grows. Although this course is only one credit hour, many key elements are introduced. Topics introduced in PTA 100 are emphasized and reinforced in subsequent PTA course work with application of the information provided in various situations. The information presented in PTA 100 lays the ground work for students to achieve many of the program's educational/learning goals.

Use of iPod or Personal Smart Phone devices for building communication/patient education skills is initiated in PTA 100 with students providing an introduction of themselves to faculty via a voice recording/assignment. Other voice recordings/assignments utilizing this form of technology are threaded throughout the program, further developing the student's knowledge and use of technology, as devices such as this are commonly utilized in the clinical setting.

PTA 100 Introduction to Physical Therapy is a web enhanced course. The web enhancement has assisted students in being successful in a fast paced, one credit hour course and further forces students to increase their knowledge and skill level with technology. This course is the first of many PTA courses which use technology to enhance student performance. This web enhancement is also strategically placed in the curriculum to allow students time to develop the necessary confidence to take the computerized national licensing examination necessary to become a PTA. The midterm and final examinations for PTA 100 were created using Respondus; are delivered online, and have a time limit, requiring the students to begin to become familiar with computerized testing with a time limit for completion.

PTA 101 Physical Therapy Science & Skills and PTA 102 Patient Care Skills & Assessment are interwoven, in that many of the skills presented in PTA 101 are performed in the PTA 102 class. Many would refer to our PTA 102 as the lab component of the PTA 101 materials. PTA 102 is the practical application of the skills, but the course is identified as

a lecture class, because the instructor(s) continue(s) to maintain a high level of instruction, communication, and interaction with the students. Students are asked to think critically, problem solve, and apply concepts and theories to varying situations. It is proven that students learn & retain more information as they problem-solve and apply the skills that they have learned, therefore the PTA 102 course (and all other PTA application courses: PTA 151, 161, 201, and 211) are classified as lecture courses. This classification allows for students and faculty to receive a 1:1 credit for said courses.

During these two courses, students learn basic, foundational skills utilized in Physical Therapy such as data collection. Collecting and reporting patient status through the use of measurement techniques is taught for range of motion, strength and vital signs. Goniometry/assessment of Range of Motion is taught first, so that students understand the rationale for providing basic interventions; such as stretching and ROM described in a PT's Plan of Care. This data collection method is followed by Manual Muscle Testing (MMT), so that students understand the rationale for providing basic interventions such as strengthening described in a PT's Plan of Care. Taking accurate vital signs and understanding normal limits for persons of varying age and physical limitations are key to ensuring patient safety and are a part of this semester; prior to training in CPR and AED. All of these data collection methods are discussed and performed early on in the student's education and emphasized/reinforced throughout the program. The sequencing of this course is structured to parallel that of how a PT performs his/her initial evaluation with accurate history taking and assessment being necessary prior to deciding on a Plan of Care. It also assists faculty in introducing SOAP note writing in a sequential and logical manner starting with the reporting of Subjective and Objective information first.

Communication is emphasized early on in the PTA curriculum, both verbal and written as each play an important role in proper patient education and reporting of patient status. Reinforcement of GE coursework in written and oral communication skills throughout the PTA program are described in further detail in CAPTE Standards 6B and 7A. Cultural competence is introduced during discussions regarding oral communication in PTA 101 and reinforced throughout all application courses (as defined in APTA's Blueprint for Teaching Cultural Competence) beginning with PTA 102. Basic medical terms and approved abbreviations are introduced, as they play a part in written documentation. Taking HRO 100 Medical Terminology in the second semester helps students better use and understand the medical terms introduced this semester in patient scenarios and during documentation activities. Information presented in PSYC 151 General Psychology (taken the first semester) helps students discuss some of the psychosocial issues, in PTA 101, affecting a patient during the rehabilitation process. Students further develop communication/patient education skills in the latter half of this semester, as they are further introduced to learning styles and personality type indicators. Students complete the VARK Learning Style Survey, raising awareness of how learning styles and personality types can be utilized to improve communication with patients/family members and caregivers. Students review and expand on basic joint/muscle structure and function in this first semester, reinforcing materials presented in BIOL 105 Human Anatomy. This material is further expanded in the upcoming PTA 160 Kinesiology & Clinical Orthopedics course.

The importance of maintaining proper body mechanics is stressed for the clinician and patient. While maintaining proper body mechanics, students learn how to safely perform range of motion, transfers and gait training primarily for patients with an orthopedic injury. Range of motion utilizing PNF techniques and transfer and gait training with more complex patients and neurologically involved patients is expanded upon in PTA 210 & 211. Students will learn how to facilitate motion and inhibit tone during training for patients with neurological injury during these advanced courses. Maintenance of proper body mechanics is assessed during each lab practical examination and noted on the Critical Indicators/Safety form utilized during grading.

In PTA 101, students utilize several new pieces of technology to enhance learning. This is the first of many PTA courses that require students to utilize an "i-Clicker" device. The "i-Clicker"; a remote control classroom assessment device, aids the instructor in collecting immediate data from students to assess comprehension of content. This useful tool benefits students by allowing the instructor to utilize the data to redirect the class when comprehension of a concept is noted as poor. Instructors in the PTA program also utilize this technological device for examinations, so that students can learn from mistakes by being provided immediate feedback regarding performance. Use of this device assists the faculty in meeting the program's mission of continually assessing student learning and making necessary modifications in teaching methods as indicated to best prepare students for practice as a PTA. The iPod is a device, issued to students at the onset of the program (if they do not have a Personal Smart Phone) and used by the instructor during PTA 101 to assist students in improving communication/patient education skills. The instructor also encourages students to use the device or their Personal Smart Phone for reinforcing goniometric norms and anatomy through auditory learning, as well as, encourages students to utilize the device to take pictures and short video clips of lab equipment/skills for reinforcing knowledge through visual and auditory learning. Various voice recordings assignments are threaded throughout this course and the rest of the program; as evident in the Student Assessment Manual.

To ensure that a student is competent and safe to practice in the clinical setting and that appropriate preparation for licensure is attained; lecture exams, skill- competency check- offs, and practical examinations are conducted throughout the program.

Students receive both oral and written feedback regarding his/her performance on all skill-competency check-offs throughout the program. Students in the beginning portion of the curriculum are assessed on the same forms as those used later in the program. These forms offer feedback on critical indicators such as: equipment/supply selection, communication/explanation, patient management, skill performance, safety, ability to answer questions, and time management. Students are expected to practice all aspects of patient care when performing skill-competency check-offs and are given random patient scenarios with information simulating that of the practical examinations. Repeated practice of preparing for patient treatment, addressing the patient appropriately, properly identifying oneself, educating the patient on the rationale for treatment and/or the role of the PTA, describing the PT's Plan of Care (POC), determining if the desired response was achieved, and documenting treatment allows students to gain increasing confidence/competence prior to practical examinations and clinical experiences.

A midterm and final practical examination is given in the application course, PTA 102. The midterm practical exam is fairly basic and primarily involves data collection; indicated in a PT's Plan of Care. The final practical examination is a bit more complex and includes data collection, ROM, transfers, and gait training as indicated in a PT's Plan of Care. Application courses in subsequent semesters combine skills from more than one course to offer students a holistic approach to patient care, inclusive of a more realistic patient scenario. Faculty act as both a grader and patient for all practical examinations. This allows for greater feedback to the student as one instructor is able to focus on observing the patient treatment and the other is able to experience/feel the patient treatment. Instructors model use of technology used for assessment by grading practical examinations via laptop computers. Each faculty member (whether acting as the patient or grader) provides constructive feedback. Student's interaction with the faculty member grading the practical is expected to role model the interaction of a Clinical Instructor and student or a PT and PTA, once again reinforcing the professional role modeling outlined in our program's mission. Also, in line with the mission regarding continual assessment of student learning, outcome data is collected from the practical examinations. This data is utilized for the program's assessment of its Educational Goals and SWIC's General Education Core Competencies.

Upon successful completion of these first semester courses, students will enroll in 18 credit hours for the second semester. Four of the 18 credit hours are general education and 14 hours are PTA courses; as outlined below:

HRO	100	Medical Terminology	1
SPCH	151	Fundamentals of Public Speaking	3
PTA	150	Theory of Physical Agents I	3
PTA	151	Application of Physical Agents I	2
PTA	160	Kinesiology and Clinical Orthopedics	5
PTA	161	Orthopedic Interventions	3
PTA	165 IN1	Pathology I	1

The PTA courses are interwoven in the second semester much the same as the theory and application classes were in the first semester. PTA 150 Theory of Physical Agents I and PTA 151 Application of Physical Agents I are complementary courses, as is PTA 160 Kinesiology & Clinical Orthopedics and PTA 161 Orthopedic Interventions.

In **PTA 150 Theory of Physical Agents I**, students learn the theory behind manual therapy; including massage, fascial release, soft tissue mobilization and physical agents; including superficial and deep heat, cryotherapy, hydrotherapy, compression, and traction. Modalities are stressed as an adjunct to physical therapy interventions. The PTA 150 lecture includes instruction in the appropriate parameters for application of various physical agents, the basic physiological responses, theoretical background, current research, clinical decision making, and the role of the PTA in applying the interventions. In **PTA 151 Application of Physical Agents I**, students must demonstrate competency in performing each of the manual therapies and physical agents, as well as the appropriate use of aseptic techniques, first introduced in PTA 100. Through the use of patient scenarios, students identify indications, precautions, and contraindications for the interventions, as well as practice appropriate communication and time management strategies. Students use problem-solving skills in each course as they attempt to provide the interventions safely, effectively, and efficiently. Students are

taught to follow the PT's Plan of Care when implementing the interventions, as well as when to request additional clarification or re-evaluation from the PT. In identifying the appropriate patient position and anatomical location for applying the PT intervention(s) the student must utilize information concurrently presented in PTA 160 & 161 and previous knowledge gained in PTA 101 and BIOL 105. Communication skills learned in prior general education courses and PTA coursework is emphasized/reinforced in these courses. Students are required to explain the patient interventions, clarify medical history, and educate the patient regarding rationale for the existing Plan of Care during PTA 151. Students are also required to respond appropriately to patients throughout various role playing activities and have to utilize his or her knowledge of psychology and use of cultural competence to be effective. New diagnoses are discussed throughout both PTA 150 and 151 as the student's ability to dissect word roots, prefixes and suffixes continues to improve with increasing knowledge gained from Medical Terminology. Students are adequately prepared at this time to determine when a diagnosis implies that inflammation is present or recognize symptoms of exacerbation and which modalities would be appropriate for use under such conditions. Emphasis is placed on knowing the appropriateness of modality usage during various phases of healing; acute, subacute, and chronic. PTA 150 and 151 both incorporate discussion of exercises that may be combined with modalities in the PT plan of care to assist students with transitioning to the clinical setting. Proper sequencing of modalities and exercise is emphasized.

In **PTA 160 Kinesiology and Clinical Orthopedics**, students are first introduced to orthopedic concepts including phases of healing, precautions, and indications for each phase, which reinforces content from PTA 150/151. This course then explores each joint of the body separately, including the muscles surrounding the joint, the structural support system, and the nervous supply to the joint. This study of anatomy reinforces and expands on concepts introduced in PTA 101 and Human Biology. This is followed by a discussion of common injuries to the joint, methods of data collection, current interventions based on the patient's problems, special tests, surgical interventions, and use of orthoses. As interventions are discussed, students are asked questions that require them to determine the appropriate manual therapy or physical agent that would enhance the effectiveness of the intervention, thus further correlating the materials from this class to those presented in PTA 150 & 151. Activities and exercises are analyzed to determine the purpose and are followed with a discussion of how to perform the appropriate stretching and/or strengthening program. The students also analyze how the muscles work collectively to produce normal/abnormal posture(s) and gait pattern(s). Once again, information from the previous semester courses is reinforced/emphasized such as data collection and gait training. Students are also introduced to various tools and functional outcome measures to assist in reporting patient status. This course ends with transitioning to in-depth discussion of the vertebral column, which is first introduced during traction in PTA 150. This course is complemented by **PTA 161 Orthopedic Interventions**, in which students must demonstrate competency in performing various data collection techniques-including flexibility testing, PROM, and gross manual muscle testing, and in applying various stretching and strengthening techniques. Case scenarios are provided in which students are required to implement the PT's Plan of Care after determining the appropriate data collection method to monitor and report patient status (including written documentation). In monitoring the patient's response to the intervention, students are asked to assess patient progress, identify if modifications in the intervention are indicated, and utilize appropriate communication with the patient and the supervisory therapist.

In addition, to help students be more prepared for the clinical environment and view the patients in a more holistic fashion, both the midterm and final practical examinations for PTA 151 and PTA 161 are combined. Again, faculty act as both patient and grader for these examinations; to replicate the unfamiliarity that is frequently part of the initial patient/clinician relationship and to more accurately simulate patient behaviors and deficits. Student clinicians have ample time to provide a realistic PT intervention, which includes manual therapy(ies)/physical agent(s) and a type of exercise and/or gait training. Students may also be required to perform data collection including PROM, flexibility or MMT. Student clinicians review the simulated patient's chart, prior to treatment. The chart includes a patient scenario template utilized throughout the program, including information such as patient status (Inpatient or Outpatient), age, diagnosis, date of onset, precautions/significant past history, gait and weight bearing status, strength, PT treatment plan, long term goals, treatment frequency, and other therapies. The student is given time prior to the PT intervention to prepare the treatment area, determine the appropriate sequence to perform the intervention & the type of data collection tool to use to report patient status, and develop appropriate questions to ask the patient to identify any possible contraindications for interventions and report the patient's status functionally and objectively. If the student has any questions or concerns regarding the ordered intervention, (s)he is to interact with the grading instructor, acting as the supervisory therapist or clinical instructor (so as to model the student's upcoming clinical experience/practice), to discuss the concerns and offer any suggestions for modifications and/or progression. (S)he will be graded for the PTA 151 skills with the evaluation forms (skill sheets) for manual therapy and/or physical agents and for PTA 161 with the evaluation forms (skill sheets) for data collection and stretching/strengthening exercise. All skills sheets begin with an explanation of the modality/exercise to be performed per the PT Plan of Care and an explanation of the intervention's purpose and

conclude with the student's assessment of attaining the desired response. Communication for the overall practical exam begins with a brief patient interview to determine the appropriateness of proceeding with the treatment indicated. A Contraindication sheet is utilized to evaluate the effectiveness of the student in clearing the patient of necessary contraindications/precautions. A Practical Exam Master Face Sheet addresses the student's professional appearance, treatment and patient preparation, overall oral communication skills including proper introduction and confirmation of patient diagnosis in a private location and respect for individual differences during patient interview including explanation of overall treatment to be delivered, proper assessment of pain, effects on patient's Activities of Daily Living, and use of medications to reduce symptoms. This Practical Exam Master Face Sheet also acts as an assessment of appropriate treatment closure and student's overall assessment of treatment. A Critical Indicators/Safety Concerns sheet is utilized in addition to the aforementioned sheets to address things such as 1) a student not recognizing the need to check/monitor/consider things like patient allergies, vitals, perceived changes in medical status needing reported to PT, 2) a student displaying a lack of regard for device or equipment, 3) a student improperly monitoring/securing patient for transfers/gait, 4) a student displaying poor patient handling, delivery of modality &/or exercise, 5) a student's instructions/application creating potential injury or harm to patient, 6) a student breaking the PT's Plan of Care, 7) a student providing interventions deemed appropriate for the PT only, and 8) a student creating potential injury to self with poor body mechanics. The student's time management during the practical exam is also assessed on an Efficiency Sheet. A Writing Assessment Rubric; adapted from SWIC's Core Outcomes Assessment materials utilized during ENG 101 Rhetoric and Composition concludes the practical. All of these evaluation sheets are factored into the student's grade for both PTA 151 & 161, while individual skills sheets are factored into the course in which the specific skills are taught.

Various voice recordings are again submitted during this semester in PTA 150 and 160. One of the voice recordings for this semester requires students to explain the role of the PT versus PTA to an inquisitive patient; students are encouraged to utilize terms from the Guide to PT Practice in their descriptor. Students are also asked to speak about the PT/PTA preferred relationship. A second voice recording asks students to assume the role of a student during a check off (or practical exam/clinical experience) and record an introduction of themselves to the patient, as well as dialogue with a patient about his/her Plan of Care, established by the PT. Student's explanations of the POC are to include an explanation of the diagnosis, the rationale for treatment, and intended goals/outcomes, in addition to clarifying patient history and ensuring the prescribed interventions are safe to perform. The final voice recording of the semester requires students to select a diagnosis from his/her PTA 160 syllabus and assume the role of a student clinician speaking to his/her Clinical Instructor. Students are asked to describe his/her expectations regarding patient presentation (signs and symptoms), any special tests that the PT may have performed in the evaluation and what relevance it has to the diagnosis and POC. To complete the assignment, students are asked to describe common exercises utilized for the selected diagnosis.

In **PTA 165 IN1 – Pathology I (the study of diseases)**, students learn/review how factors such as heredity/genetics, environmental conditions, and lifestyle choices impact our overall health and fitness. This is followed by a review of pathologic conditions and interventions to various body systems. It is the first of a two part course sequence in pathology which includes for each major disease the: etiology, incidence, risk factors, signs & symptoms/manifestations, general medical treatment options, and special implications for physical therapy interventions. Students will integrate materials from Human Biology, PTA 102 Patient Care Skills & Assessment, PTA 151 Application of Physical Agents I, and PTA 161 Kinesiology & Orthopedic Interventions as they learn about managing the various pathologies, and review appropriate tools and functional measures used to report patient status. Topics covered in this course are intended to help prepare the PTA student for his/her first summer clinical experience and includes pathologies related to the metabolic, gastrointestinal, endocrine, genitourinary, and obstetric systems, as well as management/prevention of infectious diseases, autoimmune disorders and PT interventions utilized in the acute care setting.

The course is conducted online. There are materials to read, videos which complement the written materials and activities to help students understand and retain content. In addition, there are several optional face-to-face opportunities to help students as they transition from face to face classroom experiences to online. The intent of the online delivery is to help students develop confidence and competency in utilizing and assessing online content/resources. In addition, all course quizzes and exams are completed online to assist the PTA student in preparing for the online licensure examination experience. This course begins prior to midterm of the Spring semester and occurs in an 10 week format. The purpose of this format is to allow students the first 6 weeks of the semester to get accustomed to 2 lectures and 2 labs, allowing a transition period from first semester to second semester. This structure also prepares students for the second course of instruction in pathology (PTA 220 IN1 Pathology II), presented in the second fall in a 3 credit, 16 week, online format.

Upon successful completion of the Spring semester, courses taken in the Summer Semester include:

PSYC	210	Life Span Development	3
SOC	150	Introductory Sociology	3
PTA	170	Clinical Experience I	3

Previous coursework has been designed to prepare students for his/her first full-time, 4-week clinical experience, **PTA 170 Clinical Experience I; described in CAPTE Standards 6J and 7B**. In addition to the clinical experience, students are required to participate in a service activity to promote patient advocacy. This activity is reflected upon in a written assignment with guided questions. Further details regarding PTA 170 Clinical Experience I can be found in the Student Handbook under Explanation of Clinical Education Component of PTA Curriculum.

After completion of the summer session, students have one last semester on campus to complete their didactic (academic) studies and prepare for their final full time clinical experiences. In the fall semester of the second year, students are enrolled in the following advanced (200) level courses:

PTA 200	Theory of Physical Agents II	3
PTA 201	Application of Physical Agents II	2
PTA 210	Therapeutic Exercise & Rehabilitation	5
PTA 211	Rehabilitation Techniques	3
PTA 220 IN1	Pathology II	3

Note that again there are theory and application courses this semester. PTA 200 Theory of Physical Agents II and PTA 201 Application of Physical Agents II are complementary courses as well as PTA 210 Therapeutic Exercise & Rehabilitation and PTA 211 Rehabilitation Techniques. **PTA 200 Theory of Physical Agents II**, is the second unit of instruction concerning physical agents. Students are prepared to look again at the integumentary system; first introduced in BIOL 105, and begin to discuss wounds and their management. In PTA 200, students learn the stages of wound healing, how to identifying characteristics of venous, arterial, diabetic and pressure wounds, how to collect and report data regarding wounds, and various clinical management strategies. Discussed also is reimbursement for wound care interventions and the role of the PTA as guided by various positions of the APTA. This course also prepares students to utilize electrical stimulation as an adjunct to physical therapy interventions. Lecture and demonstration involve appropriate parameter selection(s) for application, basic physiological responses, theoretical background, and discussion of current research, clinical decision making, and the role of the PTA in implementing the interventions. In **PTA 201 Application of Physical Agents II**, students demonstrate competency in performing interventions and monitoring patient response during electrical stimulation for pain reduction, edema management, tissue repair, joint mobility, retardation of muscle disuse atrophy, and orthotic substitution. Concurrent utilization of various manual therapies and physical agents taught in PTA 150 and 151 are employed to prepare the student for the clinical environment. Students also provide electrical stimulation interventions concurrently with exercise as indicated in the PT's Plan of Care for greater functional training. Students continue to master skills in communication, problem solving, and time management.

The emphasis of **PTA 210 Therapeutic Exercise & Rehabilitation and PTA 211 Rehabilitation Techniques**, is to cover PT interventions for those patients requiring more extensive rehabilitation. This course acts as a continuation of PTA 160 Kinesiology and Clinical Orthopedics and PTA 161 Orthopedic Interventions, starting the semester with the treatment of medically complex patients with numerous comorbidities and those with chronic pain associated with spinal disorders. Students once again practice instructing patients in exercises and explaining the purpose of each exercise. Preventative measures are also discussed and once again posture and body mechanics are stressed for the patient and clinician. Quality over quantity prevails as interventions are taught and core stabilization is emphasized. Utilization of appropriate modalities as an adjunct to exercise; especially electrical stimulation and biofeedback (taught in PTA 200 and 201) is discussed in controlling pain and/or gaining better stabilization. The neuroscience of pain and various treatment techniques including McKenzie and Sahrman exercises are emphasized throughout the first half of this semester. The beginning portion of these courses and the corresponding review of spinal anatomy lends nicely to the transitioning of materials addressing Spinal Cord Injury and reintroduces neuroanatomy first visited in BIOL 105 and PTA 101 and then again in PTA 160. Contemporary orthotics, prosthetics, and assistive devices are discussed for the patient with an orthopedic or neurological injury/condition. From here, the courses introduce motor control, motor learning, and neurodevelopment. Growth and development expands on information previously introduced in Psych 210 Life Span

Development and information is related to Pediatric Interventions; inclusive of positioning and handling and sensory integration. The neuroanatomy taught thus far, transitions into causes of cerebral vascular accident (CVA) and clinical manifestations following insult/injury to the brain. Inhibitory and facilitory techniques are discussed in light of previously learned information regarding ~~motor~~ neurodevelopment such as reflex activity and righting & equilibrium reactions. Once again, data collection methods and reporting of patient status are discussed and appropriate PT interventions are reviewed. Interventions are inclusive of various theories/theorists (PNF, NDT, Bobath, Brunnstrom, Rood, Ayres, etc). One theory or theorists is not portrayed as more important; instead students are taught techniques to achieve the stages of Motor Control (Mobility, Stability, Controlled Mobility, and Skill) in various positions dependent on patient's balance, tone, strength, and coordination. Functional training is stressed and physical and electrotherapeutic agents utilized in PTA 200 and 201 are discussed as an adjunct for gaining greater motor control. Students are taught to identify the appropriate PT intervention based on the PT's plan of care and the patient's reported status. In PTA 211 Rehabilitation Techniques, students apply the rehabilitation techniques discussed in PTA 210. Based on the patient's reported functional status, stage of motor control, plan of care & goals, students learn how to determine the appropriate technique to utilize and demonstrate competency in performing them. Students are taught to recognize and respond to cognitive, communication, sensory, visual, perceptual, and affective impairments when interacting with patients. Skills taught include inhibitory & facilitory techniques, transfer training, and gait training of neurologically involved patients. The primary diagnosis discussed in the later half of the semester is CVA but scenarios are inclusive of a multitude of neurological diseases complementary to the materials taught during this semester in PTA 220 Pathology (i.e. MS, Guillian Barre, TBI, Parkinsons). Coordination and balance activities are also included for low functioning and high functioning patients. PTA 210 includes instruction on Aquatic therapy also, as functional training techniques are discussed for treatment of neurologically involved patients. Information regarding aquatics is briefly introduced during the second semester of student's didactic studies; specifically during discussion of hydrotherapy in PTA 150 Physical Agents I. It is reinforced and emphasized in this more advanced exercise course due to the content involving balance and coordination and treatment of neurologically involved patients. This course ends with discussion of amputations including post-operative care, residual limb wrapping, use of prosthetics, gait training, and common gait deficits. Architectural barriers and accessibility regulations are analyzed, and environmental modifications for home, community and work are determined, as well as the patient's need for adaptive equipment and assistive technologies.

The midterm and final practical examinations for PTA 201 and PTA 211 are once again combined. The rationale for combining the practical examinations remains as stated previously, and the method of evaluation also remains consistent with those utilized during the PTA 151 and 161 examinations. The materials tested during the midterm practical are comprehensive of any of the physical agents taught during the program including now electrical stimulation for pain control. The physical agents are combined with an intervention related to the treatment of medically complex patients with numerous comorbidities and those with chronic pain associated with spinal disorders. The final practical examination once again combines any physical agent taught throughout the program; now inclusive of electrical stimulation for the treatment of impaired joint mobility, muscle disuse atrophy, or orthotic substitution. The PT's Plan of Care for final practicals encompasses functional training of neurologically involved patients through the use of modalities and exercise, transfer and gait training. Students are required to determine appropriate techniques to be utilized according to the PT Plan of Care and reported patient status. The template for the patient scenario utilized during this final practical examination is expanded upon to include the following information needed for treatment of a neurologically involved patient: mental status, aphasia, tone, and balance. Techniques utilized by the student emphasize PNF, NDT, Brunnstrom, and Rood, pre-gait, balance, and coordination activities. Students are once again assessed on forms previously described for PTA 151/161.

A new voice recording is again submitted during this semester. The voice recording for this semester requires students to assume the role of a student in the clinic who has recently received their midterm evaluation and found their markings to be significantly lower than anticipated. Students are expected to describe the conflict resolution that they will employ, utilizing the effective communication and confliction resolution strategies from PTA 170. Students submit this recording to the faculty member who had served as their cohort leader during Clinical Experience I. This communication helps to better prepare the student for the clinical setting.

In this final didactic (academic) semester, students complete the second part of the pathology series in **PTA 220 IN1 Pathology II**. Course content will continue to cover the etiology, incidence, risk factors, signs & symptoms/manifestations, general medical treatment options, and special implications for physical therapy interventions for each major disease covered. The semester begins with a review of the effects of aging on the body systems and recognition of the psychological stages which a patient may exhibit with a diagnosis that results in the loss of their

function and mobility. Conditions covered in this course include disorders of the cardiovascular, lymphatic, pulmonary, nervous, and integumentary systems. Oncology and psychological disorders are also included, as well as co-morbidities.

Students will continue to integrate content from previous biology and PTA coursework as students engage in activities related to PT interventions. Determination of appropriate assessment tools and functional measures based on patients' limitations will continue to be re-enforced. The course is sequenced with PTA 210 so that diagnoses are discussed relative to motor development and necessity for functional training. Burn care is sequenced after wound care, that is taught in PTA 200. Cardiopulmonary diseases are primarily taught in PTA 220 IN1 Pathology II which corresponds better with student's terminal clinical experiences as most of the clinical sites offering these experiences do not wish to take a novice student. Laboratory tests and normal values were presented in Pathology I, but again reviewed to assist students in identifying precautions for PT interventions.

Placement of this course at the end of the student's didactic education allows for the instructor to create opportunities for greater critical inquiry into the diseases that may not have been possible in earlier semesters. Students once again take this course in an online format to continue to challenge them to utilize resources, search for materials related to various pathologies discussed and find evidence to support PT interventions. Students are taught to be more independent of the instructor in learning materials via this format and develop skills that will be necessary in the future for their continued development.

In the final semester of the program, students are enrolled in 2 courses:

PTA 270	Clinical Experience II	8
PTA 280	Clinical Seminar	2

PTA 270 Clinical Experience II and PTA 280 Clinical Seminar are both described in CAPTE Standards 6J and 7B.

As a requirement of PTA 280, students are required to complete the following requirements: 1) Create a cover letter and resume, 2) develop a summary of strengths and weaknesses, 3) create 3 and 5 year professional goals, and 4) perform a self-assessment utilizing the APTA's Values Based Behavioral Assessment for the PTA. Students then discuss ways in which this information can be presented in a job interview. Life-long learning is encouraged even after graduation, through post entry level continuing education course offerings, becoming an APTA Credentialed Clinical Instructor and working toward Advanced Proficiency for the PTA. Life-long learning is viewed as a value, integral to higher education and described in the Mission and Values of the college as, "education that does not end when a degree is earned". Further details regarding PTA 270 Clinical Experience II can be found in the Student Handbook under Explanation of Clinical Education Component of PTA Curriculum.

Threaded throughout the program are: Safety, Communication (Oral and Written), Evidence Based Practice, Functional Outcome Measures, Skill Competency Check offs, and Simulation. For more information on Program Threads, see the section of Student Handbook with color-coded charts detailing the activities utilized throughout the course of the program for each.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

**INSTRUCTIONAL METHODOLOGY UTILIZED IN THE PTA PROGRAM
(CAPTE STANDARD 6G)**

Didactic courses are inclusive of both theory and application. Methods and learning experiences utilized during theory courses to facilitate achievement of course objectives include: readings, lecture, discussion, demonstration, problem solving activities (individual and group), use of audiovisuals and other media, & case scenarios. Reading, lecture, and demonstration are utilized to address student's knowledge of basic information in the cognitive domain, whereas discussion and problem solving activities are utilized to facilitate growth in the acquisition of this new knowledge via a more active/participatory role of the student. Audiovisuals and other media are utilized to assist students with various learning styles. Case scenarios reinforce knowledge through use of real-life situations. A few examples include Kinesiology in Action (KIA) which uses online interactive learning modules, Scorebuilders' eLearning site INSIGHT and PTA365 study app, as well as FSBPT's PEAT exam to further assist students in preparation for the NPTE for PTAs. In order to ensure life-long learning, the program incorporates multimedia aspects such as the use of Blackboard and online instruction, as well as APTA.org and EBP Resources to assist students in gaining greater independence in their quest for knowledge.

In addition to the above noted methods, role playing is utilized to assist in the achievement of psychomotor objectives for application course and clinical courses utilize experiential learning. Realistic and comprehensive practical examinations combining therapeutic exercise and modalities are utilized to better prepare students for real world application.

Program Threads provide a foundation for which theory and application courses are combined to create reinforcement of critical content and long term retention of knowledge and skills. Some program threads have application that is started during PTA Boot Camp (orientation of new students) and extends into theory and/or application courses concluding with clinical experiences.

The program's Safety Thread demonstrates the vast safety issues discussed and reinforced throughout the curriculum. Safety measures start with discussion of Occupational Safety and Health Association (OSHA), Blood borne Pathogens (BBP), Personal Protective Equipment (PPE), safe lab practices, and basic first aid/CPR and AED instruction in the first semester. In subsequent semesters, critical indicators as identified in practical examination forms are introduced and practiced with skill competency check offs and practicals. Lastly, in the clinical environment, students are evaluated for safe clinical practice via the Clinical Performance Instrument (CPI).

The program's Written Communication Thread utilizes hand written notes, electronic notes using iPads and Web PT for preparing students for EMR's utilized in the clinical setting. All application courses require weekly hand written notes on designated scenarios, all skill competency check offs require an electronic note to be completed using an iPad template created by faculty inclusive of a billing section whereby students report units for specified codes, and Web PT is utilized on several occasions each semester to accustom students with an EMR prior to clinical experiences. All of these activities are supplemented with materials presented during theory courses.

The program's Oral Communication Thread requires students to submit various voice recordings at specified times throughout the curriculum. Recordings vary in nature but include topics such as describing the differences between a PT and a PTA, conducting a patient interview, describing a POC to a patient, and discussing conflict resolution with a CI.

The program's Simulation lab and Geri-suit Thread provides students with experiences in the Health Science Simulation lab. This lab is equipped with two adult simulators and one infant simulator. Simulations created for the students include but are not limited to performing basic assessment of vital signs, performing range of motion, and working with a patient in cardiac distress. The Geri-suit is a simulation suit worn to mimic the effects of aging and is utilized to raise the student's appreciation of the challenges experienced by the aging patient by placing them in various situations while wearing the suit.

The program's Evidence Based Practice Thread provides students with a progression of activities to foster the student's ability to conduct a search and to summarize the findings. This activity begins with identifying parts of a research article in PTA 100 Intro to PT, to creating a PICO question and narrowing an article search, to creation of a mini presentation in the form of a video and having classmates critique the presentation utilizing Blackboard discussion board, and concludes in PTA 280 Clinical Seminar when asked to find a contemporary, meta-analysis or systematic review article based on a patient diagnosis or intervention and deliver an oral presentation summarizing the research and its clinical relevance to classmates.

Lastly, the program's Functional Outcome Measures Thread ensures that students are adequately prepared and have been introduced to a body of commonly utilized FOM's at various points in the curriculum, in preparation for clinical practice. This program thread is routinely updated with advisory board and clinical partner input.

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Southwestern Illinois College
Physical Therapist Assistant Program

METHODS OF ASSESSMENT UTILIZED IN THE PTA PROGRAM
(CAPTE STANDARD 6I)

According to the program's mission, "the program continually assesses student learning and makes necessary modifications in teaching methods as indicated to best prepare students to practice as a physical therapist assistant". A variety of assessment techniques are utilized to measure student's achievement of instructional objectives including: Classroom Assessment Techniques (CATS), Clickers, Quizzes/Tests, Comprehensive Examinations, Skill Competency Check-Offs, Written Communication/Documentation, Voice Recordings, Practical Examinations, Course Conduct/Professionalism Rubrics and Clinical Performance.

Classroom Assessment Techniques (CATS) are utilized in all didactic courses and are interspersed throughout the semester; allowing the instructor the opportunity to modify activities/discussions as needed. "i-Clickers" (a classroom response system) are used for gaining both informal polling and formal assessment of student learning in formative and summative formats. Clickers are utilized with CATS, quizzes and tests to provide immediate feedback to the students in areas of didactic study; primarily theory courses. In addition, comprehensive examinations are given in all individual theory courses. A computerized, comprehensive examination is also conducted in PTA 170 and PTA 280, prior to respective clinical experiences. These examinations cover course objectives from all preceding course work and assist students in application of didactic knowledge prior to clinical experiences. These comprehensive examinations also assist students in better preparing for licensure. All PTA theory courses require students to pass individual examinations with a 75% or greater. In the event that a 75% is not attained, a mandatory retake examination is conducted to ensure students do not progress through the curriculum without demonstrating competency of all parts.

Computerized examinations in PTA 100 HY (hybrid Intro to PT course) and 165 & 220 IN1 (online Pathology courses) may be delivered online using Respondus LockDown Browser and Respondus Monitor OR using the Testing Center. Computerized testing mimics that of the licensure exam, once again assisting students throughout the program in preparation for the final step in becoming a PTA.

Skill Competency Check-Offs are utilized throughout the curriculum to assess the student's achievement of objectives in all application courses. These Skill Competency Check-Offs are threaded throughout each individual application course and occur on a weekly basis. Skill Check-Offs must be completed prior to taking practical examinations at midterm and final of each didactic semester. Beginning with the second semester, application courses are combined for midterm and final evaluation to represent a more holistic approach to the simulated experience and better prepare students for his/her clinical experience. Faculty act as both patient and grader for these examinations; to replicate the unfamiliarity that is frequently part of the initial patient/clinician relationship and to more accurately simulate patient behaviors and deficits. Student clinicians have ample time to provide a realistic PT intervention, inclusive of data collection, as needed. Student clinicians review a simulated patient chart, prior to treatment. The chart includes a patient scenario template utilized throughout the program, including information such as patient status (Inpatient or Outpatient), age, diagnosis, date of onset, precautions/significant past history, gait and weight bearing status, strength, PT treatment plan, long term goals, treatment frequency and other therapies. In the final practical examination during second year Fall semester, the template is expanded to include information needed for treatment of a neurologically involved patient: mental status, aphasia, tone, and balance. The student is given time prior to the PT intervention to prepare the treatment area, determine the appropriate sequence to perform the intervention & the type of data collection tool to use to report patient status, and develop appropriate questions to ask the patient. If the student has any questions or concerns regarding the ordered intervention, (s)he is to interact with the grading instructor, acting as the supervisory therapist or clinical instructor (so as to model the student's upcoming clinical experience), to discuss the concerns and offer any suggestions for modifications and/or progression. (S)he will be graded for the skills performed via individual skill sheets. All skills sheets begin with an explanation of the modality/exercise to be performed per the PT Plan of Care and an explanation of the intervention's purpose and conclude with the student's assessment of attaining the desired response. These skills sheets are kept updated and are posted to Blackboard for students to review at any time. The Student Assessment Manual provides forms that are

utilized during all practical examinations, regardless of semester. A Contraindication sheet is utilized to evaluate the effectiveness of the student in clearing the patient of necessary contraindications/precautions. A Practical Exam Master Face Sheet addresses the student's professional appearance, treatment and patient preparation, overall oral communication skills including proper introduction and confirmation of patient diagnosis in a private location and respect for individual differences during patient interview including explanation of overall treatment to be delivered, proper assessment of pain, effects on patient's Activities of Daily Living and use of medications to reduce symptoms. This Practical Exam Master Face Sheet also acts as an assessment of appropriate treatment closure and student's overall assessment of treatment. A Critical Indicators/Safety Concerns sheet is utilized in addition to the aforementioned sheets to address things such as 1) a student not recognizing the need to check/monitor/consider things like patient allergies, vitals, perceived changes in medical status needing reported to PT, 2) a student displaying a lack of regard for device or equipment, 3) a student improperly monitoring/securing patient for transfers/gait, 4) a student displaying poor patient handling/delivery of modality &/or exercise, 5) a student's instructions/application creating potential injury or harm to patient, 6) a student breaking the PT's Plan of Care, 7) a student providing interventions deemed appropriate for the PT only, and 8) a student creating potential injury to self with extremely poor body mechanics. The student's time management during the practical exam is also assessed on an Efficiency Sheet. Most practicals are given 45 minutes in which to complete a comprehensive treatment including assessments and interventions of therapeutic exercise and modalities. Efficiency is assessed in three separate categories: 1) efficiency during preparation as student has 15 minutes to read POC and prepare for intervention 2) 45 minutes during simulated treatment and 3) 15 minutes at conclusion of treatment for written documentation/simulation of billing and coding. A Writing Assessment Rubric; adapted from SWIC's Outcomes Assessment materials utilized during ENG 101 Rhetoric and Composition concludes the practical. All of these evaluation sheets are factored into the student's grade for individual labs. Practical Examinations require students to pass with a 75% or greater. Mandatory retake examinations offer the student a second attempt to demonstrate proficiency. Specifics regarding check-offs and practicals are found in course syllabi and also in a Student Assessment Manual, issued first semester. These requirements are addressed for potential applicants in a self-assessment tool utilized within the application. This tool helps students to understand the rigor of the program. These requirements and policies and procedures are shared again during PTA Boot Camp and then with each class individually.

Written quizzes are given weekly in all application courses to assess student's knowledge, prior to hands-on instruction and to complement/reinforce the materials assessed in theory courses. In addition to these quizzes, students are also assessed on weekly SOAP notes to enhance documentation skills prior to practical examinations and clinical experience. SOAP notes are also assessed with each individual skill competency check-off and practical examination, providing the student with ample note writing throughout the curriculum to improve written communication skills and improve efficiency with written expression. Written communication is assessed both informally and formally utilizing a writing rubric, adapted from SWIC's Outcomes Assessment materials/rubrics.

Voice recordings/assignments via iPod Touch devices or students' individual smart phones are threaded throughout the curriculum and are also utilized to enhance student's oral communication/patient education skills and are assessed both informally and formally utilizing an oral communication rubric, adapted from SWIC's Outcomes Assessment materials/rubrics. Specifics regarding these assignments are found in the Student Assessment Manual, issued in first semester.

Course conduct/professionalism rubrics allow faculty to assess student's behaviors and professional growth and are utilized in all theory and application courses. The rubrics are found in the Student Assessment Manual, issued first semester and are a part of individual course syllabi.

Clinical Performance is measured via the APTA's PTA-CPI (Clinical Performance Instrument). In addition, the program is able to continually assess student performance and progression toward attainment of entry-level practice through weekly cohort communication with both student and CI (Clinical Instructor). Specifics regarding this communication are outlined in the Policy and Procedure regarding Individualized CI Development & Communication with Students and Clinical Sites in Assigned Cohorts, found in Clinical Education section of the PTA Handbook. Students are provided with grading criteria for clinical experiences including attainment of entry level status in all applicable criteria of the CPI by the final clinical experience.

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**Southwestern Illinois College
Physical Therapist Assistant Program
Course Fees Associated with PTA Program**

A Program Cost Sheet for entire duration of program is found at <https://www.SWIC.edu/academics/career-degrees/health-sciences/physical-therapist-assistant/>

PTA Course Fee Explanation: (effective 2017)

PTA Theory Courses:

- 75.00 for first credit hour, each additional credit hour increases fee by \$20.00
- PTA 280 (2 Credits) = \$95.00
- PTA 150, 200 (3 Credits) = \$115.00
- PTA 101 (4 Credits) = \$135.00
- PTA 160, 210 (5 Credits) = \$155.00

PTA Application Courses:

- PTA 102, 161, 211 (3 Credits) = \$230.00
 - PTA 151, 201 (2 credits) = \$285.00
- PTA 151 and 201 involve modality equipment and supplies that are higher in cost than equipment/supplies for other application courses*

PTA Online and/or Hybrid Courses:

- \$75.00 for first credit hour, each additional credit hour increases fee by \$15.00
- Note: IT fee paid to college for all online/hybrid courses to maintain Blackboard = additional \$25 per online course
- PTA 100 Hy (1 Credit) = \$75.00
- PTA 165 IN1 (1 Credit) = \$75.00
- PTA 220 IN1 (3 Credits) = \$105.00

PTA Clinical Education Courses:

- \$35.00 per credit hour
- PTA 170 CEI: SU (3 Credits) = \$105.00
- PTA 270 CE II: SP (8 Credits) = \$280.00

PTA Elective Courses: (for PTA Graduates):

- PTA 285 (1 Credit) = \$30.00
- PTA 298 (variable) = \$30-50.00

Course Fee Cost; Broke Down Per Semester/Year:

Freshman Fall = (8 CR Total): PTA 100HY, 101, 102	= \$440
Freshman Spring = (14 CR Total): PTA 150, 151, 160, 161, 165IN1	= \$820
Summer = PTA 170 = (3 CR Total): PTA 170	= \$105.00
Year One Total	= \$1365.00
Sophomore Fall = (16 CR Total): PTA 200, 201, 210, 211, 220IN1	= \$850
Sophomore Spring = (10 CR Total): PTA 270, 280	= \$375
Year Two Total	= \$1225.00
Total Course Fees	= \$2590.00

Texts (including syllabi created by faculty with student handouts) are not included in Course Fees. Textbook fees are paid to Barnes & Noble Bookstore.

Course Fees Associated with PTA Program at Southwestern Illinois College

The Physical Therapist Assistant Program has fees associated with all of the PTA prefix courses within the program. These fees are collected to pay for direct expenses incurred by the program.

All PTA courses pay for the following costs:

Liability Insurance
CAPTE Accreditation Fees
Federation of State Boards of Physical Therapy Fees
Certified Profile – Medical/Document Tracker
Physio U Subscription and/or alternate online platform

LACE Instruction/Tutoring Hours (*majority of budget spent here to assist students in meeting demands of program and raising level of success)

PTA Boot Camp
CAC Consortium dues
Advisory Board expenses

Printing of instructional materials
Instructional Videos/CD's/DVD's
Computers/iPods/iPads/clickers
Overhead projector/Elmo/etc
Faculty office equipment/supplies
Repair, maintenance and replacement of above

All application courses pay for the following costs:

Application courses are: PTA 102, 151, 161, 201, & 211

Student Supply Kit (purchased prior to Boot Camp)
Annual fee for WebPT documentation software
Equipment Calibration
Equipment Maintenance/Repair/Purchasing
Room Maintenance
Lab top computers for Assessment
Computer Workstation/Tower/Monitor
Computer Printer (Unlimited paper supply, not provided for students)
Printer Ink
VCR/CD/DVD/Camcorder/Camera/
Overhead projector
Overhead projector bulbs
Washer/Dryer
Laundry Detergents
Disinfectants
Pillows
Positioning equipment
Linens (towels, sheets, blankets, pillow cases)
Plinths/Mats
High/Low Tables
Desks/Chairs
Rolling Stools/Step Stools

Additional fees assessed to specific courses:

PTA 100:

HIPPA and OSHA Certification
Student Orientation Materials
Folders for student files

PTA 101/102:

Supplies issued directly to student:	Goniometers Tape Measures
Lecture/Lab Equipment & Supplies:	MBTI online surveys Folders for practicals Skeletons/Anatomical Models Goniometers (Lg, small, finger) Inclinometers Muscle testing equipment Sliding Boards Gait Belts Assistive Devices (WR's, CR's, LBQC, SBQC, st canes, etc) Parallel Bars Stairs Wheel Chairs BP cuffs/stethoscopes CPR equipment & supplies CPR cards Catheters IV Poles

PTA 150/151:

Supplies issued directly to student:	Ace Wraps Tape Measures
Lecture/Lab equipment & supplies:	Personal Protective Equipment (regular masks, gloves, gowns, HEPA masks, goggles) Massage oils/lotions Cocoa butter Alcohol Theracane Occi-pivot Trigger point release devices/balls MHP's Hydrocullator* Hot pack covers Microwave Thermometers Paraffin Baths

PTA 150/151 continued:

Paraffin Wax
Paper Towels/Plastic Bags
US Units*
Transducer Heads (2, 5 and 10
cm² x all US units)
Aquasonic Gel
Aquasonic Lotion
Gel Warmer Unit
Gloves (Latex and Latex free)
US Buckets
Cold Pack unit
Cold Packs
Cryocups/Styrofoam Cups
Vapocoolant Sprays
Refrigerator/Freezer
Contrast Bath
Volumeter
Ace Wraps
Whirlpool
Whirlpool additives
Whirlpool cleaning supplies
Timers/Bells
Protective Eye Wear
Masks
Gowns (Disposable and Isolation)
Traction units: *
 -Cervical home units
 -Saunders units
 -Pelvic unit
 -Belts/harnesses
 -Traction Tables*
 -Traction Stools
Intermittent Compression Pumps*
Compression Sleeves
Stockinette
BP cuffs
Stethoscopes
Items with * = capital expenses

PTA 160/161:

Supplies issued directly to student:

Theraband

Lecture/Lab equipment & supplies:

Folders for practicals
Theraband (Latex and Latex free)
Theratubing (Latex and Latex free)
Theraputty (Latex and Latex free)
Theraballs (Latex and Latex free)
Dyanometers (finger and hand)
Lab goniometers (all sizes)
BAPS board with weights
Free Weights
Orthotic devices

PTA 160/161 continued:

Anatomical models/Skeleton
Hand Equipment
Wall pulley system
X-ray viewer
Abduction pillow
ADL equipment
Wedge pillow
Medicine Balls
Plyometric Sling
Gait belts
Assistive Devices (all forms)
Parallel Bars
Stairs
Wheelchairs

PTA 170/270/280:

Student Name Tags for clinicals
CPI Web (Clinical Performance Instrument) -
annual subscription and licensing fees for
electronic evaluation tool to be supplied to
students and clinical facilities
CSIF Web (Clinical Site Information Form)
annual subscription fees
Site Visit Travel
CI Meeting/Training programs

PTA 200/201:

Supplies issued directly to student:

Electrode packages (2 x 2's)
Electrode packages (2 x 3.5's)
Ionto electrodes

Lecture/Lab equipment & supplies:

***All materials/supplies from PTA 150/151
list plus the following:**

Electrical Stimulation Units*
-Departmental Units
-TENS Devices
-NMES Devices
Biofeedback and Laser modules
Electrodes – carbon rubber
Electroconductive gel & spray
Gauze (Kling and 2x2's and 4x4's)
Epsom salts
Needleless syringes
Personal Protective Equipment (regular masks,
gloves, gowns, HEPA masks, goggles)
Wound dressings/supplies
Scissors
Tweezers
Protective eye wear
Items with * = capital expenses

PTA 210/211:

Lecture/Lab equipment & supplies:

***All materials/supplies from PTA 160/161 list plus the following:**

Swiss Balls
Air pump
Orthotic Devices
Assistive Devices
Ace Wrap
Vestibular Board
Biofeedback devices
Mini-trampoline
Inclinometers
Posture grid
Lift boxes
Powder board
Tri-fold mats
Lumbar cushions
Stump wrapping model
Orthotic & Prosthetic devices
Push up blocks
Stump Shrinkers

PTA 165/220:

***See cost associated with ALL PTA courses**

Printed materials

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Physical Therapist Assistant Course Schedule
 Southwestern Illinois College - FALL (Tentative Schedule)
 First year – First semester

COURSE NO.	COURSE TITLE	CR. HR.	CLASS TIME	DAY	RM	INSTRUCTOR (listed in Fall schedule)
PTA 100-HY	Intro to Physical Therapy	1	8-9:50	T	1410 <i>OL-Tests done</i>	<i>Lutz – This 8 week class concludes at midterm and is 50% OL instruction. Schedule of days which class meets on campus will be provided in course syllabus. Exams will be taken OL.</i>
PTA 101-001	Physical Therapy Science & Skills	4	8:00-10:00	M/W	1411	Kujawa
<i>PTA 102-001</i>	<i>Patient Care Skills & Assessment</i>	<i>3</i>	<i>10:00-12:50</i>	<i>M</i>	<i>1411</i>	Kujawa/Gisher
<i>PTA 102-002</i>	<i>Patient Care Skills & Assessment</i>	<i>3</i>	<i>10:00-12:50</i>	<i>W</i>	<i>1510</i>	Kujawa/Gisher

Physical Therapist Assistant Course Schedule
 Southwestern Illinois College - FALL (Tentative Schedule)
 First year – First semester

TIMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	PTA 101-001 (MK)	PTA 100-HY1 (RL)	PTA 101-001 (MK)		
9:00					
9:30					
10:00	PTA 102-001 (MK & AG)		PTA 102-002 (MK & AG)		
11:00					
12:00					
1:00					
2:00					
3:00					

Schedule subject to change

Physical Therapist Assistant Course Schedule
 Southwestern Illinois College - SPRING (Tentative Schedule)
 First year – Second semester

COURSE NO.	COURSE TITLE	CR. HR.	CLASS TIME	DAY	RM	INSTRUCTOR (listed in Spring schedule)
PTA 150-001	Theory of Physical Agents I	3	10:00-12:50	M	1513	Snyder
<i>PTA 151-001</i>	<i>Application of Physical Agents I</i>	2	8:00-9:50	W	1510	Gisher
<i>PTA 151-002</i>	<i>Application of Physical Agents I</i>	2	12:00-1:50	W	1510	Gisher
PTA 160-001	Kinesiology & Clinical Orthopedics	5	8:00-10:20	T/TH	1513	Kujawa
<i>PTA 161-001</i>	<i>Orthopedic Interventions</i>	3	10:30-1:20	T	1510	Kujawa/Lutz
<i>PTA 161-002</i>	<i>Orthopedic Interventions</i>	3	10:30-1:20	TH	1510	Kujawa/Lutz
<i>PTA 165 IN1</i>	<i>Pathology I</i>	1	OL	OL	OL-Tests	<i>Hentis – class held for 12 weeks of semester, <u>starting week 4</u> and ending with finals.</i>

Physical Therapist Assistant Course Schedule
 Southwestern Illinois College - SPRING (Tentative Schedule)
 First year – Second semester

TIMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00		PTA 160 (MK)	PTA 151-001 (AG)	PTA 160 (MK)	
9:00					
10:00	PTA 150 (KS)				
10:30		PTA 161-001 (MK & RL)		PTA 161-002 (MK & RL)	
11:00					
12:00			PTA 151-002 (AG)		
1:00					
1:30					
2:00					
3:00					

Schedule subject to change

Students to make time in schedule for OL Path class, in addition to courses listed.

Physical Therapist Assistant Course Schedule
 Southwestern Illinois College - FALL (Tentative Schedule)
 Second year – First semester

COURSE No.	COURSE TITLE	CR. HR.	TIME	DAY	RM	INSTRUCTOR
PTA 200-001	Theory of Physical Agents II	3	10:00-12:50	M	1513	Snyder
<i>PTA 201-001</i>	<i>Application of Physical Agents II</i>	2	<i>1:30-3:20</i>	<i>M</i>	<i>1510</i>	<i>Snyder</i>
<i>PTA 201-002</i>	<i>Application of Physical Agents II</i>	2	<i>1:30-3:20</i>	<i>W</i>	<i>1510</i>	<i>Snyder</i>
PTA 210-001	Therapeutic Exercise & Rehab	5	8:00-10:20	T/TH	1513	Kujawa
<i>PTA 211-001</i>	<i>Rehabilitation Techniques</i>	3	<i>10:30-1:20</i>	<i>T</i>	<i>1510</i>	<i>Kujawa/Lutz</i>
<i>PTA 211-002</i>	<i>Rehabilitation Techniques</i>	3	<i>10:30-1:20</i>	<i>TH</i>	<i>1510</i>	<i>Kujawa/Lutz</i>
<i>PTA 220-IN1</i>	<i>Pathology II</i>	3	<i>OL</i>	<i>OL</i>	<i>OL-Tests</i>	<i>Hentis – full 16 weeks</i>

Physical Therapist Assistant Course Schedule
 Southwestern Illinois College - FALL (Tentative Schedule)
 Second year – First semester

TIMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
8:00		PTA 210-001 (MK)		PTA 210-001 (MK)		
9:00						
10:00	PTA 200-001 (KS)					
10:30		PTA 211-001 (MK & RL)		PTA 211-001 (MK & RL)		
11:00						
12:00						
1:00						
1:30	PTA 201-002 (KS)		PTA 201-002 (KS)			
2:00						
3:00						
3:30						
4:00						

Schedule subject to change

Students to make time in schedule for OL Path class, in addition to courses listed.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Threading Evidence Based Practice Activities t/o the SWIC PTA curriculum

PTA 100 in white
PTA 101/102 highlighted in pink
PTA 150/151 highlighted in green
PTA 160/161 highlighted in blue
PTA 165/220 highlighted in yellow
PTA 200/201 highlighted in purple
PTA 210/211 highlighted in orange

PTA 170 and 270/280 Clinical Experiences/Clinical Seminar highlighted in Hot Pink

Activity	Course	Time line
<p>Students to:</p> <ul style="list-style-type: none"> • Identify the purpose and importance of research in providing quality, contemporary interventions and describe related ethical considerations. • List the various types of research and identify components of a research article including the Abstract, Introduction, Method(s), Result(s), Discussion, and Conclusion. • Compare and contrast common terms found when reading professional literature including: <ol style="list-style-type: none"> a. independent and dependent variable. b. random selection and sample of convenience. c. control group and experimental group. d. construct validity, internal and external validity. e. intra-rater and inter-rater reliability. • Discuss the level of statistical significance found in the results of a research article based on the “p” value. • Define Evidence Based Practice (EBP) and describe the five steps to EBP including: Ask, Find, Appraise, Apply and Evaluate. • Define the acronym PICO and describe how it relates to the formulation of an answerable clinical question when applying EBP. • Describe ways to assess the credibility of resources utilized for gathering information when applying EBP and discuss the necessary steps required to narrow search results. • List in hierarchical order the levels of evidence leading to best practice. • Discuss ways of integrating EBP with the clinical expertise of the PT/PTA team to optimize patient outcomes. 	PTA 100	First Fall
<p>Students to:</p> <ul style="list-style-type: none"> • Review EBP PowerPoint Slides with example PICO question. <p>Librarian to present information on credible search engines, how to narrow the search to find the best evidence, and offer students assistance in the future.</p> <ul style="list-style-type: none"> • Choose a research partner and be assigned an orthopedic diagnosis from PTA 150/151/160/161. • Formulate a clinical question utilizing the PICO model. • Find a contemporary, high quality research article based on assigned diagnosis (Level of evidence desired is at minimum a case study) • Email PICO question with full text article link (permalink) to PTA 160 instructor (as a pair) on or before Day One of Spring classes. 	PTA 101	First Fall
<p>Students to:</p> <p>Day One of Spring Semester:</p> <ul style="list-style-type: none"> • Be prepared to discuss clinical PICO question and contemporary research article during class. <p>End of Week Three:</p> <ul style="list-style-type: none"> • Post a 3-5 minute video presentation to Bb PTA 160 under the Discussions link. Presentation to include: how/why the clinical question was formulated, how the search was performed, how many articles the initial search came up with, how the search was narrowed, which article was selected to review and why, and summarize the key parts of the article and its findings to conclude 	PTA 160	Second Semester/ First Spring

<p>the video. Presentation should be concise and professional. Include article title and link as a reference for classmates.</p> <p>End of Week 4:</p> <ul style="list-style-type: none"> • Individually review 2 student presentations in Bb. • Provide a written critique of the 2 presentations related to the assignment using the following survey/prompting questions: <ol style="list-style-type: none"> 1. Was the search conducted in the most effective manner to narrow results and provide a level of evidence at a minimum of a case study? 2. Was the article contemporary and relevant to the original PICO question? 3. Was the article summarized in an effective and efficient manner demonstrating key points and findings? • Select one of the 2 critiques and find a contemporary, high quality article on the same topic (preferably at or above the level of evidence of the original article) and post to Bb this article title and link along with a brief paragraph summarizing the article and its findings plus how it may support or refute the findings in the original article. 		
<p>Students to:</p> <ul style="list-style-type: none"> • Identify key factors to assess and determine credibility of website content. 	PTA 165	Second Semester/ First Spring
<p>Students to:</p> <ul style="list-style-type: none"> • Select a diagnosis or intervention, based on a patient he/she worked with during Clinical Experience I to formulate a PICO question and find a contemporary, high quality article. (Level of evidence desired is at minimum a Randomized Controlled Trial/RCT). • Provide instructor with clinical PICO question and contemporary research article abstract with citation. Present a brief summary on how/why the clinical question was formulated, how the search was performed, how many articles the initial search came up with, how the search was narrowed, the level of evidence, which article was selected to review and why, and summarize the key parts of the article and its findings on the final seminar day. 	PTA 170	Third Semester/Summer Integrated Clinical Experience
<p>Students to:</p> <ul style="list-style-type: none"> • Choose a research partner and be assigned a contemporary, clinical question related to a topic covered during Pathology. • Use the assigned question to perform a search and narrow results. (Level of evidence desired is highest available) • Write a 1 page summary of the article and submit along with the abstract and citation via Bb by due date designated by instructor. 	PTA 220	Fourth semester/ Final Fall
<p>Students to:</p> <ul style="list-style-type: none"> • Find a contemporary, high quality article (Level of evidence desired is a meta-analysis or systematic review) on a patient diagnosis or intervention of their choice. • Combine this activity with mandatory inservice at clinical site, if possible. • Present a summary of the meta-analysis or systematic review and its clinical relevance to classmates during clinical seminar. • Submit the article abstract and link to instructor. 	PTA 280	Fifth semester/ Final Spring Terminal Clinical Experiences

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Threading Functional Outcome Measures t/o the SWIC PTA curriculum

PTA 100 in white
PTA 101/102 highlighted in pink
PTA 150/151 highlighted in green
PTA 160/161 highlighted in blue
PTA 165/220 highlighted in yellow
PTA 200/201 highlighted in purple
PTA 210/211 highlighted in orange

PTA 170 and 270/280 Clinical Experiences/Clinical Seminar highlighted in Hot Pink

Activity	Course	Time line
Introduce students to Functional Outcome Measures (FOM) and need for objectively measuring patient performance for reimbursement purposes. Discuss during Health Care Reimbursement section.	PTA 100	First Fall
Introduce students to Functional Outcome Measures and need for objectively measuring patient performance for reimbursement purposes. Discuss during SOAP Note Writing. Functional Outcome Measures: <ul style="list-style-type: none"> • NPRS - Numeric Pain Rating Scale • Borg RPE 	PTA 101/102	First Fall
Functional Outcome Measures: <ul style="list-style-type: none"> • VAS - Visual Analog Scale • NDI - Neck Disability Index • ODI- Oswestry Disability Index <u>Reinforce:</u> <ul style="list-style-type: none"> • NPRS - Numeric Pain Rating Scale 	PTA 150/151	Second Semester/ First Spring
Functional Outcome Measures: <ul style="list-style-type: none"> • DASH – Disabilities of the Arm, Shoulder and Hand • LEFS – Lower Extremity Functional Scale • 2 minute and 6 minute walk test • TUG – Timed Up and Go <u>Reinforce:</u> <ul style="list-style-type: none"> • Various Pain Rating Scales • ODI – Oswestry Disability Index • NDI - Neck Disability Index 	PTA 160/161	Second Semester/ First Spring
Functional Outcome Measures: <ul style="list-style-type: none"> • FTSS - Five times sit to stand • Tinetti Balance Assessment • Arthritis Impact Measurement Scales (AIMS 2) • Back Ankylosing Spondylitis Disease Activity Index • FIST – Function in Sitting Test • 6 clicks – Activity Measures for Post Acute Care • FSS – Fatigue Severity Scale • MRC – Medical Research Council Dyspnea Scale <u>Reinforce:</u> <ul style="list-style-type: none"> • Pain Rating Scales • ODI - Oswestry Disability Index • LEFS – Lower Extremity Functional Scale • 2 minute and 6 minute walk test • TUG – Timed Up and Go 	PTA 165	Second Semester/ First Spring
Clinical Experience I (1, four week clinical = 160 contact hours)	PTA 170	Third Semester/Summer Integrated Clinical Experience

<p>Functional Outcome Measures:</p> <ul style="list-style-type: none"> • Braden Wound Care Scale <p><u>Reinforce:</u></p> <ul style="list-style-type: none"> • NPRS - Numeric Pain Rating Scale • VAS - Visual Analog Scale 	PTA 200/201	Fourth semester/ Final Fall
<p>Functional Outcome Measures:</p> <ul style="list-style-type: none"> • Waddell's signs • Peabody Developmental Motor Scale • Bayley Scales of Infant Development II • Denver Developmental Screening Tool • Pediatric Evaluation of Disability Inventory • Miller Assessment for Preschoolers • Sensory Organization Test • Sensory Profile • GMFM - Gross Motor Function Measure • GMFCS – Gross Motor Function Classification System • School Function Assessment • BBS - Berg Balance Scale • Tinetti Mobility Scale • Functional Reach Test • Random Head Shake Test • Romberg/Sharpened Romberg Test • FIM - Functional Independence Measure • Barthel Index • Katz Index of ADL • Mini-mental examination • Glasgow Coma Scale <p><u>Reinforce:</u></p> <ul style="list-style-type: none"> • Various Pain Rating Scales • ODI - Oswestry Disability Index • NDI - Neck Disability Index • TUG – Timed Up and Go 	PTA 210/211	Fourth semester/ Final Fall
<p>Functional Outcome Measures</p> <ul style="list-style-type: none"> • Activities –specific Balance Confidence Scale • Dynamic Gait Index • Borg: RPE & Dyspnea • Angina Pain Scale • Claudication Scale • Four Square Test • 9-Hole Peg Test (Parkinson's) <p><u>Reinforce:</u></p> <ul style="list-style-type: none"> • 6 minute walk test • TUG – Timed Up and Go • FTSS – Five Time Sit to Stand • FIM - Functional Independence Measure • BBS - Berg Balance Scale • FIST – Function in Sitting Test • 6 clicks – Activity Measures for Post Acute Care • FSS – Fatigue Severity Scale • MRC – Medical Research Council Dyspnea Scale • All peds related measures highlighted in PTA 210 	PTA 220	Fourth semester/ Final Fall
<p>Clinical Experience II: Rotations 1 and 2 (2, six week clinicals = 480 contact hours)</p>	PTA 270	Fifth semester/ Final Spring Terminal Clinical Experiences
<p>Have students bring back info from clinic on at least one Functional Outcome Measure that was used during their first rotation and discuss it with the group during CE Seminar.</p> <p>Functional Outcome Measures:</p> <ul style="list-style-type: none"> • FIM 	PTA 280	Fifth semester/ Final Spring Terminal Clinical Experiences

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Students are encouraged to utilize: Rehab Measures, APTA.org & EBP Resources for more information on above noted measures.

**Southwestern Illinois College
Physical Therapist Assistant Program**

Threading Oral Communication t/o the SWIC PTA curriculum

Voice Recording assignments highlighted in purple

Oral Communication imbedded in all Skill Competency Check offs & Practical Examinations, Application Courses highlighted in green

Oral Communication imbedded t/o Clinical Experiences, including Video Conferencing with cohort leader and mandatory Inservice, CE Courses highlighted in pink

Activity	Course	Time line
Required General Education courses: Speech plus other GEs incorporating oral communication skills as part of SWIC Core Competencies	GE courses	Prior to/or during PTA Program
Discuss the importance of developing strong communication skills to enhance patient /caregiver education. Provide rationale for every PT/PTA is an Educator (APTA Education section theme).	PTA Boot Camp	Orientation to program – Prior to Fall start
Prepare video/voice recording on iPod or Personal Smart Phone: see Voice Recording Assignment in course syllabi intro and/or Bb shell for course. Topic: introduce self, provide explanation of why they wish to be a PTA, and provide a brief summary of current strengths and weaknesses, as well as plans for overcoming weaknesses.	PTA 100	First Fall – prior to first class
Prepare video/voice recording on iPod or Personal Smart Phone – see Voice Recording Assignments in course syllabi intro and/or Bb shell for course. Topics: Goni Norms and Prime Movers	PTA 101	First Fall – end of week 3 & week 6
Skill Competency Check offs & Practical Examinations – see Practical Evaluation forms in Blackboard (Bb).	PTA 102	First Fall
Prepare voice recording on iPod or Personal Smart Phone–see Voice Recording Assignment in course syllabi intro and/or Bb shell for course. Topic: Role of PT/PTA	PTA 150	Second Semester/ First Spring – end of week 2
Prepare voice recording on iPod or Personal Smart Phone – –see Voice Recording Assignment in course syllabi intro and/or Bb shell for course. Topic: Patient Interview (including clearing patient of contraindications) and Explanation of PT Plan of Care (POC)	PTA 150	Second Semester/ First Spring – end of week 4
Skill Competency Check offs & Practical Examinations – see Practical Evaluation forms in Blackboard (Bb).	PTA 151	Second Semester/ First Spring
Prepare Evidence Based Practice video presentation per guidelines in EBP Thread.	PTA 160	Second Semester/First Spring – week 3
Prepare voice recording on iPod or Personal Smart Phone– –see Voice Recording Assignment in course syllabi intro and/or Bb shell for course. Topic: Mock discussion with CI (Clinical Instructor) re: Patient Dx, symptoms, special tests PT may perform, relevance to PT POC	PTA 160	Second Semester/ First Spring – end of week 11

Skill Competency Check offs & Practical Examinations – see Practical Evaluation forms in Blackboard (Bb).	PTA 161	Second Semester/ First Spring
Simulation to include communicating an understanding of POC, and communicating with medically ventilated patient. (see also Sim lab thread)	PTA 165	Second Semester/ First Spring
Clinical Experience I (1, four week clinical = 160 contact hours)	PTA 170	Third Semester/Summer Integrated Clinical Experience
Utilize iPod or Personal Smart Phone for MS Teams Appointment with cohort leader during CE I	PTA 170	Third Semester/Summer Integrated Clinical Experience
Present EBP activity during PTA 170 clinical seminar. Details found in EBP Thread.	PTA 170	Third Semester/Summer Integrated Clinical Experience
Prepare voice recording on iPod or Personal Smart Phone – see Voice Recording Assignment in course syllabi intro and/or Bb shell for course: Mock discussion with Clinical Instructor (CI) re: Conflict Resolution	PTA 200/210 combined	Fourth semester/ Final Fall – end of week 12
Skill Competency Check offs & Practical Examinations – see Practical Evaluation forms in Blackboard (Bb).	PTA 201	Fourth semester/ Final Fall
Skill Competency Check offs & Practical Examinations – see Practical Evaluation forms in Blackboard (Bb).	PTA 211	Fourth semester/ Final Fall
Clinical Experience II: Rotations 1 and 2 (2, six week clinicals = 480 contact hours) & Mandatory Inservice	PTA 270	Fifth semester/ Final Spring Terminal Clinical Experiences
Utilize iPod or Personal Smart Phone for MS Teams Appointment with cohort leader during CE II	PTA 280	Third Semester/Summer Integrated Clinical Experience
Present EBP activity during PTA 280 clinical seminar. Details found in EBP Thread.	PTA 280	Fifth semester/ Final Spring Terminal Clinical Experiences

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Threading Safety t/o the SWIC PTA curriculum

PTA 100 in white
PTA 101/102 highlighted in pink
PTA 150/151 highlighted in green
PTA 160/161 highlighted in blue
PTA 165 & 220 In yellow
PTA 200/201 highlighted in purple
PTA 210/211 highlighted in orange

(Colors used in this chart corresponds with color coding used in PTA Assessment Manual)

*SEE ALSO Master Practical Examination forms, including MASTER FACE SHEET, CRITICAL INDICATORS/SAFETY CONCERNS, and CONTRAINDICATIONS

Activity	Course	Time line
<p>Info sent to students via emails, prior to Boot Camp:</p> <ul style="list-style-type: none"> • Medical Examination including necessary Vaccinations (to include COVID) and Immunizations • Criminal Background Check & Government Registry Search • Urine Drug Screen (comes with CBC info but drug screen is done at random, prior to first clinical) • Student Handbook Review and Signature Pages <p>Info referenced in Student Handbook under “Program Information” Students covered by SWIC’s Liability Insurance policy once registered –expense covered by program lab fees</p> <p>Info referenced in Student Handbook under “Program Related Expectations”</p> <ul style="list-style-type: none"> • Performance Essentials (i.e. lifting, manual dexterity, communication) • Health Risks/Use of Human Subjects for Training • Student Conduct Code • Proper Use of Social Media <p>Info referenced in Student Handbook under “Policies and Procedures related to Lecture and Lab”</p> <ul style="list-style-type: none"> • Policies and Procedures for Utilizing Lab Space (including incident reports) • Policy and Procedure for Determining Students are Competent and Safe, Prior to Clinical Assignment <p>Info referenced in Student Handbook under “Policies and Procedures related to Clinical Experience”</p> <ul style="list-style-type: none"> • Sample of SWIC Clinical Affiliation Agreement • Student Requirements prior to Clinical Experience • Criminal Background Checks, Name Search and Urinary Drug Testing • Policy and Procedure for Determining Students are Competent and Safe, in the Clinical Setting 	PTA Boot Camp	Prior to Program Start
<p>During Lecture: (see course objectives in syllabi for greater detail)</p> <ul style="list-style-type: none"> • Professional and Ethical Conduct consistent with Professional in Physical Therapy Core Values, Value Based Behaviors for the PTA, APTA Guide for Conduct for the PTA, Standards of Ethical Conduct for the PTA • Accreditation and Licensure to ensure public safety including Commission on Accreditation in Physical Therapy Education (CAPTE), Federation of State Boards of Physical Therapy (FSBPT), State Boards of PT – specifically Illinois Department of Financial and Professional Regulation (IDFPR) • Federal Statutes that govern PT practice including Health Information Portability and Accountability Act (HIPAA), American with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), and Occupational Safety and Health Administration Standards (OSHA) • State Statutes that govern PT Practice: compare and contrast IL and MO Practice Acts • Current laws and regulations designed to limit fraud, waste and abuse in health care practice and potential penalties • National Safety Council Bloodborne & Airborne Pathogens online certification training including incident reporting and exposure control plans • Types of precautions including Standard/Universal and Transmission Based Precautions and an introduction to Personal Protective Equipment (PPE) • Introduction to proper hand hygiene per guidelines of the Center for Disease Control (CDC) 	PTA 100	First Fall
<p>During Lecture: (see course objectives in syllabi for greater detail)</p> <ul style="list-style-type: none"> • See Lecture rubric regarding professional conduct • Phases of Healing & Exercise Guidelines • State law compared with APTA positions, including administration of joint mobilizations • Vitals/other critical indicators (i.e. normal ranges, signs of distress, need for reporting, ceasing exercise) • Proper body mechanics (clinician, patient, family, and/or caregiver) • Mobility training (i.e. transfers, gait, bed mobility, use of assistive & adaptive devices, appropriate teaching strategies) – primarily for the patient with an orthopedic injury/condition • Precautions & Contraindications to exercise – primarily for ROM and Strengthening, includes Total Hip Replacement • Bloodborne and Airborne Pathogen Exposure Control • Venous Thromboembolism (VTE), Deep Vein Thrombosis (DVT), and Pulmonary Emboli (PE) signs and symptoms and impact each has on exercise, including ROM and Strengthening • Wells Clinical Prediction Rule for risk of DVT - primarily for the patient with an orthopedic injury/condition 	PTA 101/102	First Fall

<ul style="list-style-type: none"> • Target Heart Rate and appropriateness of exercise - primarily for the patient with an orthopedic injury/condition • Medical Emergencies, Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillator (AED), and Foreign Body Airway Obstruction (FBAO) • Signs of abuse/neglect & fraud and proper reporting <p>During Lab: for protection of simulated patients & preparation for real patients</p> <ul style="list-style-type: none"> • See Lab Rubric regarding professional conduct • CPR training and certification - American Heart Association (AHA) Basic Life Support (BLS) Provider including CPR, AED, and FBAO • Skill Competency - See other Program Threads: Skill Competency Check offs and Simulation Lab See Practical Examination Skill Sheets • Practical Examination Master Face Sheet <ul style="list-style-type: none"> ○ Review of health record, communicating an understanding of PT Plan of Care (POC) & prep for Rx including proper hand hygiene ○ Patient interview/confirming of patient history/ visual and palpable assessments/&reporting of changes to PT • Practical Examination Critical Indicators/Safety Concerns – introduced <ul style="list-style-type: none"> ○ Latex Allergies ○ Blood Pressure (BP) ○ Heart Rate (HR) ○ Respirations ○ O2 Saturation ○ Temperature ○ Sugar levels ○ Capillary refill ○ Lab values ○ Signs & symptoms of CA ○ Psychological disorders &/or abuse ○ Perceived changes in medical status needing reported to PT • Practical Examination Critical Indicators/Safety Concerns – primarily for the patient with an orthopedic injury/condition <ul style="list-style-type: none"> ○ Assistive device and equipment safety ○ Proper patient positioning/handling/monitoring/& securing ○ Patient/family and caregiver education ○ Following PT Plan of Care (POC) ○ Proper body mechanics (clinician, patient, family, and/or caregiver) <p>Policies and Procedures for Utilizing Lab Space (see PTA Student Handbook and all Lab Syllabi for details)</p> <ul style="list-style-type: none"> • Appropriate Use PTA Lab Policies/Procedures • Infection Control & Other Safety Policies and Procedures (includes review from PTA 100 OSHA Bloodborne and Airborne pathogens, Use of Personal Protective Equipment (PPE): Mask/Glove and Gown Techniques & Standard and Transmission Precautions) • Exposure and Injury/Illness Prevention Controls <ul style="list-style-type: none"> ○ Proper Hand Hygiene (includes CDC guidelines, use of alcohol based hand sanitizer, cleaning hands with soap and water) ○ Disinfecting Treatment Tables and Equipment (includes Standard and Transmission Precautions, CDC properties of an ideal disinfectant and use of PPE when potential for exposure to blood or other infectious body fluids and/or materials) ○ Maintenance and Repair of Equipment (includes information on GFI outlets, calibration of electrical equipment & procedures for malfunctioning equipment) • Post exposure and/or Injury/Illness Controls <ul style="list-style-type: none"> ○ Recognize, respond , and alert faculty/Physical Plant to exposure to blood, bodily fluids, or other potentially infectious/hazardous materials ○ Recognize, respond, and alert faculty of need for First Aid and/or Emergency Medical Assistance (Note: Public Safety Officers act as First Responders on campus. AED in Varsity Gym across from PTA lab and First Aid Kit in PTA lab) ○ Incident Reporting (see Example of Incident Report form in PTA Student Handbook) • Regulated Waste Controls <ul style="list-style-type: none"> ○ Disposal of regulated waste and sharps 		
<p>During Lecture: (see course objectives in syllabi for greater detail)</p> <ul style="list-style-type: none"> • See Lecture rubric regarding professional conduct • State and Federal laws/regulations regarding role of PTA and impact on Manual Therapy/Physical Agents • Signs of abuse/neglect & fraud and proper reporting • Phases of Healing & Manual Therapy/Physical Agents Guidelines • Precautions & Contraindications to Manual Therapy/Physical Agents • Vitals/other critical indicators (i.e. normal ranges, signs of distress, need for reporting, ceasing exercise) • VTE info (DVT, PE, use of Well’s Prediction Criteria) and impact on Manual Therapy/Physical Agents 	PTA 150/151	Second Semester/ First Spring

<p>During Lab: for protection of simulated patients & preparation for real patients</p> <ul style="list-style-type: none"> • See Lab rubric regarding professional conduct • Precautions & Contraindications to Manual Therapy/Physical Agents • Reinforcement and skill competency check off of proper donning and doffing of PPE • Skill Competency - See other Program Threads: Skill Competency Check offs and Simulation Lab See Practical Examination Skill Sheets • Practical Examination Master Face Sheet – reinforced/enhanced <ul style="list-style-type: none"> ○ Same as those in PTA 102 • Practical Examination Critical Indicators/Safety Concerns - reinforced/enhanced <ul style="list-style-type: none"> ○ Same as those in PTA 102 ○ Critical Indicators randomly imbedded in Skill Competency Check off Scenarios t/o semester ○ Critical Indicators randomly imbedded in Final Combined Practical Examination Scenarios for PTA 151/161 • Practical Examination Critical Indicators/Safety Concerns – primarily for the patient with an orthopedic injury/condition <ul style="list-style-type: none"> ○ Same as those in PTA 102 ○ Includes Manual Therapy/Physical Agents <p>Policies and Procedures for Utilizing Lab Space (see PTA Student Handbook and all Lab Syllabi for details)</p> <ul style="list-style-type: none"> • See PTA 102 info, all labs utilize same policies and procedures 		
<p>During Lecture: (see course objectives in syllabi for greater detail)</p> <ul style="list-style-type: none"> • See Lecture rubric regarding professional conduct • Diagnostic tests & contemporary medical management of the patient with an orthopedic injury/condition • Phases of Healing & Exercise Guidelines – primarily for patients with an orthopedic injury/condition • State and Federal laws/regulations regarding role of PTA and impact on therapeutic exercise (including joint mobilizations) • Mobility training (i.e. transfers, gait, bed mobility, use of assistive & adaptive devices, appropriate teaching strategies) – primarily for the patient with an orthopedic injury/condition • Vitals/other critical indicators (i.e. normal ranges, signs of distress, need for reporting, ceasing exercise) • Precautions and Contraindications to stretching, joint mobilization, and strengthening • Target heart rate and appropriate treatment progression – primarily for patients with an orthopedic injury/condition • VTE info (DVT, PE, use of Well’s Prediction Criteria) and impact on therapeutic exercise • Signs of abuse/neglect and fraud, and proper reporting <p>During Lab: for protection of simulated patients & preparation for real patients</p> <ul style="list-style-type: none"> • See Lab rubric regarding professional conduct • Skill Competency - See other Program Threads: Skill Competency Check offs and Simulation Lab See Practical Examination Skill Sheets • Practical Examination Master Face Sheet – reinforced/enhanced <ul style="list-style-type: none"> ○ Same as those in PTA 102 • Practical Examination Critical Indicators/Safety Concerns - reinforced/enhanced <ul style="list-style-type: none"> ○ Same as those in PTA 102 ○ Critical Indicators randomly imbedded in Skill Competency Check off Scenarios t/o semester ○ Critical Indicators randomly imbedded in Final Combined Practical Examination Scenarios for PTA 151/161 • Critical Indicators: (as seen on Practical Examination Critical Indicators/Safety Concerns form) – primarily for the patient with an orthopedic injury/condition <ul style="list-style-type: none"> ○ Same as those in PTA 102 <p>Policies and Procedures for Utilizing Lab Space (see PTA Student Handbook and all Lab Syllabi for details)</p> <ul style="list-style-type: none"> • See PTA 102 info, all labs utilize same policies and procedures 	PTA 160/161	Second Semester/ First Spring
<ul style="list-style-type: none"> • Assess intensity level of exercise, understanding when it’s appropriate to use target heart rate vs. rate of perceived exertion. • Identify when appropriate to notify PT for re-evaluation, need for referral or to stop treatment based on patient signs/symptoms. • Recognize contra-indications/precautions relating to PT interventions, various conditions and systems of the body; and when to modify or withhold treatment, and red flags indicating need for referral. • Identify infectious disease causing microbes, factors which increase risk of infection, modes of transmission, and controls to reduce transmission of infectious diseases. • Recognize and understand purpose of various medical equipment utilized in acute care settings, and how it impacts PT interventions. 	PTA 165	Second Semester/ First Spring

<p>Prior to Seminar:</p> <ul style="list-style-type: none"> Health Insurance coverage – students must sign a statement attesting to coverage during clinical experiences Liability Insurance coverage – students are covered through lab fee dollars <p>During Clinical Seminar:</p> <ul style="list-style-type: none"> State/Federal laws & APTA positions regarding roles of the PT, PTA and PT Aide/Technician Clinical behaviors consistent with APTA’s Core Values, Value-Based Behaviors, Guide for Conduct and Standards for Ethical Conduct Realm-Individual Process-Situation (RIPS) model and APTA’s Core Documents regarding ethical decision making in the clinic State and Federal statutes governing Physical Therapy practice including HIPAA, ADA, IDEA, and OSHA Laws and regulations designed to limit fraud, waste, and abuse in the clinical setting <p>During Clinical Experience:</p> <ul style="list-style-type: none"> Clinical Performance Instrument (CPI): Criteria #1: Safety (See Essential Skills listed on CPI for details) 	PTA 170	Third Semester/Summer
<p>During Lecture: (see course objectives in syllabi for greater detail)</p> <ul style="list-style-type: none"> See Lecture rubric regarding professional conduct State and Federal laws/regulations regarding the role of the PTA and impact on Manual Therapy/Physical Agents & Electrotherapeutic Modalities (including wound assessment and management) Signs of abuse/neglect & fraud and proper reporting Phases of Healing & Manual Therapy/Physical Agents & Electrotherapeutic Modalities Guidelines Precautions & Contraindications to Manual Therapy/Physical Agents & Electrotherapeutic Modalities Vitals/other critical indicators (i.e. normal ranges, signs of distress, need for reporting, ceasing exercise) VTE info (DVT, PE, use of Well’s Prediction Criteria) and impact on Manual Therapy/Physical Agents & Electrotherapeutic Modalities <p>During Lab: for protection of simulated patients & preparation for real patients</p> <ul style="list-style-type: none"> See Lab rubric regarding professional conduct Precautions & Contraindications to Manual Therapy/Physical Agents & Electrotherapeutic Modalities Reinforcement and skill competency check off of proper donning and doffing of PPE with wound debridement Skill Competency - See other Program Threads: Skill Competency Check offs and Simulation Lab See Practical Examination Skill Sheets Practical Examination Master Face Sheet – reinforced/enhanced <ul style="list-style-type: none"> Same as those in PTA 151 Practical Examination Critical Indicators/Safety Concerns - reinforced/enhanced <ul style="list-style-type: none"> Same as those in PTA 151 Critical Indicators randomly imbedded in Skill Competency Check off Scenarios t/o semester with greater frequency Critical Indicators randomly imbedded in both Midterm & Final Combined Practical Examination Scenarios for PTA 201/211 Practical Examination Critical Indicators/Safety Concerns – primarily for the patient with an orthopedic injury/condition <ul style="list-style-type: none"> Same as those in PTA 151 Includes Manual Therapy/Physical Agents & Electrotherapeutic Modalities <p>Policies and Procedures for Utilizing Lab Space (see PTA Student Handbook and all Lab Syllabi for details)</p> <ul style="list-style-type: none"> See PTA 102 info, all labs utilize same policies and procedures 	PTA 200/201	Fourth semester/ Final Fall
<p>During Lecture: (see course objectives in syllabi for greater detail)</p> <ul style="list-style-type: none"> See Lecture rubric regarding professional conduct Phases of Healing & Exercise Guidelines – primarily for the patient with a neurological injury/condition Laws/regulations regarding the ADA (Americans with Disability Act) as it pertains to architectural barriers and accessibility requirements Mobility training (i.e. transfers, gait, bed mobility, use of assistive & adaptive devices, appropriate teaching strategies) – primarily for the patient with a neurological injury/condition Vitals/other critical indicators (i.e. normal ranges, signs of distress, need for reporting, ceasing exercise) Precautions and Contraindications to stretching and strengthening – primarily for the patient with a neurological injury/condition VTE info (DVT, PE, use of Well’s Prediction Criteria) & impact on therapeutic exercise for the patient with an orthopedic or neurological injury/condition or the Medically Complex patient Signs of abuse/neglect and fraud and proper reporting Americans with Disability Act (ADA) and accessibility requirements/regulations for various environments 	PTA 210/211	Fourth semester/ Final Fall

<p>During Lab: for protection of simulated patients & preparation for real patients</p> <ul style="list-style-type: none"> • See Lab rubric regarding professional conduct • Skill Competency - See other Program Threads: Skill Competency Check offs and Simulation Lab See Practical Examination Skill Sheets • Practical Examination Master Face Sheet – reinforced/enhanced <ul style="list-style-type: none"> ○ Same as those in PTA 161 • Practical Examination Critical Indicators/Safety Concerns - reinforced/enhanced <ul style="list-style-type: none"> ○ Same as those in PTA 161 ○ Critical Indicators randomly imbedded in Skill Competency Check off Scenarios t/o semester with greater frequency ○ Critical Indicators randomly imbedded in both Midterm and Final Combined Practical Examination Scenarios for 201/211 • Critical Indicators: (as seen on Practical Examination Critical Indicators/Safety Concerns form) primarily for the patient with an orthopedic or neurological injury/condition or the Medically Complex patient. <ul style="list-style-type: none"> ○ Same as those in PTA 161 <p>Policies and Procedures for Utilizing Lab Space (see PTA Student Handbook and all Lab Syllabi for details)</p> <ul style="list-style-type: none"> • See PTA 102 info, all labs utilize same policies and procedures 		
<p>During Lecture: (see course objectives in syllabi for greater detail)</p> <ul style="list-style-type: none"> • Adverse drug reactions in the elderly, and need for referral. • Tests & measures for fall risk assessment, and interventions to reduce fall risk. • Various psychological disorders and strategies to manage a patient displaying escalating behaviors. • Major signs/symptoms of a heart attack, as well as contra-indications/precautions relating to PT interventions for patients with cardiovascular diseases; and when to modify or withhold treatment, and red flags indicating need for referral. • Contra-indications/precautions relating to PT interventions for patients with respiratory conditions/diseases; and when to modify or withhold treatment, and red flags indicating need for referral. • Contra-indications/precautions to PT interventions for patients with burns. • Contra-indications/precautions to PT interventions for patients with neurological diseases/conditions; and when to modify or withhold treatment, and red flags indicating need for referral. • Signs indicating concussion and need for referral. • Developmental disorders, shunt malfunctions and signs of hip dysplasia; need for referral. • Signs of suspected abuse involving children or vulnerable adults; and how to report to proper authorities. • Various types of seizures; and how to prevent harm to the patient during a seizure. • Lab values impacted by cancer treatments and implications to PT interventions. • Risk factors and signs of secondary lymphedema. 	PTA 220	Fourth semester/ Final Fall
<p>Prior to Seminar:</p> <ul style="list-style-type: none"> • Health Insurance coverage – students must sign a statement attesting to coverage during clinical experiences • Liability Insurance coverage – students are covered through lab fee dollars <p>During Clinical Seminar:</p> <ul style="list-style-type: none"> • Coding, billing and reimbursement as it pertains to submission of charges in adherence to legal standards • Clinical behaviors consistent with APTA’s Core Values, Value-Based Behaviors, Guide for Conduct and Standards for Ethical Conduct • Realm-Individual Process-Situation (RIPS) model and APTA’s Core Documents regarding ethical decision making in the clinic • State and Federal statutes governing Physical Therapy practice including HIPAA, ADA, IDEA, and OSHA • Laws and APTA positions regarding supervision required for a licensed PTA vs a student PTA in various clinical settings • Laws and regulations designed to limit fraud, waste, and abuse in the clinical setting • Ethical and/or legal standards regarding various issues, including negligence, malpractice, and sexual harassment <p>During Clinical Experience:</p> <ul style="list-style-type: none"> • Clinical Performance Instrument (CPI): Criteria #1: Safety (See Essential Skills listed on CPI for details) 	PTA 270/280	Fifth semester/ Final Clinical Experience

Southwestern Illinois College

Physical Therapist Assistant Program

Threading Simulation Lab & Geri Suit t/o the SWIC PTA curriculum

PTA Boot Camp in white
 PTA 101/102 highlighted in pink
 PTA 160/161 highlighted in blue
 PTA 165/220 highlighted in yellow
 PTA 210/211 highlighted in orange

Activity	Course	Time line
Introduce students to Simulation Lab with Orientation to both adult simulators to include: <ul style="list-style-type: none"> • Pulse • Respirations 	PTA Boot Camp	Prior to Program Start
Sim Lab Scenarios to include: <ul style="list-style-type: none"> • Pulse • Respirations • SpO2 Geri-Suit Scenarios to include: <ul style="list-style-type: none"> • Glasses & braces during diversity lab • Weighted vest, ankle weights, glasses and braces during gait and bed mobility labs 	PTA 102	First Fall
Geri-Suit Scenarios to include: <ul style="list-style-type: none"> • Simulation with entire suit during gait scenario • Performance of TUG with suit donned during LE lab 	PTA 161	Second Semester/ First Spring
Sim Lab Scenarios to include: <ul style="list-style-type: none"> • Acute Care Simulation: • Communication with mechanically ventilated pt. • Utilizing lab values & ICU monitor to assess pt. stability for Rx & tolerance during & after treatment • Recognize meds which blunt HR • Recognizing & managing multiple lines during ROM & transfer • Recognize signs of orthostatic hypotension 	PTA 165	Second Semester/ First Spring
Geri-Suit Scenarios to include: <ul style="list-style-type: none"> • Glasses & braces during neuro rehab labs 	PTA 211	Fourth semester/ Final Fall
Sim Lab Scenarios to include: <ul style="list-style-type: none"> • CABG • Lung sounds 	PTA 220	Fourth semester/ Final Fall

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Threading Skill Competency Check offs t/o the SWIC PTA curriculum

PTA 102 highlighted in pink
PTA 151 highlighted in green
PTA 161 highlighted in blue
PTA 201 highlighted in purple
PTA 211 highlighted in orange

(Colors used in this chart corresponds with color coding used in PTA Assessment Manual)

PTA 170 and 270 Clinical Experiences highlighted in Hot Pink

Skill Competencies requiring formal check off	Course	Time line										
Introduce students to Skill Competencies and requirements t/o the program	PTA Boot Camp	Orientation to program – Prior to Fall start										
<p>Skill Competencies/Check offs:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Goniometry Upper Extremity</td></tr> <tr><td>Goniometry Lower Extremity</td></tr> <tr><td>Manual Muscle Testing Upper Extremity</td></tr> <tr><td>Manual Muscle Testing Lower Extremity</td></tr> <tr><td>Vital Signs: Pulse/Respiration/Blood Pressure</td></tr> <tr><td>Transfer Training: ortho (includes stand pivot, squat pivot, sliding board, stand step and transfer with assistive device)</td></tr> <tr><td>Dependent Transfers: 2 person lift, Hoyer, 3-6 person lift</td></tr> <tr><td>Gait Training (parallel bars or assistive device): ortho</td></tr> <tr><td>Bed Mobility: ortho</td></tr> <tr><td>Exercise: PROM/AAROM/AROM/RRROM</td></tr> </table> <p>*Above skill competencies performed primarily with ORTHOPEDIC PATIENTS at this point in curriculum</p>	Goniometry Upper Extremity	Goniometry Lower Extremity	Manual Muscle Testing Upper Extremity	Manual Muscle Testing Lower Extremity	Vital Signs: Pulse/Respiration/Blood Pressure	Transfer Training: ortho (includes stand pivot, squat pivot, sliding board, stand step and transfer with assistive device)	Dependent Transfers: 2 person lift, Hoyer, 3-6 person lift	Gait Training (parallel bars or assistive device): ortho	Bed Mobility: ortho	Exercise: PROM/AAROM/AROM/RRROM	PTA 102	First Fall
Goniometry Upper Extremity												
Goniometry Lower Extremity												
Manual Muscle Testing Upper Extremity												
Manual Muscle Testing Lower Extremity												
Vital Signs: Pulse/Respiration/Blood Pressure												
Transfer Training: ortho (includes stand pivot, squat pivot, sliding board, stand step and transfer with assistive device)												
Dependent Transfers: 2 person lift, Hoyer, 3-6 person lift												
Gait Training (parallel bars or assistive device): ortho												
Bed Mobility: ortho												
Exercise: PROM/AAROM/AROM/RRROM												
<p>Skill Competencies/Check offs:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Extremity Massage</td></tr> <tr><td>Friction Massage/STM/Fascial Release/Occipital Release/Edema Massage</td></tr> <tr><td>MHP/Paraffin</td></tr> <tr><td>Ultra Sound (Continuous, Pulsed or Under water)</td></tr> <tr><td>Cold Pack/Ice Massage/ & Girth Measurements</td></tr> <tr><td>Intermittent Compression</td></tr> <tr><td>Ace/Compression Wrap</td></tr> <tr><td>Aseptic Technique: Donning and Doffing Mask, Glove, Gown</td></tr> <tr><td>Traction Cervical/Pelvic (Supine) – department and home units</td></tr> </table> <p>*Above skill competencies performed primarily with ORTHOPEDIC PATIENTS at this point in curriculum</p>	Extremity Massage	Friction Massage/STM/Fascial Release/Occipital Release/Edema Massage	MHP/Paraffin	Ultra Sound (Continuous, Pulsed or Under water)	Cold Pack/Ice Massage/ & Girth Measurements	Intermittent Compression	Ace/Compression Wrap	Aseptic Technique: Donning and Doffing Mask, Glove, Gown	Traction Cervical/Pelvic (Supine) – department and home units	PTA 151	Second Semester/ First Spring Week 11/12	
Extremity Massage												
Friction Massage/STM/Fascial Release/Occipital Release/Edema Massage												
MHP/Paraffin												
Ultra Sound (Continuous, Pulsed or Under water)												
Cold Pack/Ice Massage/ & Girth Measurements												
Intermittent Compression												
Ace/Compression Wrap												
Aseptic Technique: Donning and Doffing Mask, Glove, Gown												
Traction Cervical/Pelvic (Supine) – department and home units												
<p>Skill Competencies/Check offs:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Elbow & Forearm Joint</td></tr> <tr><td>Wrist & Hand Joint (includes Dynamometer testing)</td></tr> <tr><td>Shoulder Joint (includes RTC protocol, Cane/Wand ex, Pendulum/Codman's ex)</td></tr> <tr><td>Hip Joint (includes THR protocol)</td></tr> <tr><td>Knee & Ankle Joint (includes TKR and ACL protocols and BAPS)</td></tr> <tr><td>Thoracic/Lumbar Spine</td></tr> <tr><td>Cervical Spine</td></tr> <tr><td>Posture Assessment</td></tr> </table> <p>*All check offs may incorporate the following: Assessment of joint via goniometric measurement/MMT/or Flexibility Test followed by exercise indicated in PT Plan of Care (POC) – may include stretching (including active inhibition techniques) or strengthening of any type *Above skill competencies performed primarily with ORTHOPEDIC PATIENTS at this point in curriculum</p>	Elbow & Forearm Joint	Wrist & Hand Joint (includes Dynamometer testing)	Shoulder Joint (includes RTC protocol, Cane/Wand ex, Pendulum/Codman's ex)	Hip Joint (includes THR protocol)	Knee & Ankle Joint (includes TKR and ACL protocols and BAPS)	Thoracic/Lumbar Spine	Cervical Spine	Posture Assessment	PTA 161	Second Semester/ First Spring		
Elbow & Forearm Joint												
Wrist & Hand Joint (includes Dynamometer testing)												
Shoulder Joint (includes RTC protocol, Cane/Wand ex, Pendulum/Codman's ex)												
Hip Joint (includes THR protocol)												
Knee & Ankle Joint (includes TKR and ACL protocols and BAPS)												
Thoracic/Lumbar Spine												
Cervical Spine												
Posture Assessment												

Clinical Experience I (1, four week clinical = 160 contact hours)	PTA 170	Third Semester/Summer Integrated Clinical Experience								
<p>Skill Competencies/Check offs:</p> <table border="1" data-bbox="204 342 945 596"> <tr><td>US/ES Combo</td></tr> <tr><td>HVPC/IFC/Pre-Mod</td></tr> <tr><td>TENS</td></tr> <tr><td>ESTR or Ionto</td></tr> <tr><td>Biofeedback</td></tr> <tr><td>NMES (Increase Jt Mobility)</td></tr> <tr><td>NMES (Decrease MM Disuse Atrophy)</td></tr> <tr><td>FES – Orthotic Substitution</td></tr> </table> <p>*Some of the above noted skills are combined with previous physical agents from PTA 151.</p> <p>*Above skill competencies performed with ORTHOPEDIC & NEUROLOGICALLY INVOLVED PATIENTS at this point in curriculum.</p>	US/ES Combo	HVPC/IFC/Pre-Mod	TENS	ESTR or Ionto	Biofeedback	NMES (Increase Jt Mobility)	NMES (Decrease MM Disuse Atrophy)	FES – Orthotic Substitution	PTA 201	Fourth semester/ Final Fall
US/ES Combo										
HVPC/IFC/Pre-Mod										
TENS										
ESTR or Ionto										
Biofeedback										
NMES (Increase Jt Mobility)										
NMES (Decrease MM Disuse Atrophy)										
FES – Orthotic Substitution										
<p>Skill Competencies/Check offs:</p> <table border="1" data-bbox="204 858 956 1131"> <tr><td>PNF (D1 and D2 patterns for extremities/scapula/pelvis)</td></tr> <tr><td>Core Stability/Swiss Ball/Stabilizer/McKenzie or Sahrman exercise</td></tr> <tr><td>Medically Complex patient</td></tr> <tr><td>SCI: mat to chair & floor to chair transfers, gait and assisted cough</td></tr> <tr><td>Transfers: neuro & pre-selected pre-gt activity</td></tr> <tr><td>Gait Training: neuro</td></tr> <tr><td>Pre-gait Activity: neuro (student selects appropriate activities)</td></tr> </table> <p>*Medically Complex patient check off may incorporate the following: Assessment of joint via goniometric measurement/MMT/or Flexibility Test followed by exercise and/or gait indicated in PT Plan of Care (POC) – may include stretching (including active inhibition techniques) or strengthening of any type and will involve comorbidities and possibly FOM's.</p> <p>*Pre-gait entails use of: NDT, PNF, Brunnstrom and Rood techniques as indicated in PT POC. Straight plane exercise is not acceptable for this competency.</p> <p>*Above skill competencies performed with ORTHOPEDIC & NEUROLOGICALLY INVOLVED PATIENTS at this point in curriculum.</p>	PNF (D1 and D2 patterns for extremities/scapula/pelvis)	Core Stability/Swiss Ball/Stabilizer/McKenzie or Sahrman exercise	Medically Complex patient	SCI: mat to chair & floor to chair transfers, gait and assisted cough	Transfers: neuro & pre-selected pre-gt activity	Gait Training: neuro	Pre-gait Activity: neuro (student selects appropriate activities)	PTA 211	Fourth semester/ Final Fall Week 2 & 12	
PNF (D1 and D2 patterns for extremities/scapula/pelvis)										
Core Stability/Swiss Ball/Stabilizer/McKenzie or Sahrman exercise										
Medically Complex patient										
SCI: mat to chair & floor to chair transfers, gait and assisted cough										
Transfers: neuro & pre-selected pre-gt activity										
Gait Training: neuro										
Pre-gait Activity: neuro (student selects appropriate activities)										
Clinical Experience II: Rotations 1 and 2 (2, six week clinicals = 480 contact hours)	PTA 270	Fifth semester/ Final Spring Terminal Clinical Experiences								

*Starting with PTA 151 and 161, students are responsible for appropriate action being taken when presented with critical indicators listed in check off scenarios. Scenario card may include information pertaining to patient's prior medical history (PMH) that would require student to recognize the need to check/monitor/report on the following (prior to, during and/or after delivery of specified treatment): latex allergy, blood pressure, heart rate, respirations, O2 sats, temperature, sugar levels, capillary refill, other lab values/special tests, signs & symptoms of cancer, signs & symptoms of psychological disorders and/or abuse, or perceived change(s) in medical status that require reporting to PT and/or needing to re-evaluate patient. (See Critical Indicators Practical Evaluation sheet for greater details)

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Southwestern Illinois College
Physical Therapist Assistant Program

Threading Written Communication/Medical Documentation throughout the SWIC PTA curriculum

Handwritten notes highlighted in blue
 iPad notes highlighted in purple
 WebPT notes highlighted in green
 Note Writing during Clinical Experience highlighted in pink

Activity	Course	Time line
Required General Education courses: English Composition plus other GE's incorporating written communication skills as part of SWIC Core Competencies	GE Courses	Prior to/ or during PTA Program
Introduce students to a medical record via chart review activity Introduce basics of SOAP note writing including purpose	PTA Boot Camp	Orientation to program – Prior to Fall start
Utilize Gait Scenario with Initial Note, POC, and Billing using WebPT <ul style="list-style-type: none"> • Issue handouts of each for students to refer to • Instructor to demo WebPT on screen and discuss case • Produce progress or daily note as group, with instructor inputting info and displaying on screen 	PTA 101	First Fall - after midterm
Handwritten notes - collected at beginning of each lab; designated scenario provided in syllabus	PTA 102	First Fall
iPad: Note typed on iPad and emailed to Lace Instructor with each check off	PTA 102	First Fall
iPad: Note typed on iPad and emailed to grader with each practical	PTA 102	First Fall
Have student emails entered into WebPT system	XXXX	Prior to second semester/ First Spring
Documentation Activities with Case Scenarios in lecture	PTA 150	Second Semester/ First Spring
Handwritten notes - collected at beginning of each lab; designated scenario provided in syllabus	PTA 151	Second Semester/ First Spring
iPad: Note typed on iPad and emailed to Lace Instructor with each check off	PTA 151	Second Semester/ First Spring
iPad: Note typed on iPad and emailed to grader with each practical	PTA 151	Second Semester/ First Spring
WebPT: Have students access patient scenario for: <ul style="list-style-type: none"> • Traction (during session that student is involved in Home Tx units) Have students input a daily note (including charges) into WebPT on a designated case prior to next lab session instead of handwritten note.	PTA 151	Second Semester/ First Spring Week 11/12
Written critique of peer research presentations, including summarization of an article supporting or refuting original research	PTA 160	Second Semester/ First Spring
Handwritten notes - collected at beginning of each lab; designated scenario provided in syllabus	PTA 161	Second Semester/ First Spring
iPad: Note typed on iPad and emailed to Lace Instructor with each check off	PTA 161	Second Semester/ First Spring

iPad: Note typed on iPad and emailed to grader with each practical	PTA 161	Second Semester/ First Spring
WebPT: Have students access patient scenarios (during Case Scenario lab sessions) for: <ul style="list-style-type: none"> • Elbow, Forearm, Wrist & Hand • Hip Complex Have students input a daily notes (including charges) into WebPT on designated cases prior to next lab sessions instead of handwritten notes.	PTA 161	Second Semester/ First Spring Week 4, 10
Utilize electronic documentation at clinical site; as applicable Write a reflection paper about volunteer experience for a service activity	PTA 170	Third Semester/Summer Clinical Experience I
Documentation Activities with Case Scenarios in lecture	PTA 200	Fourth semester/ Final Fall
Handwritten notes - collected at beginning of each lab; designated scenario provided in syllabus	PTA 201	Fourth semester/ Final Fall
iPad: Note typed on iPad and emailed to Lace Instructor with each check off	PTA 201	Fourth semester/ Final Fall
iPad: Note typed on iPad and emailed to grader with each practical	PTA 201	Fourth semester/ Final Fall
WebPT: Have students access patient scenario for: <ul style="list-style-type: none"> • NMES/BIOFEEDBACK Have students input a daily note (including charges) into WebPT on a designated case prior to next lab session instead of a handwritten note.	PTA 201	Fourth semester/ Final Fall Week 10
Handwritten notes - collected at beginning of each lab; designated scenario provided in syllabus	PTA 211	Fourth semester/ Final Fall
iPad: Note typed on iPad and emailed to Lace Instructor with each check off	PTA 211	Fourth semester/ Final Fall
iPad: Note typed on iPad and emailed to grader with each practical	PTA 211	Fourth semester/ Final Fall
WebPT: Have students access patient scenarios for: <ul style="list-style-type: none"> • Core Stability/Swiss Ball • Gait Training Patients with Flaccidity and Spasticity Have students input daily notes (including charges) into WebPT on designated cases prior to the following lab sessions instead of handwritten notes.	PTA 211	Fourth semester/ Final Fall Week 3 & 12
Write a 1 page summary of the article researched for EBP activity. See EBP Thread for details.	PTA 220	Fourth semester/ Final Fall
Utilize electronic documentation at clinical site; as applicable	PTA 270	Fifth semester/ Final Spring Terminal Clinical Experiences
Resume and Cover Letter	PTA 280	Fifth semester/ Final Spring

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Academic Standards: Promotion and GPA
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Promotion:

A student in the PTA Program must **earn a minimum of “C”** in **all** courses to be eligible for promotion.

At midterm of the semester, students with a grade point average below a “C” in any PTA courses will be placed on academic probation and counseled regarding his/her grades. A grade of “D” or lower at course completion will result in course failure and dismissal of the student from the program.

In addition, all written PTA examinations throughout the semester must be passed with a C or better to remain in the program. See further info in individual course syllabi and policy regarding written examinations.

The *GRADING SCALE* utilized for all PTA courses is:

100% - 92%	A
91% – 85%	B
84% – 75%	C
74% – 70%	D
69% – BELOW	F

If a student receives an “Incomplete” or “I” in any PTA course, the student must complete all coursework by the following semester or date designated by instructor. The instructor and student will develop a contract that clearly defines the work to be completed. If the work is not made up, the incomplete automatically becomes a grade of “F”.

Cumulative Grade Point Average:
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Letter grades are recorded on your Southwestern records and transcripts. A cumulative grade point average of 2.00 or higher is required for an Associate degree from Southwestern.

To determine your grade point average (GPA) multiply the credits earned in each 100-200 level course by the GP credit, then divide the total number of GP’s by the total number of credits earned; excluding those classes in which an I, W, P or AU grade was received. See college catalog for further details.

GRADE	GRADE POINTS PER CREDIT
A	4
B	3
C	2
D	1
F	0
I . . . Incomplete W . . . Withdrawn WF Withdrawn/Failing	
P . . . Passed AUD Audit	

An “I” must be made up during the following semester. If not made up, the “I” automatically becomes a grade of “F”.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Student Advisement

The PTA faculty is committed to students' success. Students will be scheduled for an advisement appointment with the program coordinator during week 3, 4 or 5 of the Freshman-Fall semester. During the Spring semester of the first year, students will meet with one of the F/T faculty members. At advisement appointments, students will discuss their study schedule, any problems/concerns they may have with lecture, lab, check offs, exams, etc, as well as discuss their progress with GE classes. Appointments during the sophomore semester are based on individual student needs/concerns and are made with the program coordinator &/or faculty of student's choosing. (See following pages for Policies regarding Fall & Spring Advisement).

After each major exam in the PTA program, students will receive a grade and be expected to record their grade on a grade sheet provided in the beginning of all course syllabi. This record acts as a running tally of the student's cumulative average in the course. In addition, the course instructor will communicate with the student regarding any concerns/comments they have. The instructor may request the student meet with them 1:1 to discuss concerns. Students are made aware that any examination score of less than 75% will require a retake examination be passed within a specified time period. (See Examination – Mandatory Retake policy for more details).

Each full-time faculty member maintains scheduled office hours and is available for student counseling. The office room numbers for PTA faculty are 2419/2420 and 2421. When students are unable to meet with the instructor during his/her scheduled office hours, he/she is asked to call and make an appointment. When students need to meet with a part-time faculty member, a scheduled appointment must be made. To make an appointment, the office phone number is (618) 235-2700.

	<u>Instructor Name</u>	<u>Extension</u>
Full-time	Kim Snyder (Coordinator/ACCE)	5390
Full-time	Michelle Kujawa (F/T Instructor)	5362

(Note: Full-time faculty are available through scheduled office hours, as well as unscheduled office hours. Adjunct (part-time) faculty are not on campus every day and do not have scheduled office hours. To meet with one of the adjunct faculty, please make an appointment. Also, allow additional time for these faculty members to get back with you, when leaving a voice message.)

Advisement during Clinical Education:

During Clinical Experiences I & II, the clinical instructor is the primary individual interacting with the students. If a student experiences a problem or has any concerns during the clinical experience, the student should initially speak with his/her clinical instructor to resolve the issue. If the problem persists, the student should then speak with the SCCE at the clinical facility or the cohort leader (faculty member) and/or ACCE at the college. Students will also have access to the Faculty/ACCE via cell phone numbers during clinical experience courses; in the event the student is not able to make a call from his/her clinical facility or the call is made during college holidays/snow days.

During clinical experience courses, the Academic Clinical Education Cohort leader will monitor the students' experience (see the Policy & Procedure regarding Individualized CI Development & Communication with Students and Clinical Sites in Assigned Cohorts). Students and CIs will submit a midterm report to the academic clinical education team regarding the student's experience. If the student/CI has any concerns regarding the clinical experience at that time, the cohort leader and/or ACCE will intervene and monitor the situation more closely.

Prior to appointment:

- **Program Coordinator (Kim Snyder) will pull students for an appointment during PTA 102. Twenty minute appointments are scheduled with each individual student during the 3rd, 4th or 5th week of classes, so that the student has had ample time in the classroom to formulate questions/concerns and discuss them during student advisement.**

During appointment, Program Coordinator/ACCE (Kim Snyder) will review the following information with students:

- **Verification of Student directory information:** Address, phone number(s), ID etc.
- **Medical information:** (uploaded to Castlebranch prior to first day of class). Program Coordinator to review individual student information and discuss any concerns/info that will require updating. Coordinator to discuss need for TB test and flu vaccination (to include COVID) in October of each year. Coordinator to discuss with students any reported injuries/surgeries listed on medical history form and discuss any implications it may have on student's career. Strategies for overcoming any potential barriers will also be discussed with student (ie. Proper body mechanics, Disability and Access Center assistance/accommodations, etc). Coordinator to make students aware of services that may exist to assist the student.
- **Health insurance coverage:** (needed prior to clinical experiences in Summer and again in Spring). Coordinator to discuss the difference between liability insurance (covered by the student's lab fees) and individual health insurance (necessary for clinical experience). Students will be expected to sign a verification of coverage statement, prior to clinical experiences.
- **Clinical Experience Dates:** Discuss need to reserve dates in Summer for Clinical Experiences. Dates to be posted to Blackboard.
- **Classes to be taken:** (General Education requirements to complete yet; especially if classes are to be taken during Summer semester – with clinicals) – Program Coordinator to use curriculum completion check list to assist student in identifying needs. Go over requirements for graduation.

Student is encouraged to utilize eSTORM (Student Online Records Management) to access an unofficial transcript for assistance. If in doubt, student should make an appointment with a SWIC Advisor or Enrollment Services to determine courses missing from unofficial transcript.

- **Study schedule/calendar:** Program Coordinator to inquire about work schedule (*number of hours worked, possibility of decreasing hours in subsequent semesters; if needed)/hours of study/time spent on campus and in lab (outside of class) and during LACE. Discuss items that should have appeared on student calendars (turned in during PTA 101 for first month; then done on own for remainder of semester): tests and quizzes for PTA 100 and 101, check offs and practical exams for PTA 102, LACE hours, open lab hours student plans to come in on a regular basis, regular study times, work schedule, etc
- **Progress in PTA 100/101 -** Program Coordinator to clarify testing policy and discuss first exam, as well as student's comfort with the material in PTA 101. *Students may wish to refer to the college web site www.SWIC.edu for information about Success Center services. In addition, Coordinator will reiterate with students that the Success Center can assist them with Blackboard concerns as well as other types of assistance.*

- **Progress in PTA 102 lab with check offs and understanding of LACE system.** Program Coordinator to answer questions about check offs and/or practical exams not understood by student.
- **Faculty's availability:** Coordinator to remind students of coordinator's availability in Office 2419 and faculty in Office 2420 and 2421. Coordinator to share with students that full-time faculty hold scheduled office hours but also welcome walk-ins at any time throughout the day. Scheduled office hours are posted on door and shared with students during class. Remind students that part-time (or Adjunct) faculty may need to be seen by a scheduled appointment; based on availability of instructor. Students should refer to PTA Handbook and Course Syllabi for contact information/voice mail and email numbers for all faculty members.

<i>Policy for Second Semester – Spring Student Advisement</i>
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Prior to appointment:

Program Coordinator (Kim Snyder) will set up a schedule and have students sign up for appointment date/time. Twenty minute appointments are scheduled with each individual student during the 3rd, 4th or 5th week of classes, so that the student has had ample time in the classroom to formulate questions/concerns and discuss them during student advisement.

During appointment, Program Coordinator/ACCE (Kim Snyder) or Full-time Faculty member (Michelle Kujawa) will review the following information with students:

- **Verification of Student directory information:** Address, phone number(s), ID etc.
- **Clinical Experience Dates:** Discuss need to reserve dates in Summer for Clinical Experiences. Dates to be posted to Blackboard.
- **Classes to be taken:** (General Education requirements to complete yet; especially if classes are to be taken during Summer semester – with clinicals) – Program Coordinator or Faculty member to use curriculum completion check list to assist student in identifying needs. Go over requirements for graduation.

Student is encouraged to utilize eSTORM (Student Online Records Management) to access an unofficial transcript for assistance. If in doubt, student should make an appointment with a SWIC Advisor or Enrollment Services to determine courses missing from unofficial transcript.

- **Study schedule/calendar:** Program Coordinator or faculty member to inquire about work schedule (*number of hours worked, possibility of decreasing hours in subsequent semesters; if needed)/hours of study/time spent on campus and in lab (outside of class) and during LACE.
- **Progress in PTA 150/160 -** Program Coordinator or faculty member to clarify testing policy in lecture courses and discuss first exam, as well as student's comfort with the materials being presented in PTA 150 and 160. *Students may wish to refer to the college web site www.SWIC.edu for information about Success Center services.*
- **Progress in PTA 151 and 161 labs with check offs and understanding of LACE system:** Program Coordinator or faculty member to answer questions about check offs and/or practical exams not understood by student.

- **Professional Behaviors:** Program Coordinator or faculty member will discuss with student professional behaviors such as: accountability (attendance and tardiness, student's level of preparation for class, and responsibility for own learning), respect, and student's response to constructive criticism.
- **Clinical Experience Information for Summer:** Program Coordinator/ACCE or faculty member to briefly discuss clinical experience dates; referring students to Bb posting &/or issuing hard copy of dates for entire year. Will also discuss any needs prior to affiliation, briefly explain clinical lottery process for rotation 1 of Spring and placement in rotation 2 by ACCE.
- **Medical information:** (any changes since it was discussed, last semester). Program Coordinator or faculty member to review individual student information and remind students of the need to repeat TB exam and have new flu vaccination (to include COVID) in October of each year. Student to discuss with faculty any new injuries/surgeries or any change in status since the student last reported medical information. Strategies for overcoming any potential barriers will be discussed with student (ie. Proper body mechanics, Disability and Access Center assistance/accommodations, etc.).
- **Health insurance coverage:** (needed prior to clinical experiences in Summer and again in Spring). Coordinator/faculty member to reiterate the difference between liability insurance (covered by the student's lab fees) and individual health insurance (necessary for clinical experience). Students will be expected to sign a verification of coverage statement, prior to clinical experiences.
- **Discuss preparation for PTA 165 IN1 (online) Pathology I course** to take place from midterm to final of Spring Semester.
- **Faculty's availability:** Coordinator or full-time faculty member to remind students of coordinator's availability in Office 2419 and faculty in Offices 2420 and 2421. Coordinator to share with students that full-time faculty hold scheduled office hours but also welcome walk-ins at any time throughout the day. Scheduled office hours are posted on door and shared with students during class. Remind students that part-time (or Adjunct) faculty may need to be seen by a scheduled appointment; based on availability of instructor. Students should refer to PTA Handbook and Course Syllabi for contact information/voice mail and email numbers for all faculty members.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

SWIC Academic Information

Registration:

Students may register for classes before the beginning of each semester. Students will not need to be concerned about closed PTA classes except in the following courses: PTA 102, PTA 151, PTA 161, PTA 201, and PTA 211. Each of these classes is limited to 8-10 students, but there are sufficient sections to accommodate all students.

Students will note that all PTA courses have a course fee assigned. These fees are used to help maintain the costs associated with the PTA program. (i.e. lab equipment & supplies, travel to clinical sites made by faculty, etc.)

For more info, reference the college web site or college catalog: www.SWIC.edu

Dropping:

It is the students' responsibility to withdraw from those classes they will no longer be attending. Failure to properly withdraw could result in an F on student transcript.

Students may drop a course by notifying the Enrollment Services Office in writing or by completing an official Drop/Add/Section Change form. Forms are available at all campuses. On the Belleville campus, students will find the forms at the Enrollment Services Office and at the Counseling Center.

Check with the Enrollment Services Office for the last day to withdraw from a class for each semester.

Liability for Personal Property:

Southwestern Illinois College does not assume any liability for personal property or tools left in or on Southwestern property. All items are the responsibility of the student.

Students are advised to keep their valuables in the lockers available to students near the weight room in the basement of the college, not far from Rm 1510 or refrain from bringing valuables with them on campus.

Right to Privacy:

In compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974, Southwestern Illinois College students may review any of their records by completing formal, written requests in the Enrollment Services Office.

Students may ask for a hearing to seek correction of information contained in the records, to clarify their meanings, or to insert into the records the student's explanation of the content of the record or part thereof.

Southwestern Illinois College considers the following to be a student's directory information:

Name, address, telephone number, date of attendance, class, previous institution(s) attended, major field of study, awards, honors (including honor roll), degree(s) conferred (including dates), past and present participation in officially recognized sports and activities, physical factors (height and weight of athletes), date and place of birth.

The college may use directory information internally as well as release it without prior consent.

Anyone may prevent disclosure of directory information by completing a formal written request in the Enrollment Services Office before the start of the third week of class each semester. This request must be renewed each July 31.

If a student does not specifically ask that the directory information be withheld, the college will assume (s)he approves the disclosure of that information.

Southwestern Illinois College retains the right to exercise discretion in determining the release of directory information.

Note: Students are now being issued student ID numbers in place of requesting social security numbers to assist in further protecting their personal information. **Students should be aware that when taking examinations in the Testing Center they will be expected to utilize this ID number. In addition, students will utilize this ID when signing in and out of LACE hours.**

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Policies and Procedures regarding Probation & Dismissal

Policy and Procedure regarding Probation

Probation is a status for a specific period of time which places the student on notice that further misconduct may result in more serious penalty. Refer to the college catalog regarding “Academic Alert/Probation/Suspension Warning/Academic Suspension” and “Possible Sanctions for Violations of Student Conduct Code” for further information regarding college wide probation policies.

A student in the PTA Program may be placed on probation by the program coordinator or faculty for the following reasons:

1. At midterm the *student has below a 75% in any PTA course*. Inability to improve the class average to 75% by finals will result in dismissal from the program.
2. The *student does not display appropriate affective behaviors in the classroom*. Appropriate behaviors include, but are not limited to: regular attendance, promptness, effective communication skills with a variety of individuals, ability to give and receive feedback, thorough completion of all assignments, flexibility in meeting the demands of a situation, etc. Students will be counseled about specific behaviors and expected behaviors will be explained. Students who are unable to correct the inappropriate behaviors will be dismissed from the program.
3. The *student does not display appropriate professional behaviors during clinical experience*. Inability of the student to: behave in accordance with the APTA code of ethics, follow the policies/procedures of the clinical facility, regularly and promptly attend clinical affiliations, utilize effective communication skills, and display the behaviors of a physical therapist assistant, will result in probation. Students will be counseled about expected behaviors and may be dismissed if (s)he is unable to correct behaviors.

Policy and Procedure regarding Dismissal

The PTA program reserves the right to request at any time the withdrawal of students who do not maintain the required standards of scholarship, professionalism, or whose conduct reflects discredit upon themselves or the PTA program, or whose conduct jeopardizes the physical or mental well-being of the patients/clients assigned to their care.

When a student withdraws from, or is dropped by, the program, the student will contact the coordinator for an exit interview. The coordinator will submit for the student’s file, the reason for withdrawal along with recommendations/requirements concerning future re-admission.

Students may not receive notification/probationary agreements and still be dismissed from the program under the following conditions:

- 1) Students who do not achieve the expected 75% on written and practical examinations and are unable to pass retake exams are withdrawn from the program immediately.
- 2) Students with passing grades at midterm, who do not receive a probationary notice but are not passing with a grade of C or better at the end of the semester.
- 3) Students unsuccessful at passing general education courses with a required C or better by designated time frames (see course requisites to determine), will not be allowed to progress through the program.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Policies and Procedures regarding Readmission

- **Re-admission is NOT GUARANTEED.** Faculty reserve the right to deny or approve re-entry based on curricular changes and/or space availability.

- **The order of priority for students requesting re- admission is, as follows:**
 1. Students who withdrew from the PTA program due to circumstances beyond their control (i.e. health crisis, military duty).
 2. Students who withdrew or were dismissed from the program & discussed potential return with program coordinator in an exit interview (in person or phone/email).
 3. Students who left the program, without proper notification of program coordinator.

In the event that more than one student requests readmission in a given semester, further priority will be given 1) to the student with the highest average in previously passed PTA courses, 2) to the student with the highest overall GPA (calculated from General Education courses; required for the degree and previously passed PTA courses), 3) to the student with the highest score(s) on comprehensive examinations given in semester of return.

- **Students need to be aware that:**
 - **All PTA courses for the Associate of Applied Science Degree must be completed within a 3 year period; therefore a student leaving the program (via withdrawal or dismissal), must return to the program within a year of exiting.**

Students that exit the program due to: a major health crisis or military duty have a potential to return within a 2 year period of exiting the program with proper documentation of absence by physician/military officer.
 - **The program sequence; (described in the PTA Handbook and on the program’s web pages) must be followed, for degree completion; therefore students are only allowed to return in the semester in which they left the program. (i.e. If a student withdraws at the end of the Fall semester, the student will only have a potential for returning the following Fall)**

To be approved for re-admission, the following steps (in the order presented below) must be followed:

- 1) Student must contact the PTA Program Coordinator, prior to midterm of the semester preceding the one in which they wish to re-enter.
 - a. In the event that a student was exited from the program during the first semester, student must “Re-Apply” for admission to the program inclusive of all application requirements. If there were any PTA courses successfully completed in first semester, student would have the option of retesting (written &/or skill check offs) to assure competency or audit course(s).

- 2) **Faculty must approve readmission, based on above noted criteria and CONTINGENT UPON the following:**
 - a. Student must have successfully passed pre-requisite courses necessary for semester that he/she desires to return.
 - b. Student must PASS COMPREHENSIVE EXAMINATION(S) for previously passed coursework with a 75% (ensuring competency).

- i. Program Coordinator to determine deadline for taking comprehensive exams
- ii. Student to schedule dates/times to take exam(s) in the Testing Center OR schedule dates/times through the Program Coordinator to take exam(s) online using Respondus LockDown Browser and Respondus Monitor.

Once students have passed Comprehensive Examination(s), he/she will complete the Final Steps of Re-admission, in the following order:

- 1) Student to REGISTER for course(s) offered in semester of return; prior to semester beginning.
- 2) Student to request list of competency check offs from program coordinator (Check offs are an abbreviated/combined list of those competencies previously passed in application/lab courses).
 - a. Student shall practice skills prior to semester beginning; to ensure timely completion of competency check offs.
- 3) Student shall access Blackboard: PTA Program Resources to review the LACE Schedule for the upcoming semester
 - a. Student shall ensure his/her availability for completing competency check off skills from previously passed, application (lab) courses. Deadline for completion is the end of the THIRD week of semester student returns to the program. Deadline MUST BE MET, to continue in the program.

4) BY THE FIRST DAY OF CLASS(es):

- a. Student shall access individual eStorm account to review the current PTA Handbook. *In the event that the student has difficulty in accessing his/her eStorm account, he/she is responsible for accessing assistance via the SWIC Success Center.*
 - i. Student shall review the latest copy of the PTA Handbook to familiarize themselves with any changes
 - ii. Student shall clarify with program coordinator any questions they have regarding information found in the PTA Handbook
 - iii. Student shall print a copy of the signature pages found in the PTA Handbook and sign and submit the pages by the first day of class.
 - iv. The Medical Exam form (found on the PTA program's web pages) must also be printed and taken to a physician for a new physical and updating of required tests, vaccinations (to include COVID) and immunizations by the first day of class.
 - v. Student must submit signature pages regarding Criminal Background Check (CBC) and Drug Screen by the first day of class.
 1. Student will be expected to perform online CBC; per instructions, by the first day of class. *Student is responsible for contacting the Health Sciences Coordinator's Assistant; if he/she has questions regarding online CBC.*

5) Student must complete Competency Check offs by Third week of semester or be dismissed from program without potential to return.

- a. *In the event that a student is returning to the Summer Semester or the final Spring Semester, which begins with clinical experience; arrangements to complete the competency check offs will need to be completed, prior the semester beginning.*

6) Student will renew CPR certification at Health Care Provider Level; as needed. Certification expiration must exceed that of expected clinical experience dates.

- a. Student may inquire with Program Faculty regarding availability of joining PTA 102 students for certification or can make alternate arrangements for training.
- b. Student will be expected to provide program coordinator and/or ACCE with non-expired CPR certification card at Health Care Provider Level, **by the end of the semester returning or by the beginning of clinical experience (whichever comes first).**

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Southwestern Illinois College
Physical Therapist Assistant Program

Performance Essentials

(also found on Program web page)

Performance essentials or essential functions are defined as those physical, mental, and psycho-social characteristics that are necessary to meet the demands of the PTA educational process and eventual therapeutic care of patients and all tasks associated with that function.

Becoming a physical therapist assistant requires the completion of a technical education program that is both intellectually and physically challenging. The purpose of this policy is to articulate the demands of the program in a way that will allow students to compare their own capabilities against these demands.

There are times when reasonable accommodations (i.e. hearing devices to improve communication) will be made in order to assist a student with a disability. Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does mean that we will work with students with disabilities to determine whether there are ways that we can assist the student toward completion of the tasks.

If admitted, a student with a disability who wishes reasonable accommodations must request it through the Coordinator of the Physical Therapist Assistant Program. An offer of admission may be withdrawn if it becomes apparent that:

- the student cannot complete essential tasks even with accommodations.
- accommodations are not reasonable and would cause undue hardship to the institution.
- fulfilling the functions would create a significant risk to the health or safety of others.

Performance Essentials for the Classroom/Lab/Clinical Experience

Students must:

- meet class standards for course completion throughout the curriculum.
- complete readings, assignments, and other activities outside of class hours.
- be able to read, write, speak, and understand English at a level consistent with successful course completion and development of appropriate relationships with peers, instructors, patients, family, other allied health professionals, and the community.
- have interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist-patient relationships.
- collect decision-making data during patient assessment activities in class or in the clinical setting.
- perform therapeutic interventions in the class or in the clinical setting.
- apply critical thinking to their work, exercise sound judgement, and follow safety procedures established in the classroom and the clinic.
- maintain personal appearance and hygiene conducive to classroom and clinical settings. (see note regarding appropriate/inappropriate attire, body piercings, tattoos, etc, under dress code information)
- be certified in cardiopulmonary resuscitation at the health provider level.
- demonstrate appropriate health status prior to class enrollment per medical examination.
- follow standards and policies specified in the Student Handbook.

Typical Physical Functions required of the Physical Therapist Assistant:

- Uses auditory, tactile, and visual senses to collect data regarding patient status and to provide patient intervention. (i.e. auditory cues to hear breath sounds, take blood pressure measurements; tactile cues to monitor pulse, feel muscle contractions; visual cues to inspect skin, report postural stance/gait pattern)
- Applies standard and/or transmission precautions regularly in the classroom and clinic – regular hand washing (free of skin conditions irritated by frequent washing), applies mask, gown, gloves (applies without assistance of another individual).
- Coordinates verbal and manual activities with gross motor activities. (i.e. can move the sound head of an ultrasound machine while turning up intensity and verbally communicate with patient, or can assist patient with movement and give directions with the correct timing to complete the activity.)
- Uses hands repetitively with simple grasp and frequently uses a firm grasp and manual dexterity skills.
- Pushes or pulls equipment or devices.
- Provides sufficient support to safely assist patients/classmates when they are moving from sitting to standing positions or from one surface to another (i.e. chair to bed).
- Provides sufficient support to safely assist patients/classmates with standing or walking activities.
- Quickly and coordinately moves from one position to another. (i.e. squats, kneels, bends, stands, reaches above shoulders, etc.)
- Balances self and/or patient, as patient requires assist during treatment sessions.

Typical mental functions required of the Physical Therapist Assistant:

- Attentively listens to patients.
- Controls verbal and nonverbal behaviors when communicating with others.
- Accurately self-assesses own strengths and weaknesses.
- Modifies behaviors after receiving corrective feedback.
- Takes responsibility for own actions - does not blame others for situation or behaviors.
- Behaves honestly and truthfully (see APTA Standards of Ethical Conduct and Guide for Conduct of the PTA on the following pages).
- Concentrates on task at hand for extended period of time.
- Utilizes problem-solving skills to meet needs of situation.
- Handles stress of an intensive training program in preparation for clinical situations-
 - heavy academic demands
 - fast paced clinical situations
 - psychosocial responses of patients with disabilities

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Procedures for Requesting and Receiving Accommodations via Disability & Access Center

Southwestern Illinois College is committed to providing equal access to qualified students with disabilities. The Disability & Access Center provides accommodations and support services for students with disabilities.

Before receiving accommodations, the following procedures for requesting accommodations should be followed to ensure a smooth transition to the college.

1. The student self-identifies to the Disability & Access Center by scheduling an individual intake appointment. It is recommended that new students schedule an appointment 4-6 weeks prior to the beginning of classes in order to ensure that accommodations are arranged in a timely manner.

2. The student meets with a Disability & Access Center staff member to discuss support services and accommodations.

3. The student submits appropriate documentation of his/her disability to the Disability & Access Center. The student can request information on the SWIC disability documentation guidelines, if needed.

Remember: In order to receive accommodations, it is the student's responsibility to contact the Disability & Access Center and provide any needed documentation of his/her disability. If the student is in need of obtaining documentation, a Disability & Access Center staff member can provide community resource referrals and/or release forms for high schools or established medical providers.

4. Based upon appropriate documentation and an interactive process between the student and the staff, the Disability & Access Center develops a Comprehensive Service Plan including accommodations. Likewise, the staff generates ADA Accommodation Plans that outline the student's accommodations. Plans are not automatically prepared from semester to semester; the student must make an appointment each semester and request accommodations/ADA Accommodation Plans.

5. After the student participates in the intake process and is approved for accommodations, the Disability & Access Center will send the ADA Accommodation Plan to the student's SWIC email account. The student then is able to forward this document with an email from his/her SWIC student email account to instructors. Students also may print this document and give it to their instructors. Either way, if accommodations are wanted in classes, the student is expected to introduce themselves as a student registered in the Disability & Access Center, provide this plan, and discuss approved accommodations with their instructors. If concerns or questions arise regarding accommodations, the student should immediately discuss the issue with the instructor and/or contact the Disability & Access Center.

For more information:

- Call 618-235-2700, ext. 5368; TDD 618-234-3347.
- Email DisabilityandAccessCenter@SWIC.edu.
- Visit the Belleville Campus office in IS 1145.

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Southwestern Illinois College
Physical Therapist Assistant Program

Policy and Procedure for PTA Program Reasonable Accommodations

Students are encouraged to review the Performance Essentials, found on the PTA Program website before applying to the program.

Per the PTA Handbook (made available to prospective and enrolled students on the PTA Program website), students who determine a need for accommodations are encouraged to contact the Disability & Access Center (DAC) at 618-222-5368 or 618-234-3347 (TDD) immediately and follow up with the PTA Program Coordinator, using the following guidelines:

Upon Accepting a Seat in the PTA Program, students working with the Disability & Access Center (DAC) should:

- contact the PTA Program Coordinator, Kim Snyder at kim.snyder@SWIC.edu to inform the program that he/she has been in contact with the DAC and are seeking accommodations for the Fall term.

During PTA Boot Camp, students working with the DAC should:

- discuss status of accommodations with Program Coordinator and share paperwork (if available) from the DAC.
- set up a meeting, one week prior to the start of the Fall Semester with PTA Program Coordinator and/or Full Time Faculty to discuss accommodations.

One week Prior to Start of Fall Semester, students working with the DAC should:

- meet with PTA Program Coordinator and/or Full Time Faculty on agreed upon date/time
At the time of this meeting, the student should present the program with the ADA Accommodation Plan from the DAC to receive accommodations for the Fall.

NOTE: For students who determine a need for accommodations after the start of the program, he/she should start the process by contacting the DAC and following up with immediate contact of PTA Program Coordinator. Once accommodations are set up, the student will be expected to follow the procedures outlined below for remaining semesters, if accommodations are going to be requested.

Prior to each semester, students requesting accommodations should:

- work with the DAC and PTA Program faculty to ensure that testing in the DAC does NOT interfere with other PTA coursework.
- meet with primary instructor(s) of each course, providing the instructor(s) with the ADA Accommodation Plan and discussing the schedule for completing all quizzes and exams.

The following guidelines are provided for planning purposes.

When ADA Accommodation Plan indicates a need for increased time, the times seen below will be given one and a half times or double time, according to plan from DAC. Student should plan for the increase time, when scheduling all quizzes/exams. Student is NOT allowed to be tardy or absent from PTA courses, in order to complete testing at the DAC or via Bb.

- Lab Quizzes in Application Courses are allotted 10 minutes via Bb, therefore student will be given 20 minutes via Bb.
- Lecture Quizzes in Theory and OL Courses are normally allotted 20 minutes via Bb, therefore student will be given 40 minutes via Bb. If time varies, student to be made aware of time allotted by course instructor/course syllabus.
- Exams in Theory and OL Courses are allotted 1 hour at the beginning of class time, therefore student will be given 2 hours via Bb.
- Comprehensive Exams given during final exam weeks in Theory Courses and OL Courses are allotted 2 hours, therefore student will be given 4 hours via Bb.
- Comprehensive Exams prior to Clinical Experiences, in preparation for the National Physical Therapy Examination (NPTE) for PTAs, are allotted 3 hours, therefore student will be given 6 hours via Bb. See semester 3 and 5.

NOTE: Skill Competency Check offs performed during or outside of Application Courses and Practical Examinations performed during Application Courses will receive no extension of time and must be completed in the PTA lab. Students in the PTA Program are expected to perform hands on skills in a safe, competent, and time efficient manner to enter clinical practice. Time efficiency with hands on skills is a graded criteria in Application and Clinical Experience courses and accommodations of Increase Time and/or Quiet Space is NOT provided.

For other types of accommodation; such as physical accommodations, the PTA Program Faculty will work with the DAC to determine the best course of action for providing reasonable accommodations.

Accommodations in 1st Semester/Fall of PTA Program:

- Lecture Quizzes/Examinations in Theory Courses
 - PTA 100 will require student to take online exams via Bb using Respondus LockDown Browser & Respondus Monitor, on the same date of examination, stated in course syllabus.
 - PTA 101 will require student to take online quizzes and exams via Bb using Respondus LockDown Browser & Respondus Monitor, or schedule at the DAC outside of class time, on or before the date of quiz/exam, stated in course syllabus. Exams are administered during the 1st hour of class; therefore, student is expected to arrive to class approximately 1 hour after the scheduled class start on the exam date. Student to be made aware of time allotted by course instructor/course syllabus.
- Lab Quizzes in Application Courses
 - PTA 102 will require student to take weekly online quizzes via Bb using Respondus LockDown Browser & Respondus Monitor, by the due date stated in course syllabus.

Accommodations in 2nd semester/Spring of PTA Program:

- Lecture Quizzes/Examinations in Theory Courses
 - PTA 150 will require student to take online quizzes and exams via Bb using Respondus LockDown Browser & Respondus Monitor, or schedule at the DAC outside of class time, prior to normal class time, on the same date of quiz/exam, stated in course syllabus. Exams are administered during the 1st hour of class; therefore, student is expected to arrive to class approximately 1 hour after the scheduled class start on the exam date. Student to be made aware of time allotted by course instructor/course syllabus.
 - PTA 160 will require student to take online quizzes and exams via Bb using Respondus LockDown Browser & Respondus Monitor, or schedule at the DAC outside of class time, on or before the date of quiz/exam, stated in course syllabus. Exams are administered during the 1st hour of class; therefore, student is expected to arrive to class approximately 1 hour after the scheduled class start on the exam date. Student to be made aware of time allotted by course instructor/course syllabus.
 - PTA 165 will require the student to take online quizzes and exams via Bb using Respondus LockDown Browser & Respondus Monitor, on the same date of examination, stated in course syllabus.
- Lab Quizzes in Application Courses
 - PTA 151 will require student to take weekly online quizzes via Bb using Respondus LockDown Browser & Respondus Monitor, by the due date stated in course syllabus.
 - PTA 161 will require student to take weekly online quizzes via Bb using Respondus LockDown Browser & Respondus Monitor, by the due date stated in course syllabus.

Accommodations in 3rd Semester/Summer of PTA Program:

- Comprehensive, Written Examination in Clinical Seminar
 - PTA 170 Clinical Experience will require student to schedule the multi hour, online exam at the DAC, or take the online exam via Bb using Respondus LockDown Browser & Respondus Monitor, the day prior to Clinical Seminar Day #1.
 - This exam is allotted 3 hours at the beginning of class time, therefore on Day #1 of Seminar, students are expected to arrive to class 3 hours after the scheduled class start.

- Note: This exam must be passed with a 75% or greater or will be repeated, per policy stated in course syllabus. Students unsuccessful on Attempt #1 are required to take new examination(s) the following day/week, prior to entering clinical setting.
- Clinical Experience, PTA 170
Students will receive no extension of time for treating patients and/or documenting while in the clinical setting due to the need for students to perform hands on and other critical skills in a safe, competent and timely manner. Time efficiency with hands on skills and documentation in the clinical setting is part of grading criteria for PTA 170 Clinical Experience and accommodations of Increase Time and/or Quiet Space is NOT provided.

Accommodations in 4 th Semester/Fall of PTA Program:

- Lecture Quizzes/Examinations in Theory Courses
 - PTA 200 will require student to take online quizzes and exams via Bb using Respondus LockDown Browser & Respondus Monitor, or schedule at the DAC outside of class time, prior to normal class time, on the same date of quiz/exam, stated in course syllabus. Exams are administered during the 1st hour of class; therefore, student is expected to arrive to class approximately 1 hour after the scheduled class start on the exam date. Student to be made aware of time allotted by course instructor/course syllabus.
 - PTA 210 will require student to take online quizzes and exams via Bb using Respondus LockDown Browser & Respondus Monitor, or schedule at the DAC outside of class time, on or before the date of quiz/exam, stated in course syllabus. Exams are administered during the 1st hour of class; therefore, student is expected to arrive to class approximately 1 hour after the scheduled class start on the exam date. Student to be made aware of time allotted by course instructor/course syllabus.
 - PTA 220 will require the student to take online quizzes and exams via Bb using Respondus LockDown Browser & Respondus Monitor, on the same date of examination, stated in course syllabus.
- Lab Quizzes in Application Courses
 - PTA 201 will require student to take weekly online quizzes via Bb using Respondus LockDown Browser & Respondus Monitor, by the due date stated in course syllabus.
 - PTA 211 will require student to take weekly online quizzes via Bb using Respondus LockDown Browser & Respondus Monitor, by the due date stated in course syllabus.

Accommodations in 5 th Semester/Spring of PTA Program:

- Comprehensive, Written Examination in Clinical Seminar
 - PTA 280 Clinical Seminar will require student to schedule the multi hour, online exam at the DAC, or take the online exam via Bb using Respondus LockDown Browser & Respondus Monitor, the day prior to Clinical Seminar Day #1.
 - This exam is allotted 3 hours at the beginning of class time, therefore on Day #1 of Seminar, students are expected to arrive to class 3 hours after the scheduled class start.
 - Note: This exam must be passed with a 75% or greater or will be repeated, per policy stated in course syllabus. Students unsuccessful on Attempt #1 are required to take new examination(s) the following day/week, prior to entering clinical setting.
- Clinical Experience, PTA 270
Students will receive no extension of time for treating patients and/or documenting while in the clinical setting due to the need for students to perform hands on and other critical skills in a safe, competent and timely manner. Time efficiency with hands on skills and documentation in the clinical setting is part of grading criteria for PTA 170 Clinical Experience and accommodations of Increase Time and/or Quiet Space is NOT provided.

Preparation for National Physical Therapy Examination (NPTE) for PTAs

Students will begin preparing/applying for the NPTE during the 5th and final semester of the program. The NPTE for PTAs is a 4 hour online examination. Those students with an ADA Accommodation Plan will be required to submit paperwork supporting their need for accommodation for this exam to the FSBPT for their approval. NOTE: If student qualifies for double time, this exam would be given 8 hrs to complete.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Temporary Accommodations

In an attempt to accommodate the needs of students in the PTA program at Southwestern Illinois College, the faculty has instituted a plan to accommodate students with temporary disability.

Please complete this form and fax to Kim Snyder, PTA Program Coordinator, at 618-235-2052, before the student leaves the office. We greatly appreciate your cooperation in obtaining this information.

Student's Name: _____

The above named student was seen in the office on: ____/____/____

Diagnosis: _____

Please check one:

- Student may return to full activity on: ____/____/____
- Student may not return to "hands-on" lab activities or clinical work until further notice
- Student may return to school/lab activities &/or clinical work with the following restrictions
on: ____/____/____

Please outline any restrictions below: *To assist you in determining restrictions which may apply to this student, the student can share with you the "Performance Essentials" for a PTA; located on our program's website, as needed.*

Expected duration of restrictions: _____

Student is scheduled to follow up with office visit on: ____/____/____

Additional Comments:

Physician Signature **Date**

Office Phone #: () _____ - _____

Office Fax #: () _____ - _____

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Health Risks/Use of Human Subjects for Training:

As a student in the physical therapist assistant program at Southwestern Illinois College, students will be implementing all the various physical therapy interventions on each other. With any healthcare intervention, there is a potential element of risk or injury to the student. This risk is increased as other students-in-training administer these interventions. Some of the risks may include musculoskeletal injury, burn, allergic reactions, or spread of contagious disease through touch.

It is the intent of Southwestern Illinois College to maintain the safety of all individuals involved in the educational process. In the physical therapist assistant program, this not only includes the students and academic faculty, but also clinical faculty, patients, patient's families, other healthcare providers, and support staff.

To protect the students in the PTA program and others that the students may come in contact with during the program, students are required to have a medical examination and show proof of required tests, vaccinations (to include COVID), and immunizations. Medical Information is submitted, prior to program start and updated as needed for clinical experiences per instructions given by PTA Program Coordinator/Academic Coordinator of Clinical Education. See approved PTA Program Student Medical Exam Form on PTA program web site for details.

When students have certain pre-existing conditions, some interventions shouldn't be performed. To reduce the risk of injury to the students, the program requires that each student undergoes not only a medical examination prior to beginning the program but also notifies the PTA Program Coordinator & Instructors of any of the following conditions that he/she may have as soon as possible:

- Latex Intolerance
- Pregnancy
- Allergies
- History of cancer (CA)
- Heart conditions/Pacemakers
- Neurological Conditions (Strokes, TBI, MS, etc)
- Changes in Sensation/Circulation
- Diabetes
- Epilepsy
- Scabies or any contagious skin condition
- History of previous injury to a joint
- Metal implants
- Severe Hypertension

This list is not all-inclusive. Please report any condition you have to the PTA Program Coordinator and Instructors. When in doubt, students are encouraged to ask.

Students are not permitted to administer any treatment prior to instruction in both theory and application of the physical therapy intervention without the direct supervision of an instructor. Once instructed, students are encouraged to utilize the lab for continued practice to gain competency in all skills. Open lab hours are provided for this practice and students are allowed entry into lab without supervision. Instructor phone numbers and public safety phone numbers are posted in the lab, next to phone. In the event of an incident, students should contact someone to report it.

It is due to the possible risk of injury that students are NOT PERMITTED to provide any of the physical agents/interventions to any individuals other than actively enrolled students in the PTA program and Instructors.

After students display competency in performing the interventions, they will be permitted to provide these interventions to clients/patients under the supervision of the clinical faculty. Patients should be informed that a student is providing treatment. **IF, a Clinical Instructor teaches a student a new technique (not presented yet in academic program), it is the CI's responsibility to determine if the student is competent to be providing this intervention with a patient.**

When working in the healthcare environment, individuals have a greater potential for exposure to communicable diseases. To reduce the transmission of these diseases, OSHA standards-including standard &/or transmission precautions and infection control procedures- will be followed throughout all aspects of the program. These standards are taught to PTA students during PTA 100-Introduction to Physical Therapy.

If students are not willing to submit themselves to the potential risks of receiving physical therapy interventions, they are advised to withdraw from the program. Otherwise, students will sign a consent form allowing academic & clinical faculty and PTA peers to administer physical therapy interventions on them. This form ([Statement of Understanding](#)) is part of the signature pages found in the PTA Handbook.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Student Conduct Code

The PTA program abides by the college's "Student Conduct Code"- including the possible sanctions for violations of the code, disciplinary proceedings, and student grievance procedures, as described in the college catalog. Please refer to the College catalog www.SWIC.edu/catalog/ (or Conduct brochure) regarding this information.

During clinical experience, it is expected that students will behave professionally and ethically at all times. Please reference the Standards for Ethical Conduct for Physical Therapist Assistant and Guide for Conduct of the Physical Therapist Assistant on the APTA web site at www.apta.org for clear direction on the behaviors expected in the clinical environment. While at the clinical facility, it is expected that the student will abide by the facilities policies and procedures. Ethical conduct will be discussed throughout the entire curriculum and emphasized in PTA seminar courses, prior to clinical affiliations.

In addition students within the PTA program may receive disciplinary action for any of the following during classes and/or clinical experience:

- Failure to comply with all rules and regulations of the clinical facility during clinical experience courses
- Positive results from drug testing
- Failure to comply with APTA Standards of Ethical Conduct for the Physical Therapist Assistant or the Guide for Conduct for the Physical Therapist Assistant
- Abusive or inconsiderate treatment of students, faculty-academic or clinical, patients/clients or and clinical staff
- Divulging any information, including idle conversation concerning patients, their records, personnel records of employees, or other confidential information belonging to the clinical facility - breaking HIPPA guidelines, (discussed throughout curriculum)

Students are required to sign a confidentiality statement, prior to beginning program.

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Southwestern Illinois College
Physical Therapist Assistant Program

Technology Utilized in PTA Program

- **Computer, Internet Access & Web Cam** – students will need to secure access to these three items for personal use while in the program, as all three are required to participate in online lectures/exams.
 - MS Teams and/or alternate online platform required for online lectures
 - Respondus LockDown Browser/Monitoring utilizing Web Cam required for online exams
 - Physio U website and/or alternate online platform access required for additional learning materials

- **i-Clickers** – these remote control style devices are owned by the program and issued to students during PTA Boot Camp for use during lectures. I-clickers allow the faculty to capture student responses during quizzes and CATS (Classroom Assessment Techniques). In addition, the devices are utilized for inputting examination answers and provide students with immediate feedback regarding performance.

- **iPod Touch Device or Personal Smart Phone** – these devices are utilized for various assignments threaded t/o the curriculum. If a student does not have a Personal Smart Phone (a phone/device that can run apps and connect to the Internet), the program owns iPod Touch Devices that may be issued to the student through a library check out system during PTA Bootcamp, as needed. Students also utilize their Personal Smart Phones or assigned iPod Touch Devices to access MS Teams Video Conferencing ([directions follow below](#)) with instructors at specified intervals throughout clinical experiences.
 - [See Oral Communication Thread housed within this PTA Handbook](#)

There will be several voice recording assignments throughout the program, as a way of improving students' communication/patient education skills. Communication and Education is a part of every patient interaction and must be practiced to be perfected. We are hopeful that these devices will prove useful in enhancing a vital skill necessary for the PTA graduate's future.

The iPod Touch device or Personal Smart Phone can also be utilized to enhance auditory/visual learning, as well as assist with organization. Students may wish to utilize the devices or their smart phones for the following purposes, in addition to assignments being submitted to the instructor:

- Calendar – to help you stay organized
- Camera/Video – for taking photos or videos of lab activities/check offs, etc for use when practicing at home
- You Tube – for looking up videos that are already made on PT Topics – be cautious with this as these can be posted by anyone and some are filled with erroneous info
- Notes – again, to help you organize
- Reminders – again, organization is key to success
- Clock – you can set alarms – make sure your “on-time” for class
- App Store – available for purchase are numerous extra resources to build your anatomy skills, etc
- Messages/Mail – to stay informed/connected
- Internet access
- Digital audio files for review of anatomy utilizing Trail Guide (this is for purchase and not required)
- Video/Audio recording for self- help or during skill competency check-offs
- Video clips/images for patient education purposes
- Downloads from texts purchased for PTA program; when applicable
- Podcasts from various sources including the American Physical Therapy Association (APTA).

More detailed information regarding voice recording assignments will be provided to students via Bb.

- **iPads** – these devices are utilized in lab and open lab and have numerous applications to assist students in knowledge of anatomy and physiology and other applicable content. iPads are also utilized for documenting simulated patient treatments following skill competency check offs and practical examinations in preparation for documentation using an EMR (electronic medical record).
 - [See Written Communication Thread housed within this PTA Handbook](#)
- **WebPT software** – students will be provided with access to WebPT, an electronic medical record system. Though this is not the program utilized in all PT clinics, it allows students practice in entering documentation in an electronic media in preparation for the clinical setting. WebPT notes are assigned during labs and threaded throughout the curriculum.
- **Simulation Lab** – the Health Science division at SWIC is equipped with a Simulation lab. This lab has 2 adult simulators and one infant. PTA students will first be introduced to the Simulation lab during PTA Boot Camp and will have multiple experiences in the simulation lab with activities threaded throughout the curriculum.
- **Geri Suit Simulator** – the PTA program owns a geriatric simulator to allow students to experience various activities from a patient’s perspective. Activities will be threaded throughout the program during lab sessions.
- **Blood Pressure Simulator** – the PTA program owns a blood pressure simulator to allow students to practice and perfect the skill of assessing blood pressure accurately.
- **Blackboard (Bb)** – Bb is introduced to students in PTA Boot Camp as it is heavily utilized throughout the PTA program. PTA 100-HY1, PTA 165 IN1 Pathology I and PTA 220 IN1 Pathology II are offered as hybrid/online courses with multiple assignment submissions and computerized testing done within Bb. In addition, the PTA Program utilizes Bb to house a PTA Program Resources page where information common to all program courses are found, such as Lacey calendars, check off due dates, and practical exam information. Clinical experience forms, assignments, and information are found on Bb for PTA 170, 270 and 280 courses and comprehensive, computerized examinations are given through Bb prior to Summer and Spring Clinical Experiences. All other courses offer a Bb shell with supplementary course materials. Announcements via the PTA Program Resources page allow faculty to send mass email announcements to students. Students should get in the habit of checking student email accounts and Bb frequently.
- **Email - Students are strongly encouraged to check their student.SWIC.edu email frequently as this is what faculty will utilize when communicating with you, and when Blackboard Announcements are made, your SWIC email is sent a message.**
- **APTA PTA Clinical Performance Instrument (CPI) Web** – the CPI is an electronic assessment tool developed by the APTA to assess student performance in the clinical environment. The student and Clinical Instructor (CI) are required to complete an online training and pass a test to utilize this tool. The student and CI complete an evaluation of the student’s performance at midterm and upon completion of each clinical experience.
- **Castlebranch** – a web based document management system to track and maintain Criminal Background Checks and Drug Test results, as well as medical information and proof of CPR certification necessary for clinical experiences. Criminal Background checks are performed prior to program start and drug screens are done randomly, prior to first clinical experience. Information is maintained on this site and accessible to students via a personal log in at any time or place. Medical Trackers are utilized to upload documented proof of necessary vaccinations (to include COVID) and immunizations at designated time frames, prior to program start and/or prior to clinical experiences. This information is also accessible to students for employment purposes in the future. CBCs and drug screens are paid for by the student, prior to the start of the program. The Medical Tracker is paid for via program lab fees. Signature pages are also uploaded to this site, prior to PTA Boot Camp.

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About MS Teams Video Conferencing

All the necessary information for accessing and utilizing MS Teams can be found on the SWIC website or by clicking [here](#). Should you have any difficulty or need further technology assistance, please reach out to one of the [faculty](#) or the [Technology Assistance Center](#) for help.

To use Wi-Fi (on any Personal Smart Phone or iPod Device)

- Go to Settings
- Wi-Fi
- Choose a Network
 - SWIC Wi-Fi:
 - Enter Username: (Currently enrolled active Students should use their Student ID #)
 - Enter Password: (Currently enrolled active Students should use their eStorm Password)
 - Check the box next to, “I accept the terms of service” to proceed
 - Next select the” Log in” button
 - You will be connected to “BLUE SOCKET”
 - Only when on campus will this come up
 - You should now be able to access the internet using SWIC Wi-Fi

Instructions for accessing Blackboard

Prior to accessing Blackboard, you must have logged into eSTORM at estorm.SWIC.edu and followed the instructions in the “Log In” section. Your Student ID and Password will always be the same for both eSTORM and Blackboard.

Note: Don’t forget to also follow the instructions to activate your SWIC email account.

After you have logged in to eSTORM:

1. After you have changed your password in eSTORM, please enter the following URL into the browser address bar: blackboard.SWIC.edu

Or go to the SWIC Homepage: SWIC.edu and click the Blackboard logo



2. Enter your eSTORM Student ID Number as your Username and your eSTORM Student Password as your Blackboard Password to login to Blackboard.

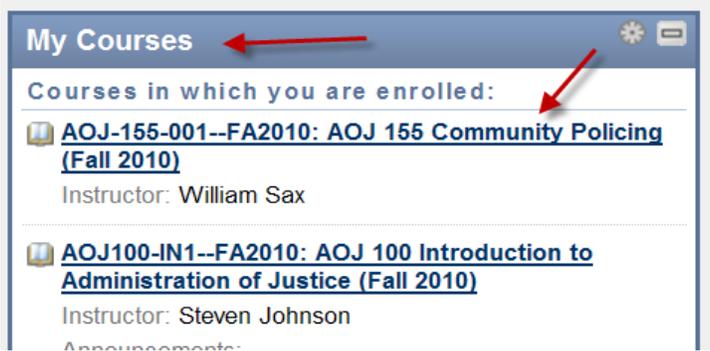
A screenshot of the Blackboard login page. The page has a yellow background. At the top, it says "Have an account?". Below that, it says "Please enter your credentials and click the Login button below." There are two input fields: "Username:" and "Password:". Below the "Password:" field is a link that says "Forget Your Password?". At the bottom is a blue "Login" button. A red arrow points from the top right towards the "Forget Your Password?" link.

If you get the error message, “Could not login. Valid authentication credentials were not provided.”

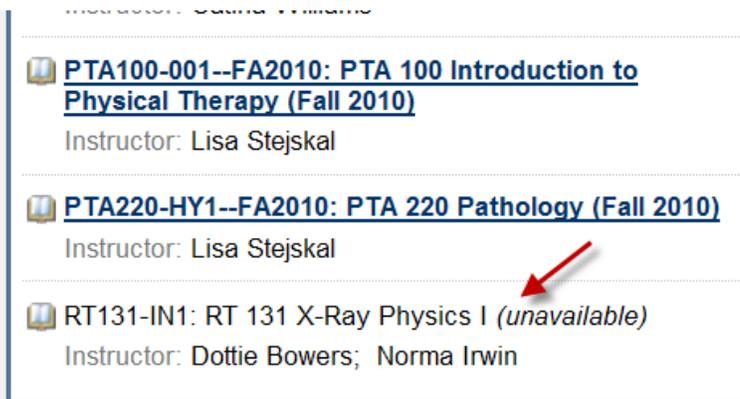


First, click on “Forget Your Password?” and follow the instructions. You must login to eSTORM at least one time after you reset your password. Then return to blackboard.SWIC.edu and login again.

3. You are now on your Blackboard **My Institution Page**. Note the **My Courses** link on the top right side of the screen. You will see the titles of the course or courses in which you are enrolled. If the class or classes have been made available for you to access, the course titles will be clickable links.



4. If your course or courses have not been made available by the instructor, you will see the titles of the courses, but will not be able to access them. Don't panic if the course title does not appear. The instructor may have set an access date. This will prevent you from seeing your course titles until the instructor makes the course available.



5. To log back into **Blackboard** throughout the semester, simply type in the URL blackboard.SWIC.edu to return to the Blackboard entry page. Click the **Login Tab** and enter your **Student ID number** and **Password**. This will take you to your Blackboard home page for you to begin your coursework.

6. If you cannot remember your **Student ID number**, go to **eSTORM** and click “**Sign In**”, then click “**Forgot User ID?**” - You will be prompted to provide information to verify your identity and your Student ID number will be emailed to you. You may also go in person to the Registration Office along with a photo ID to obtain your Student ID number, as well.
7. If you cannot remember your **eSTORM Password**, go to **eSTORM** and click “**Sign In**”, then click “**Forgot Password?**”. Follow the **eSTORM** instructions, or call 618-222-SWIC (7942) or **contact estormhelp@SWIC.edu** . After you reset your password, login to **eSTORM** at least one time before attempting to login to Blackboard.
8. If you have problems with Blackboard, please call: 618-235-2700, extensions 5774, 5756 or 5581. If no one is available, please leave a voice message or email and someone will respond as soon as possible.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Proper Utilization of Social Media

STUDENT SOCIAL MEDIA POLICY

Social media is a valuable tool when used wisely. The very nature of this medium, however, can pose a risk as it offers instantaneous posting opportunities that allow little time for reflective thought and carries the added burden that what is posted on the Internet is discoverable by a court of law even when it is long deleted.

While enrolled in the program, students are welcome to use social media in their personal lives, but be aware there is no official SWIC PTA program Facebook site. Communication regarding program enrollment/courses adheres to the following:

1. All official college business will utilize students SWIC e-mail.
2. Black Board is only to be used for academic and clinical related communication and coursework.
3. Electronic communication outside of these channels are not endorsed by academic programs/courses.

Students should be aware that postings on social media (even in private groups) may be seen by faculty, clinical supervisors, and other members of the community. Students need to be very careful about anything posted on a social network, and know that limiting access through privacy settings is not sufficient to ensure privacy. To minimize the risk associated with using social media, please adhere to the following, as a breach may result in dismissal from the clinic and/or the program:

1. Confidentiality:
 - a. Do not use names or identifiers of any patients' personal health information or patient information - Sharing individually identifiable information includes any information that relates to the past, present or future physical or mental health of an individual, or provides enough information that leads someone to believe the information could be used to identify an individual. Using a nickname, room number, diagnosis to refer to the patient in the post remains a breach in confidentiality.
 - b. Do not upload images of yourself, patients, or any others in a clinical environment, or any images taken of the clinical environment itself.
 - c. Do not disclose confidential information about the College, employees or students.
2. Behavior: Harassment, Disrespect, and Bullying
 - a. Do not make disparaging remarks about the college personnel, students, clinical instructors, or patients – even if not specifically identified.
 - b. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
3. Do not state personal opinions as being endorsed by the College or clinical site.
4. Do not use information and participate in activities that may violate an academic or clinical site policy – or local, state, or federal law or regulation.

The ease of posting and the commonplace nature of sharing information via social media may appear to blur the line between one's personal and professional lives. This quick, easy and efficient technology enabling use of social media reduces not only the time it takes to post, but also the time to consider whether the post is appropriate and what ramifications may come from posting inappropriate content. Pause before you Post.

ADDITIONAL SOCIAL NETWORKING GUIDELINES

1. Do not reveal too many personal details such as contact details, your date of birth, etc. Such information could put you at risk of identity fraud.
2. Healthcare providers occasionally have to take out restraining orders on obsessive patients – so if you have any concerns, do not put yourself on a public networking site.
3. **Do not upload any images of yourself or any others in a clinical environment, or any images taken of the clinical environment itself.**
4. Before posting images or joining any causes be aware that it is not just your friends and colleagues who may see this but also patients and employers.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Evidence of Life-long Learning and Advocacy

For: _____
Student Name

Per the PTA Program’s Mission and Goals, Program Goal # 2 states: The PTA Program at Southwestern Illinois College will: Foster life-long learning to reflect contemporary practice and promote advocacy to best meet the needs of the profession and society.

To achieve the life-long learning and advocacy goal prior to graduation, 100% of SWIC PTA students will: 1) Attain a minimum of 3 CEU’s (contact hours) of continuing education. 2) Attend a minimum of two district IPTA meetings OR one chapter (IPTA) conference or national (APTA) conference. 3) Participate as an active member of SWIC’s PTA Student Club.

*Qualifying hours/participation can begin at the time of acceptance into the PTA program. It is the student’s responsibility to attain and track the above noted items while enrolled in the program. This sheet (with signatures attained by appropriate representatives) is needed by or before the final clinical seminar course in PTA 280. See *Evidence of Achievement for details.*

An incomplete will be issued in PTA 280 in the event a student has not participated and/or attained the appropriate verification, which could result in a delay of graduation.

Attain a minimum of 3 CEU’s (contact hours) of continuing education.

This can be achieved by attending Southern District IPTA meetings, IPTA Revitalize Conference, any APTA national conference, SWIC/Memorials cosponsored Special Interest Group, APTA Learning Center or other Online CEU offerings.

***Evidence of Achievement:** CEU certificate(s) acknowledged by PTA Faculty member signature.

CEU Topic: _____
Contact Hour(s): _____ hr(s)
Date: ____/____/____
Signature verifying attendance: _____

CEU Topic: _____
Contact Hour(s): _____ hr(s)
Date: ____/____/____
Signature verifying attendance: _____

CEU Topic: _____
Contact Hour(s): _____ hr(s)
Date: ____/____/____
Signature verifying attendance: _____

Attend a minimum of two Southern District IPTA meeting, OR one chapter (IPTA) conference or national (APTA) conference.

***Evidence of Achievement:** CEU certificate from meeting/conference and signature of IPTA/APTA representative/Officer or SWIC faculty member who was also in attendance at the same meeting.

Meeting/Conference attended: _____

Date: ____/____/____

Signature verifying attendance: _____

Meeting/Conference attended: _____

Date: ____/____/____

Signature verifying attendance: _____

Participate as an active member of SWIC's PTA Student Club.

Students must:

- 1) *be present at a minimum of 3 Student Club meetings.*
- 2) *participate in PTA Massage Day. (i.e. assist with massage sign ups, set up, clean up, and/or provide massages on day of event).*
- 3) *participate in a minimum of one volunteer activity conducted by the Student Club or Program Faculty (i.e. Polar Plunge, Delivery of Toys for PT Day of Service, Participation in Tri My Best Triathlon for Disabled Children, Gather Contributions for Shoe Drive)*

Note: This is in addition to the mandatory service activity required during the summer in PTA 170, Clinical Experience I.

***Evidence of Achievement:** Student Club Officers will be witness to activities performed and provide a signature verifying attendance. *Attendance rosters should be kept by club secretary as back up proof. Club officers are not allowed to sign as verification on their own records.*

Club meetings:

Meeting # 1 attended: _____

Date: ____/____/____

Signature verifying attendance: _____

Meeting # 2 attended: _____

Date: ____/____/____

Signature verifying attendance: _____

Meeting # 3 attended: _____

Date: ____/____/____

Signature verifying attendance: _____

Massage Day participation:

Date: ____/____/____

Signature verifying attendance: _____

Volunteer Event/Activity:

Event attended: _____

Date: ____/____/____

Signature verifying attendance: _____

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Physical Therapist Assistant Club (PTAC) Constitution and By-Laws Revised Fall 2009
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Article I: Name of Organization:

The name of this organization shall be: Physical Therapist Assistant Club (PTAC)

Article II: Purpose of Organization:

The purpose of the Physical Therapist Assistant Club (PTAC) is to encourage unity among its members through professional and social activities and to educate the community regarding Physical Therapy. The PTAC engages in fund raising activities that support the Physical Therapy profession and enable PTAC members' pursuit of continuing education and cost defrayment for clinical housing, pinning and graduation ceremonies.

Section 1: The PTAC encourages membership in the American Physical Therapy Association and active participation in Association activities, such as Letter Writing Campaigns, Chapter and State Business Meetings, and Student Conclaves.

Section 2: The PTAC encourages professional unity and supports social activities among its members.

Section 3: The PTAC acts on behalf of the profession to assist in educating the community regarding Physical Therapy.

Section 4: The PTAC realizes the importance of research and contributes monies to the Foundation for Physical Therapy in support of scientific studies.

Section 5: The PTAC engages in Fund Raising Activities in an attempt to defray expenses of students enrolled in the Physical Therapist Assistant program at Southwestern Illinois College (SWIC).

Fund Raising Activities include (but are not limited to): Massage clinics, Raffle Ticket Sales, and Bake Sales.

Student Expenses include (but are not limited to): Continuing Education, Meetings, Clinical Housing, Pinning Ceremony and Graduation.

Section 6: The PTAC provides opportunities for continuing education of its members through encouragement and support of attendance at IPTA Southern District meetings, Special Interest Group (SIG) meetings, and Illinois and/or Missouri Physical Therapy Association (IPTA/MPTA) state meetings.

Article III: Terms of Membership:

Section 1: The PTAC is open to all students of SWIC. *Automatic membership is granted to those students enrolled in the Physical Therapist Assistant Program at SWIC.*

Section 2: The PTAC is comprised of two membership categories; *First year PTA program students and Second Year PTA program students*. All members reserve the right to vote. *Independent offices* (President, Vice-President, Secretary, and Treasurer) *are held by each of these groups and all fund raising activities are kept/recorded as separate treasuries.*

Section 3: The PTAC automatically terminates a person's membership as he/she is withdrawn or graduates from the PTA program. Reinstatement of membership will take place at the request of the terminated member.

Article IV: Officers of the Organization:

Section 1: The officers of this organization shall consist of a: President, Vice-President, Secretary, and Treasurer for each of the two membership categories.

In the event of a vacancy in the office of President, the Vice-President shall fill the vacancy for the remainder of the term.

In the event of a vacancy in the office of Vice President, Secretary, or Treasurer the vacancy shall be filled by holding a special election, as deemed necessary by the PTAC Sponsor.

Section 2: Any member of the PTAC is eligible to hold office. Officers will be nominated by a member of the PTAC and elected by majority vote.

Section 3: *Officers must be in good academic standing* and can not hold more than one office.

Section 4: The term of office shall be 16 months. The officers shall be installed during the beginning of the second semester of the PTA program (in January) and shall commence upon graduation (in May).

Section 5: Office of President: The President shall:

- a. Submit agenda items to secretary, prior to meetings.
- b. Preside over meetings of the PTAC.
- c. Appoint chairpersons for special committees, with the assistance of the Executive Council.
- d. Represent the PTAC at meetings with other Club Representatives at SWIC.
- e. Submit necessary paperwork for all approved Club Activities to Faculty Sponsor for signature.
- f. Solicit nominations and hold election for officers of first year PTAC members.
- g. Act as a member of the Executive Council.

Section 6: Office of Vice-President: The Vice-President shall:

- a. In the absence of the President, perform the duties of the President.
- b. Become President in the event of a vacancy of that office.
- c. Assist the President in soliciting nominations and holding election for officers of first year PTAC members.
- d. Assist the President in his/her duties of office.
- e. Act as a member of the Executive Council.

Section 7: Office of Secretary: The Secretary shall:

- a. Record and keep the minutes of all meetings, including an agenda.
- b. Submit a copy of written/typed minutes to the PTAC Sponsor within 1 week of meeting.
- c. Organize any mailings and or flyers necessary for approved Club Activities.
- d. Act as a member of the Executive Council.

Section 8: Office of Treasurer: The Treasurer shall:

- a. Keep a complete record of all receipts; including deposits and expenditures.
- b. Submit all billings and Requests for Funds to the College Activities Office.
- c. Deposit all monies earned to College Registrar's Office and request Receipt of Deposit.
- d. Submit Annual Request for Budget Consideration to College Activities.
- e. Act as a member of the Executive Council.

Article V: Executive Council

Section 1: The Executive Council shall consist of the elected Officers and the PTAC Sponsor.

Section 2: The Executive Council shall:

- a. Oversee the organization during the interim, between regularly scheduled meetings.
- b. Create special committees and make appointments for Chairpersons of special committees, as deemed necessary by the Council.

Section 3: A simple majority vote of the Executive Council shall be necessary to pass any business referred to the Council.

Article VI: Faculty Sponsor:

Section 1: The PTAC Sponsor is a voluntary position assumed by a member of the Physical Therapist Assistant Program Faculty.

Section 2: The PTAC Sponsor shall:

- a. Oversee the activities of the PTAC.
- b. Maintain records of the organization's activity.
- c. Sign and approve any Activities, Fund Requisitions, etc.
- d. Submit a Year- End Report to College Activities.
- e. Act as a member of the Executive Council.

Article VII: Committees:

Section 1: Special Committees shall be formed at the request of the Executive Council. Committee members will be selected on a volunteer basis and a chairperson will be elected by the Executive Council.

Special Committees include (but are not limited to):

- Welcoming Committee: Responsible for planning events to welcome incoming freshman to the PTA program
- Warm Hearts Committee: Responsible for organizing “Get Well” wishes, condolences, etc for PTAC members
- Fund Raising Committee: Responsible for planning fund raising activities (Subcommittees may need to be formed)
- Public Education Committee: Responsible for organizing events/activities to promote the Physical Therapy profession (Specifically: National Physical Therapy Month in October)
- Shirt Design Committee: Responsible for designing and purchasing shirts for PTAC members
- Pinning Ceremony Committee: Responsible for ordering pins, flowers, etc for pinning ceremony
- Graduation Committee: Responsible for commencement activities and social gathering following graduation

Section 2: Recommendations of Special Committees shall be submitted to the PTAC general membership for approval.

Article VIII: Meetings of the Organization:

Section 1: *Meetings will take place at least one time per month and will be set by the Executive Committee.*

Section 2: Special meetings may be called by the Executive Committee, the Faculty Sponsor, or requested by 25% of the general membership.

Article IX: Voting:

Section 1: Any motion presented during a PTAC meeting must receive a majority vote in order to be carried.

Section 2: All active members of the PTAC are entitled to a vote. Members must be present at said meeting, in order to vote.

Article X: Amendments:

Said By-laws may be amended at any regularly scheduled meeting of the PTAC with approval of the general membership by majority vote.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Attendance Policy

The attendance policy shall be the same as stated in the college catalog. - “You are expected to be present for all assigned classes, lectures or laboratory sessions. **If you are absent, you must show your instructor that your absence has been for a good cause. If you are absent more times during the semester than the number of times the class meets per week, you may be dropped from the course at the discretion of the instructor.** In such a case, it is the prerogative of the instructor to grant either a “W” or “F” final grade”.

- Absence because of approved college business will result in no direct absence penalties.
- The instructor may require a statement from a physician or other responsible person to verify the cause of absence. Such statements will then be filed and become a part of the student’s general record.
- If the absence is excused, the student remains responsible for completing all the work in the course to the satisfaction of the instructor.
- The attendance policy for PTA students shall be consistent with the college policy with the following additions:

1. *When an absence occurs which causes the student to miss PTA 102, 151, 161, 201, or 211 the experience will be made up within the week and verified by instructor signature.*
2. *If ill for three or more consecutive class days, the student must present to the instructor involved, a statement from his/her physician on the physician’s letterhead stating permission to return to clinical or classroom.*
3. *Each faculty member may have his/her own specific policies for attendance that will be explained at the beginning of class. Students are expected to meet the instructor’s policy.*
4. *Attendance during all clinical education courses is mandatory. If a student is unable to attend the total number of clinical hours, those hours will be made up at the convenience of the clinic. Clinical education hours are based on a total of 640 contact hours. Hours consist of 16 weeks of full-time (40hrs/wk) clinical experiences; one 4 week experience in the summer and two 6 week experiences in the spring.*
5. *Students assigned to a clinical facility are bound to the rules and regulations of the facility regarding tardiness and absences.*

Reporting of Student Absence Policy

If the student finds (s)he will be tardy or absent from class, (s)he **must notify the instructor-faculty or clinical-before the scheduled class time or work day**, or it will be considered an unexcused absence. All faculty have voice mail numbers that record date and time of incoming phone calls. Students are provided with phone numbers of faculty in individual course syllabi.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

SWIC's Policy on College Closings
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Closing of the college or the use of a “Snow Schedule” will be broadcast on FOX 2, KMOV 4, KSDK 5, KMOX Radio (AM 1120), and WIL Radio (FM 92.3). In addition, information will also be posted on the home page of the SWIC Web site at www.SWIC.edu and on KSDK.com.

If the college chooses to open on a snow schedule, rather than close, the college will open at 10:00 am. Students should report to the class they are normally in at 10:00 am for that day.

College closings do not pertain to students on clinical affiliations. Students are advised to discuss inclement weather plans with clinical instructors.

In the event of a college closure (in response to inclement weather or other unplanned circumstances), students should watch for an announcement via student email accounts and/or Bb. Postings of assignments during a college closure will be provided to the students via Bb, to prevent disruption in the planned course schedule.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Policies and Procedures for Lecture
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The Student Physical Therapist Assistant is responsible for:

- Attending class each session and being punctual.
- Keeping the lecture space neat and organized.
- Preparing for lecture discussions & quizzes/exams and completing homework, as assigned.
- Being attentive and courteous to instructor and other students throughout lecture.

During lecture, students are requested to:

Refrain from allowing non-PTA students in the classroom, as non-PTA students and/or family members of students are strictly prohibited.

Refrain from working on course work, other than what instructor is covering at the time.

Per student handbook and policy regarding Use of Human Subjects for Training (in which students signed a Statement of Understanding), students will alert a faculty member in the event that he/she feels his/her medical history (past or current) may preclude him/her from taking part in a specific intervention or being a simulated patient for demonstration purposes. Instructors will keep all disclosed information confidential.

Abide by college's "Student Conduct Code", found in the college catalog. Example violations include, but are not limited to, academic misconduct including cheating and plagiarism, improper use of college equipment, and possession &/or consumption of alcohol and other controlled substances.

Proper etiquette for lecture, includes (but is not limited to) the following:

Students should refrain from the use of cell phones, unless prior notification of instructor has occurred for emergency purposes.

Students should display professional behaviors, expected of a PTA.

Example Behaviors:

- Shows initiative
- Treats others with positive regard/respect
- Exhibits sensitivity to individual differences
- Adheres to ethical standards set by APTA
- Demonstrates respectful verbal and non-verbal communication to students and faculty
- Accepts responsibility for own learning
- Demonstrates an awareness of own strengths and weaknesses
- Seeks guidance as necessary to address limitations
- Accepts constructive criticism from faculty and other students without defensiveness

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Policies and Procedures for Utilizing Lab Space

The PTA lab should be utilized like a Physical Therapy Department and the Student Physical Therapist Assistant is responsible for:

Attending class each session and being punctual
Obtaining equipment, supplies, and linen out of storage and setting up treatment area for each lab session
Being prepared with appropriate attire for lab scenarios
Cleaning area and returning equipment/supplies to appropriate storage area after lab completion
Laundering towels and sheets used in lab practice (this requires time when students are in open lab and LACE – in addition to the completion of each lab session)
Wiping down treatment tables with disinfectant spray after each lab session and abiding by Standard and/or Transmission precautions in all simulated/real patient treatments (See policies below)
Keeping the lab neat and organized; in general
Maintaining lab (re-filling lotion/gel bottles, keeping water in hydroculator machine, notifying lab instructor of needed supplies and/or malfunctioning equipment)
Preparing for lab discussions, weekly quizzes, and completing homework/SOAP notes, as assigned
Utilizing time constructively throughout each lab session
Abiding by college's "Student Conduct Code", found in college catalog. Example violations include, but are not limited to, academic misconduct including cheating and plagiarism, improper use of college equipment, possession &/or consumption of alcohol and other controlled substances.

Proper etiquette for lab, includes (but is not limited to) the following:

Students should refrain from the use of cell phones, unless prior notification of instructor has occurred for emergency purposes.
Students should refer to rubric (in assessment manual) for samples of professional behaviors expected in lab.
Students should utilize lab computer, printer/copier/scanner and phone for PTA related activities only.

For ensuring Student's safety in the lab, students should familiarize themselves with the following:

Appropriate Use Policies/Procedures: PTA Lab

Request entry into lab by contacting a PTA Faculty member or LACE Instructor. A PTA Faculty member or LACE Instructor must be readily available and on-campus for students to be present in lab.

Refrain from allowing non-PTA students in the lab, as non-PTA students and/or family members of student are strictly prohibited from being in lab (due to risk of injury and lack of liability insurance coverage).

Refrain from working on skills not yet instructed in.

Refrain from utilizing any piece of equipment without another individual in the room.

Per student handbook and policy regarding Use of Human Subjects for Training (in which students signed a Statement of Understanding), students will alert a faculty member in the event that he/she feels his/her medical history (past or current) may preclude him/her from taking part in a specific intervention. Instructors will keep all disclosed information confidential.

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Infection Control & Other Safety Policies/Procedures

The PTA program at SWIC is committed to providing a safe environment for students and faculty engaged in on- and off-campus activities. The SWIC PTA program will make every effort to comply with the U.S. Department of Labor Occupational Safety and Health Administration Bloodborne Pathogen Standard (29 CFR 1910.1030). Universal/Standard Precautions will be utilized to prevent contact with blood or other potentially infectious materials (OPIM). The general principles of universal precautions applies to all potential exposure incidents to blood or other potentially infectious materials on- campus, as well as off- campus activity sites, including clinical education sites.

Training materials can be referenced from online certification completed during PTA 100 and include the following OSHA Bloodborne and Airborne Pathogen Standards:

- Explanation of the ways bloodborne and airborne diseases are transmitted and appropriate methods for recognizing tasks/activities that may involve exposure to blood and/or other potentially infectious materials
- Information on appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials and an explanation of the procedure to follow if an exposure and/or injury/illness occurs (See below for information as it pertains to SWIC PTA Lab. Information at clinical sites may vary slightly.)
 - An introduction to Infection Control Materials and CDC guidelines for Proper Hand Hygiene and use of Standard/Universal and Transmission Based Precautions, including Mask/Glove and Gown techniques can be referenced in PTA 100 syllabi content. These guidelines are also followed during all PTA application courses. See below for specific procedures to follow in the SWIC PTA Lab.

Exposure and Injury/Illness Prevention Controls

Proper Hand Hygiene

A sink and alcohol based hand sanitizer is available at all times in the SWIC PTA Lab.

Clean your hands:

Before eating

Before and after having direct contact with a patient's intact skin (taking a pulse or blood pressure, performing physical examinations, lifting the patient in bed)

After contact with blood, body fluids or excretions, mucous membranes, non-intact skin, or wound dressings

After contact with inanimate objects (including medical equipment) in the immediate vicinity of the patient

If hands will be moving from a contaminated-body site to a clean-body site during patient care

After glove removal

After using a restroom

When using alcohol-based hand sanitizer:

Put product on hands and rub hands together

Cover all surfaces until hands feel dry

This should take around 20 seconds

When cleaning your hands with soap and water, the CDC [Guideline for Hand Hygiene in Healthcare Settings](#) recommends:

Wet your hands first with water, apply the amount of product recommended by the manufacturer to your hands, and rub your hands together vigorously for at least 15 seconds, covering all surfaces of the hands and fingers.

Rinse your hands with water and use disposable towels to dry. Use towel to turn off the faucet.

Avoid using hot water, to prevent drying of skin.

Other entities have recommended that cleaning your hands with soap and water should take around 20 seconds. Either time is acceptable. The focus should be on cleaning your hands at the right times.

For more info, see <https://www.cdc.gov/handhygiene/providers/index.html>

Disinfecting Treatment Tables and Lab Equipment

Wipe down treatment tables with disinfectant spray after each use and abide by Standard and/or Transmission Precautions in all interventions delivered (both real and simulated) – see PTA 100 syllabus for details.

Routinely use personal protective equipment (PPE) when there is a potential for exposure to blood or other potentially infectious body fluids and/or materials, mucous membranes, non-intact skin, and when handling items or surfaces soiled with blood or other potentially infectious body fluids and/or materials.

Properties of an ideal disinfectant (according to CDC) • Broad spectrum: should have a wide antimicrobial spectrum • Fast acting: should produce a rapid kill • Not affected by environmental factors: should be active in the presence of organic matter (e.g., blood, sputum, feces) and compatible with soaps, detergents, and other chemicals encountered in use • Nontoxic: should not be harmful to the user or patient • Surface compatibility: should not corrode instruments and metallic surfaces and should not cause the deterioration of cloth, rubber, plastics, and other materials • Residual effect on treated surfaces: should leave an antimicrobial film on the treated surface • Easy to use with clear label directions • Odorless: should have a pleasant odor or no odor to facilitate its routine use • Economical: should not be prohibitively high in cost • Solubility: should be soluble in water • Stability: should be stable in concentrate and use-dilution • Cleaner: should have good cleaning properties • Environmentally friendly: should not damage the environment on disposal

Maintenance and Repair of Equipment

Utilize outlets with Ground Fault Interrupters (GFI's) with all electrical equipment. Report any malfunctioning/non-functional outlets to Program Coordinator, so a work order can be placed for repair by Physical Plant.

All electrical equipment in the PTA lab is calibrated and serviced on an annual basis by a biomedical engineer. Current calibration records are kept in the Program Coordinator's office and appropriate tags are affixed to electrical units.

Student and faculty responsibility:

Turn off all electrical equipment after use.

Report any malfunctioning equipment/supplies to faculty/program coordinator immediately and affix a note to equipment/supplies to ensure it is not utilized until inspected, repaired, and/or replaced.

If equipment were to malfunction during Rx and cause injury/harm to student/faculty, an incident report should be filed immediately. This report should be completed on a designated **Incident Report form** and delivered to the Program Coordinator. Forms are found in the PTA Lab and are a part of the PTA Student Handbook found on the program's web site. The **Incident Report** should be signed by a witness to the incident.

Post Exposure and/or Injury/Illness Controls

Blood/Bodily Fluids or Other Potentially Infectious/Hazardous Materials

Recognize exposure to blood, bodily fluids, or other potentially infectious/hazardous materials, and respond according to OSHA standards while **taking immediate action to contain and prevent additional exposure**. Contact Physical Plant, and/or Public Safety, as needed and alert PTA Program Coordinator of Incident.

Physical Plant number is: ext 5285

Public Safety's EMERGENCY number is: ext 5555, and their non-emergency number is: ext 5221

First Aid and Emergency Medical Assistance

Recognize & respond to the need for first aid or emergency medical assistance by alerting faculty and/or contacting SWIC Public Safety Office for immediate assistance in the event of injury/illness while in lab.

Note: An Automated External Defibrillator (AED) is housed inside the Varsity Gym, directly across from the PTA lab, room 1510 and a first aid kit is available in the far right cabinet in the front of the PTA lab.

For emergency medical assistance, Public Safety act as First Responders.

Public Safety's EMERGENCY number is: ext 5555, and their non-emergency number is: ext 5221 (Numbers are posted in the lab). Public Safety is located on the Main Campus, first floor.

Provide Public Safety dispatcher with room location:

Main Campus, first floor, PTA Lab, room 1510, across from the Varsity Gym.

Alert PTA Program Coordinator of any incidents involving exposure to potentially infectious/hazardous materials or any injuries/illness requiring medical assistance of SWIC Public Safety, and follow up with submitting an **Incident Report**. This report should be completed on a designated **Incident Report form** and delivered to the Program Coordinator. *Forms are found in the PTA Lab and are a part of the PTA Student Handbook found on the program's web site.* The **Incident Report** should be signed by a witness to the incident.

Regulated Waste Controls

Disposal of all regulated waste will be in accordance with all applicable federal, state, and local regulations.

Contaminated sharps (needles and other sharp instruments and equipment) and other regulated waste will be discarded immediately after contacting the Physical Plant for biohazard bags, as needed. The Physical Plant should be contacted to retrieve biohazard bags so they can be properly contained in a puncture resistant and leak-proof container until pick up. The Physical Plant contracts with an outside agency to properly dispose of containers once full.

Note: A small sharps container can be found in the PTA lab and larger sharps containers are available in restrooms adjacent the PTA lab and Varsity Gym. The PTA lab is not equipped with needles or other sharps; however, the container is maintained in the event that a student would need to dispose of a medically prescribed needle (i.e. diabetes). In the event that the sharps container appears to need replacing or is full, Physical Plant should be notified immediately.

Physical Plant number is: ext 5285

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Incident Report

Incident Date: _____ Time of Incident: _____

Person(s) involved: Patient Student Supervisory Personnel Visitor
 LACE Assistant

Names(s) of involved: _____

Activity in Lab (at time of incident): Class: PTA____ LACE Student Tutor Hrs
 Open Lab

Brief Description of Incident:

Nature of Injury (determined by observation):

- | | | |
|---|---|---------------------------------------|
| <input type="checkbox"/> Contusion/Hematoma | <input type="checkbox"/> Laceration/Skin tear | <input type="checkbox"/> Burn |
| <input type="checkbox"/> Redness/Rash/Hives | <input type="checkbox"/> Sprain/Strain/Soreness | <input type="checkbox"/> Numbness |
| <input type="checkbox"/> Fracture | <input type="checkbox"/> Dislocation | <input type="checkbox"/> Other: _____ |

Incident occurred due to:

- | | | |
|---|---|--|
| <input type="checkbox"/> Moving/Lifting | <input type="checkbox"/> Struck by Object | <input type="checkbox"/> Equipment Malfunction |
| <input type="checkbox"/> Fall | <input type="checkbox"/> Other: _____ | |

Action:

- Contacted Campus Safety and Security for Emergency Care
- Person involved declined Emergency Care
- Plan to: Contact personal physician
- Pursue no further care

Signature of person filing report: _____

Staff signature: _____

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**Southwestern Illinois College
Physical Therapist Assistant Program**

**Policy and Procedure for Determining Students are Competent and Safe, Prior to Clinical Assignments
(CAPTE Standard 4N)**

Written Examinations, Skill Competency Check offs, and Practical Examinations will act as the formal methods utilized to determine a student's readiness to perform competently and safely *prior to clinical assignment*.

A student in the PTA program must earn a minimum of a "C" in all courses, including general education courses to be eligible for promotion.

See additional pages for Policies and Procedures related specifically to:

- **Written Examinations**
- **Skill Competency Check offs**
- **Practical Examinations**

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Southwestern Illinois College
Physical Therapist Assistant Program

Policies and Procedures Specific to Written Examinations

Written examinations are administered throughout the curriculum to assess the student's comprehension of Physical Therapy theory and application. Written examinations are primarily multiple-choice, but may include matching activities, short answer/fill-in-the blank, etc. Individual instructors will advise students of their testing methods prior to examination.

Written examinations may differ from those taken in GE classes, as questions will require students to apply the information they have learned to various scenarios/situations. This will require students to have a higher level of understanding of the material. Rote memorization of facts will not assist the students in applying the material to real-life situations.

Written examinations are administered per established schedule in individual course syllabi. *Consistent in all lecture courses is the following:*

If absent on the day of an examination, the student will be allowed to make up the exam, but will lose 10 points for each day post examination. If the student knows prior to the day of the scheduled examination, it is possible to take the exam prior to the examination date without a loss of points. Students must contact the PTA course instructor in regards to this matter.

When students take an exam outside of scheduled class time, the exam may be delivered online using Respondus LockDown Browser and Respondus Monitor OR using the Testing Center. Instructions regarding the use of Respondus will be provided by the instructor when scheduling the exam. If using the Testing Center, the following policies/procedures apply:

- **Appointments are required** for all exams.
- Students must present a **photo ID** before an exam is issued.
- Children, friends, or family members may not accompany students who are testing.
- Once a test has begun, students may not leave the room and then return to complete the exam.
- All exams will be collected approximately 5 minutes before the close of business.
- For the benefit of others who may be testing, noise must be kept to a minimum.
- Faculty members have the right to reject any examinations completed by a student who violates any of these policies.

The testing procedures and methods of assessment utilized in the PTA program; both written and practical, have been developed to prepare the student for clinical practice, as well as, the national licensure examination.

Methods of Assessing Competency Utilizing Written Examinations:

Written examinations are graded on a 100% scale. The number of examinations varies from one course to the next. Specific information regarding individual courses is provided in the course syllabus. Each of the PTA courses concludes with a comprehensive final exam. *The following grading scale is utilized throughout the PTA curriculum:*

A	92-100%
B	85-91%
C	75-84%
D	70-74%
F	69-or below

Note: If a whole number is not attained during grading for any reason, instructors in the PTA program will round 0.5 or > to the next whole number.

- **Mandatory Retake Exams:**

In the event that a student is unable to pass a written examination (scoring a 74% or lower), the student will be required to take a new examination within one week of the original exam being returned by the instructor.

This criteria is consistent throughout all lecture courses in the PTA program.

The retake exam will be scheduled and administered through the primary instructor, and may be completed online using Respondus LockDown Browser and Respondus Monitor OR using the Testing Center. The retake exam will be constructed with 20-30 new questions, testing the same content area as the original exam. Students should be prepared for multiple choice, fill-in the blank, matching, T/F, etc. The retake exam will be closed book and will be under a time limit of 40-60 minutes, depending on the number of questions on the exam.

Students should be aware that a retake cannot be administered for a comprehensive final exam.

The following guidelines will be utilized when assessing this mandatory retake exam:

If a student scores less than a 75% on the retake exam (or fails to take the retake within the allotted time frame), he/she will receive an F for the course, thus resulting in dismissal from the program.

If a student scores a 75%-91%, the student will have passed the exam and be allowed to continue in the course but the original test score will remain as the one recorded in the grade book.

If a student scores a 92%-99%, the student will have passed the exam and be allowed to continue in the course and the original test score will be increased by 2.5% and recorded as such in the grade book.

If a student scores a 100%, the student will have passed the exam and be allowed to continue in the course and the original test score will be increased by 5% and recorded as such in the grade book.

Access to Written Examinations/Quizzes:

Students are allowed and encouraged to review Written Examination & Quiz Answer Keys immediately following exam/quiz. In the case of students using the Disability and Access Center for test taking, an opportunity to review the Written Examination Answer Keys will be given as soon as possible after examination (with primary course instructor).

Access to Written Examinations & Quizzes after this period will be limited to a one time review - up to one week following scheduled exam and will be by appointment only (with primary course instructor).

If a retake examination is required, the student will be expected to remediate with the primary course instructor, per policy. This remediation will serve as the one-time allowable review of written examination.

The above noted policy does NOT apply to lab quizzes. Students are encouraged to utilize lab quizzes in preparation for Written Examinations in lecture courses.

Written examinations will not be reviewable prior to Comprehensive Examinations. Students should utilize past syllabi materials (from lectures and labs), power point handouts, homework activities and Bb materials along with study guides to prepare for Comprehensive Examinations.

Policies and Procedures Specific to Comprehensive Examinations Prior to Clinical Experience I (during PTA 170) and Clinical Experience II (during PTA 280):

A comprehensive examination will be conducted in PTA 170 during the student's third semester, prior to clinical experience and again in PTA 280 during the student's final semester, prior to clinical experience. The exam given during PTA 170 will cover objectives from the following courses: PTA 100HY, 101, 102, 150, 151, 160, 161 and 165IN. The exam given during PTA 280 will cover objectives for the remaining PTA courses, in addition to those already listed. These comprehensive examinations not only assist faculty in ensuring a student's preparedness for the clinical setting but assists students in better preparing for his/her licensure examination. The following guidelines will be utilized when assessing these examinations:

Passing of Comprehensive Exam on First Attempt (Passing = >75%)	= A
Passing of Comprehensive Exam on Second Attempt	= B
Passing of Comprehensive Exam on Third Attempt	= C
Unable to Pass Comprehensive Final Exam in 3 attempts	= F and dismissal from program

Additional grading criteria for Clinical Education Courses will be shared with students, prior to those courses. The information presented above only describes how the Comprehensive Examination in said courses effects the student's grade.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Policies and Procedures Specific to Skill Competency Check-Offs

Skill Competency Check-offs are utilized throughout the curriculum to assess the student's comprehension of Physical Therapy theory and application. There is a skill checklist (in the "Assessment Manual") that outlines what students are responsible for performing. The list of skills is determined by current CAPTE (Commission on Accreditation in Physical Therapy Education) criteria, as outlined in the PTA Handbook, section on Accreditation.

Specified due dates for check-off completion occur approximately one week following the skill being presented in lab. The list of skills and specified due dates differ for each application course. The skill competency check list for all application/lab courses can be found in the "Assessment Manual". A master skill checklist form for each student is kept by program faculty and LACE instructors. As students check-off on skills the faculty/LACE instructor will sign the master skill checklist, as well as fill out the skill assessment tool (see below) found also in the "Assessment Manual". The students are encouraged to use the feedback on these tools to improve their skills. Points are awarded for achieving competency in the designated skills, if the student successfully completes check-offs by the specified due dates. A greater number of points are awarded to students who "check-off" on a skill on the first attempt and lesser points are earned for second and third attempts. *(See skills check-list)*. **No points are earned for skills that are completed after the specified due dates.** In addition, anyone not completing check-offs by the start of midterm and/or final practicals will not be allowed to take the practical exam; resulting in a "0" for said exam causing student to fail course and be withdrawn from the PTA program.

HOW a CHECK-OFF actually occurs:

For in-person Check-Offs: Students are to practice and refine skills, following initial instruction given during lab (application courses). When students feel they are competent in performing a skill, they can ask an instructor to critique their performance and "check-off" the skill. The student then draws a scenario card which includes information such as: Date of Onset, Diagnosis, and Plan of Care (prescribed treatment/ LTG's). Scenario card may also include information pertaining to patient's prior medical history (PMH) that would require student to recognize the need to check/monitor/report on the following (prior to, during and/or after delivery of specified treatment): latex allergy, blood pressure, heart rate, respirations, O₂ sats, temperature, sugar levels, capillary refill, other lab values/special tests, signs & symptoms of cancer, signs & symptoms of psychological disorders &/or abuse, or perceived change(s) in medical status that require reporting to PT &/or needing to re-evaluate patient. The student then performs the simulated treatment (or intervention) on a fellow classmate or instructor, addressing the patient's prior medical history where indicated, and is critiqued on his/her performance. The majority of skill check-offs require outside time to complete. [Virtual](#) and/or [Mock Telehealth Check-Offs](#) may be scheduled on occasion; details will be provided by instructors, or may be accessed below.

Methods of Assessing Competency Utilizing Skill Competency Check-Offs:

The tool utilized for assessing skill competency is the same for all skills throughout the program and can be found in the student's "Assessment Manual".

Skill Competency Check-offs are assessed via a tool which identifies Critical Indicators for all skills. *(See assessment tool in "Assessment Manual")*. As the form indicates, all critical indicators must be assessed by Instructor at a Level 3 or greater to pass each individual Skill Competency. Students are allowed 3 attempts to pass each Skill Competency. In the event that the student is unable to pass the skill check off on the 3rd attempt, the student will meet 1:1 with Primary Instructor for the specified course, in an attempt to remediate. Student will then set up a time with Primary Instructor to test skill competency utilizing Practical Evaluation Criteria (also located in the back of syllabus). Student must pass with a score of 75% or greater or fail course. In the event that a student fails any of the PTA courses, (s)he is withdrawn from the program. *This criteria is consistent throughout all courses in the PTA program.*

USE of a LEARNING/CONDUCT RUBRIC:

Each application course will also have a corresponding rubric. *The rubrics utilized will be of the same content for all application courses* but will vary slightly with number of points needed for specific criterion. (***See rubric in “Assessment Manual”***).

It is the faculty’s belief that application courses are more than just being able to perform a specified set of skills. The criteria established in the learning rubrics are meant to assess other skills necessary for becoming a Physical Therapist Assistant. The tool is utilized as a feedback mechanism to assist students in his/her growth throughout the curriculum and empower him/her to become a highly competent and professional health care provider. Items assessed in the rubric are: Attendance/Tardiness, Assignment Completion/Participation, Preparedness/Sharing of Responsibilities, Professional Behavior, Check-offs and Quizzes. See rubric for specific grading criteria.

Virtual Check-Off Instructions

- This Check-Off is to be done at home, using a friend or family member as your patient. You will be collecting subjective info from the patient, as well as providing the prescribed intervention. You will conclude with writing a SOAP note.
- The Check-Off is to be recorded on your phone or other device and converted to a You Tube Video. See instructions on how to do so below.
- ***You will be provided the Check-Off cards ahead of time. From these cards, you will be assigned one Check-Off card number/scenario that you are responsible for recording and submitting as your virtual Check-Off.*** Review each of the cards provided, practice the skills, review the practical evaluation skill sheet(s), etc., **prior to** recording and submitting your video so as to demonstrate competence in performing the skill.

How to create a YouTube Link:

- Once the Check-Off has been recorded, you will need to upload the video to YouTube and submit the link on Bb under PTA 102:
 - Go to www.youtube.com
 - Login to YouTube (you may use a google account or create a new sign-in)
 - Click on the camera  in the upper right-hand corner
 - Click Upload video
 - Select video you wish to upload, **make sure you click “public” so we can view it**
 - Click Publish
 - Prior to sending the video you will want to ***review the clip*** to ensure that the Check-Off was recorded in its entirety, that it is free of any glitches, and is of decent quality so the necessary items can be seen clearly. Poor quality or inability of the LACE Instructor to review all parts of the skill may result in a request by a LACE Instructor to re-record video and re-submit your video.

Submit Completed Check-Off on Bb:

- Submit the YouTube link in a Word document, along with the scenario number that you were given and your completed SOAP note of the intervention provided.
- See Bb PTA 102 for upload area of completed Check-Off.

To access feedback provided by LACE Instructor on graded Check-Off:

- Go to My Grades and check for the virtual Check-Off and SOAP note comments.
 - Check this area also to see if the LACE instructor has requested a “redo” of the Check-Off. Additionally, you will receive an email directly by a LACE Instructor if a “redo” is being requested; and a new scenario will be assigned for you to perform.
- Please note that feedback from LACE Instructors will NOT be immediate. This feedback will be expected to occur within 48 – 72 hours of your submission.

Mock Telehealth Check-Off Instructions

- You will receive an email invite from the Sign-Up Genius website to choose a day/time slot for your Mock Telehealth Check-Off from a list of various day/time slots available. Each day/time slot will indicate which LACE instructor with whom you will perform this Mock Telehealth Check-Off scenario. A link to the Sign-Up Genius invite will also be sent out via a Bb announcement. **The Check-Off will be conducted via MS Teams, and you will receive an invite to the MS Teams meeting from the LACE instructor assigned to your chosen day/time slot.** You will be acting as the clinician and the LACE Instructor will be the simulated patient. The Mock Telehealth Check-Off should last approximately 20-30 minutes.
- **You will be provided the Check-Off cards ahead of time. From these cards, you will be assigned one Check-Off card number/scenario to perform.** Review each of the cards provided, practice the skills, review the practical evaluation skill sheet(s), etc., **prior to** starting the Mock Telehealth Check-off so as to demonstrate competence in instructing and educating the simulated patient in performing the desired skill(s).

Tips to keep in mind

- Ensure the patient is safe to perform the exercises with or without a family member and/or care giver to assist.
- Collect normal subjective information.
- Patient education is a **big component** of Telehealth visits. Ensure the patient has the cognitive functioning to understand what you are educating them about, or that a family member and/or care giver is available to receive the information.
- Look for and correct substitutions during exercises; ensure patient is performing exercises correctly.
- Provide proper closure for your patient.

ANY QUESTIONS PRIOR TO THE CHECK-OFF SHOULD BE DIRECTED TO THE LACE INSTRUCTOR ASSIGNED TO YOUR CHOSEN DAY/TIME SLOT!

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Southwestern Illinois College
Physical Therapist Assistant Program

Policies and Procedures Specific to Practical Examinations

Practical Examinations are utilized throughout the curriculum to assess the student's comprehension of Physical Therapy theory and application. During practical exams, students receive a patient scenario/chart and perform the physical therapy intervention as indicated in the Plan of Care. In general, during practical examinations, students are graded on their ability to communicate with their ("simulated") patient, conduct themselves in a professional manner, maintain safety, collect the appropriate data to report patient status, position and drape patient properly, maintain good body mechanics, provide the intervention effectively and efficiently, and document.

Detailed information, outlining what students are responsible for performing in each of their application courses, is provided in the student's "Assessment Manual". Evaluation forms for all related skills are also provided for students to refer to, prior to check offs &/or practical examinations. These evaluation forms are the actual tools utilized for grading student performance during practical examinations. Students are highly encouraged to utilize these forms in preparing for check offs and practical examinations.

The testing procedures and methods of assessment utilized in the PTA program; both written and practical, have been developed to prepare the student for clinical practice, as well as, the licensure examination.

Methods of Assessing Competency Utilizing Practical Examinations:

During Practical Examinations, students are graded on individual skills performed during simulated patient care; described above. Evaluation forms include: 1) a face sheet which addresses such aspects of care as: personal appearance, communication, time management, documentation, etc. 2) skill sheets which delineate all aspects required for accurate data collection &/or effective patient interventions (These can be found on BlackBoard or Copies in Lab) 3) Critical Indicators sheet 4) Contraindications sheet and 5) Efficiency sheet which allows the instructor to describe any critical incidents which occur during the practical exam and how those incidences were corrected (**examples of all sheets but the Individual Skill sheets can be found in the "Assessment Manual"**). Students receive a score for each practical examination by averaging the skill grade, adding or deducting points from the face sheet, and deducting points (as needed) when safety becomes an issue.

Practical examinations are graded on a 100% scale. Each application course administers two practical examinations for the semester, one being at midterm and one at final. Specific information regarding each practical examination is provided in the "Assessment Manual". Starting the second semester when students are concurrently enrolled in two application courses, the midterm and final practical exams are combined. The reason for combining the practical examinations is to allow students to perform a simulated treatment utilizing a more holistic approach to patient care (combining modalities with exercise). Separate grades are issued for each course.

The following grading scale is utilized throughout the PTA curriculum:

A	92-100%
B	85-91%
C	75-84%
D	70-74%
F	69-or below

Note: If a whole number is not attained during grading for any reason, instructors in the PTA program will round 0.5 or > to the next whole number.

In the event that a student passes his/her practical with a 75% or greater but an individual skill is graded less than a 75% or below, the student is required to meet with instructor 1:1 to discuss performance and may be required to complete new check off of skill (determined by instructor after meeting with student).

- **Mandatory Retake Exams:**

Students must pass all practical examinations with a minimum score of 75% or the practical will need to be repeated. The student must make arrangements with the PTA faculty to reschedule the practical for a second attempt. If a student can not pass after this second attempt (s)he will receive a 0% for that practical, resulting in dismissal from the program. If a student is successful on his(her) second attempt, (s)he will receive a 75% to be factored into final grade. *This criteria is consistent throughout all lab courses in the PTA program.*

Prior to a second attempt, remedial efforts may consist of: verbal review between student and instructor(s) of failed practical exam, the instructor supplying the student with 3-4 example practical scenarios for additional practice, 1:1 time spent with Lacey instructor and/or Course instructor (based on availability of student and instructor) to go over any questions/scenarios, &/or a self-directed plan of the student. Remedial time will be allowed prior to retake exam and will be agreed upon by student and instructor.

Note: Students who at midterm, scored a low C or failed the practical examination may not qualify for a retake at the end of the semester, in the event that their rubric score deducts points from their course average.

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**Southwestern Illinois College
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**Explanation of Clinical Education Component of PTA Curriculum
CAPTE Standards 6J & 7B**

As previously described in Explanation of PTA Curriculum and Rationale for Course Sequencing, upon successful completion of the Spring semester, courses taken in the Summer Semester include:

PSYCH	210	Life Span Development	3
SOC	150	Introductory Sociology	3
PTA	170	Clinical Experience I	3

Previous coursework has been designed to prepare students for his/her first full-time, 4-week clinical experience, **PTA 170 Clinical Experience I**, under the supervision of a clinical instructor who is a licensed PT or PTA. Before beginning the clinical experience, students meet with academic faculty for discussion regarding appropriate clinical behaviors, effective communication, conflict resolution, ethical decision making, quality control, and finding strong evidence to support therapeutic interventions. At this time, students sit for a comprehensive examination of all PTA coursework completed thus far. A comprehensive examination at this point further ensures a student's competency and safety to be in the clinical environment, and also serves as a way of preparing students for the impending licensure examination. Students are often able to pass individual course comprehensive exams, but have not attempted to pull together all materials taught throughout the program. This comprehensive examination, covering materials taught in PTA 100, 101, 102, 150, 151, 160, 161 and 165 ensures that students are capable of doing so. After passing this comprehensive exam, the student enters his/her assigned clinical and begins to implement the PT interventions and data collection skills previously simulated in the classroom, as well as observe and assist with other physical therapy interventions as deemed appropriate by the clinical instructor. SWIC's PTA Handbook, found on the PTA Clinical Performance Instrument (CPI) dashboard, clearly defines, to the SCCE and CI, the training that the students have had to this point in their education. We advise the clinical faculty to provide students the opportunities to practice the skills in which they have been trained in thus far in the program (primarily orthopedic) and if possible to provide them with some experiences assisting with interventions for patients who have had a neurological injury. We encourage student involvement in providing selected interventions of neurologically involved patients, so that students can observe and feel such things as tonal changes as a result of neurological insult/injury. These observations and experiences give students a better understanding of the neuro-rehab materials covered in the following fall semester in PTA 210 and 211. In addition, Clinical Instructors and SCCEs are made aware that students have had training in Physical Agents with the exception of Electrical Stimulation and Wound Care. Clinics wishing to allow students experience in these areas are asked to provide theoretical background and instruction in technique prior to student exposure. During the time of the student's clinical experience, students are expected to correspond weekly with faculty via Blackboard. Students also interview the appropriate personnel and submit a report on the outcomes of the facility's quality improvement program and its clinical significance. Once students have completed this first, full-time clinical experience, they meet again as a class to discuss their experiences in the clinic. This provides them the opportunity to compare and contrast their experience with those of their classmates, enriching and expanding each student's perspective. Through participation in these activities, students advance along the continuum to becoming an entry-level PTA and fulfilling the mission of the program. They also perform evidence based research related to a patient from Clinical Experience I and present a brief explanation of their clinical question, contemporary article search (a randomized controlled trial or higher level of evidence), and summary of findings to their peers during seminar class. In addition to the clinical experience, students are required to participate in a service activity to promote patient advocacy. This activity is reflected upon in a written paper, as described in Standard 6.

After completion of the summer session, students have one last semester on campus to complete their didactic (academic) studies and prepare for their final full time clinical experiences. In the final semester of the program, students are enrolled in 2 courses:

PTA 270	Clinical Experience II	8
PTA 280	Clinical Seminar	2

PTA 270 Clinical Experience II, is composed of two 6-week, full-time clinical experiences. During these six week clinical experiences, students will again practice under the direction and supervision of their clinical instructor. Students will further develop their ability in monitoring and modifying patient interventions within the physical therapist’s plan of care, while refining their time management skills and improving their communications skills. Professional behaviors, problem solving, fiscal management, and adherence to ethical, legal standards and APTA guidelines are emphasized in the delivery of quality patient care, while considering the patient perspective and environment. During these terminal clinical experiences, students are expected to progress along the continuum achieving the skills necessary of an entry level PTA, thus fulfilling the mission of the program. During the time of the student’s clinical experience, students are once again expected to correspond weekly with faculty via Blackboard.

PTA 280 Clinical Seminar, is the final didactic (academic) course that students will participate in. Prior to entering the clinic, students are required to pass a comprehensive, computerized exam of all knowledge acquired throughout the program, perform self-assessment of abilities, and develop goals/objectives for Clinical Experience II. After successfully passing this examination, this course acts as the final stage in preparation for passing the licensure examination and entry into the workforce. Students meet with academic faculty to discuss topics that more readily occur as students have greater experience with patients and greater exposure to the clinical environment. Topics of discussion include appropriate clinical behaviors, ethical and legal issues, cultural competence, sexual harassment, patient outcomes/discharge planning, fiscal management, and the changing health care environment. Students also prepare a graduate cover letter and resume, and discuss contemporary interviewing and job searching skills. As the culminating experience related to evidence based practice, students give an oral presentation regarding contemporary research. Additionally, students will discuss and share their clinical experiences, discuss final preparation for the national licensure exam and review life-long learning opportunities.

The total number of contact hours for clinical education in the PTA program at Southwestern Illinois College is 640. This number is in accordance with the suggested range provided in the APTA’s Normative Model and is in compliance with the state mandate of 600 clinical hours. Hours are reported by students and verified by the Clinical Instructor and cohort leader on a log which tallies the cumulative hours worked each week, and over the 3 clinical experiences.

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**Southwestern Illinois College
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Clinical Experience Information
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The Southwestern PTA curriculum is divided into two major areas: classroom (didactic) studies and clinical experience. Students will be in the classroom for the fall and spring semester of their first year. After successful completion of these courses (a minimum grade of “C” in all courses), and demonstration of competency in multiple technical skills, the students will enroll in Clinical Experience I (4 week clinical rotation) during the summer session. Students will then return to the classroom for the fall semester of the second year, and enroll in Clinical Experience II (2 six week clinical rotations) during the spring semester of the second year.

All Clinical Experience classes are done off campus at various facilities having contracts with Southwestern Illinois College. The purpose of the clinical education courses is to allow students the opportunity to implement physical therapy interventions to patients, and further refine their skills in preparation for entry level practice as a physical therapist assistant. Supervision of students during the clinical experience courses is provided by the following individuals:

AT CLINICAL SITE:

Clinical Instructor (CI) - individual with a minimum of one year of experience in the field that provides direct supervision of the student in the clinical facility. (S)he is an employee of the clinical facility, as well as, part of the Southwestern clinical faculty. **This can be either a licensed PT or PTA.**

Site Coordinator of Clinical Education (SCCE) - this individual is also an employee of the clinical facility. (S)he organizes and oversees the placement of all students from all of the various colleges/universities. The clinical facility may have a SCCE for the PTA students and a different SCCE for the PT students, or at a smaller facility, the CI and SCCE may be one in the same person.

AT SWIC:

Academic Coordinator of Clinical Education (ACCE) - academic faculty member responsible for monitoring the clinical experiences, placing students at the various clinical facilities, and managing all of the records related to clinical education. **This individual is responsible for the final grade given in all Clinical Experience courses.**

Academic Clinical Education Team/Cohort Leader: Academic faculty responsible for facilitating the clinical cohorts, site visitations and assisting ACCE with Clinical Education program.

Clinical Experience I & II

Hours

The hours the student spends at the clinic will match the hours worked by his/her clinical instructor. This typically consists of five 8-hour days, but many clinical instructors are working four 10-hour days. *Students will know their specific hours worked for Clinical Experience I (Summer) by the end of April/beginning of May & by the end of December for Clinical Experience II (Spring) after contacting their respective sites.* The ACCE will provide students with information and questions to ask of facility when making phone call. Students should wait for the ACCE to provide them with the appropriate time to contact facility.

NOTE: STUDENT's HOURS are dictated by the schedule worked by his/her supervising CI. Once a student is placed at a clinical site, he/she is given information to contact the site to determine the hours to be worked. The 40 hour work week needed to accumulate the correct number of hours is done at the discretion of the clinical facility. SWIC does not set student's hours. Some students work variable schedules, while others have fixed schedules. Some work five, 8 hour days, while others may work four, 10 hour days. The majority of work is done Monday through Friday; however, some CI's request students work occasional weekends. SWIC has worked with some sites who can only provide 32 hour work weeks and created a longer rotation for students to accumulate necessary hours. Students need to be aware that SWIC is at the mercy of the clinic and hours worked are typically non-negotiable.

PTA 170 Clinical Experience I - Summer

Dates

Students will spend four weeks full-time (40 hours/wk) at an approved clinical site under the direct supervision of a clinical instructor (CI). Clinical Experience I is scheduled in the months of June and July of students first year of study. All students will come to class on SWIC's - Belleville campus on a designated weekday preceding and following Clinical Experience I. Students will be enrolled in PTA 170 during this time frame. **This is a 3 credit hour course and lab fees are paid in addition to tuition. These lab fees assist the program in providing clinical site visits/correspondences necessary for providing the students clinical education.** (Refer to cost sheet for total program expenses).

Clinical practice for the summer is split into 2 time frames for the convenience of the clinics, **but students are required to complete only one rotation during summer.**

Students are informed of their specific clinical hours in the month of April/May. Due to possible clinical cancellations, students must remain available during either clinical time frame, therefore students are asked not to schedule vacations between June and July. There are opportunities for vacationing between semesters at the end of Fall semester in May and then again before the Spring semester begins in August.

During Clinical Experience I, students will have an opportunity to apply skills previously simulated in the classroom environment, as well as, observe and assist with other physical therapy interventions as deemed appropriate by the clinical instructor. Students will continue to: develop skills in monitoring and progressing a PT Plan Of Care, work on time management skills, and communication.

By the successful completion of Clinical Experience II, students will be functioning at intermediate performance for a physical therapist assistant; as rated on the Clinical Performance Instrument (CPI).

PTA 270 Clinical Experience II – Final Spring

This will be students' final full-time clinical experience. It occurs in the spring semester of the second year. Clinical assignments begin in January of student's second year and will continue into April of the same year. Students will continue to attend clinical experience courses through the college's spring break week. **Training is composed of two 6-week full-time (40hrs/wk) clinical experiences at 2 separate facilities. Students will be enrolled in PTA 270 and 280 during this time frame. These courses are 8 credit hours and 2 credit hours respectively and lab fees are paid in addition to tuition. These lab fees assist the program in providing clinical site visits/correspondences necessary for providing the students clinical education.** (Refer to cost sheet for total program expenses).

Hours will be consistent with the clinical instructor, and again, students will be expected to travel.

By the successful completion of Clinical Experience II, students will be functioning at entry-level performance for a physical therapist assistant; as rated on the CPI.

Commitment to Education

Clinical experience is a crucial component of training. We hope to continue to maintain and expand the clinical sites we have. We also hope that once you have completed the program, you will be committed to the education of our profession and assist in clinical education of Southwestern PTA students by becoming a clinical instructor and attending clinical instructor education courses offered by the program.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

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**Southwestern Illinois College
Physical Therapist Assistant Program**

**Policies & Procedures Regarding
Communication with Students and Clinical Sites
in Assigned Cohorts & Individualized CI Development**

Academic Faculty members of the Clinical Education Team at SWIC are assigned with a cohort of students from PTA 170 (during the summer semester) and PTA 270 (during the spring semester). The maximum number of students any member would be responsible for is 10. **The following activities are the responsibility of designated faculty members and are overseen and guided by the ACCE:**

- **Communication with individual students in cohort:** Faculty are responsible for responding to individual students in his/her assigned cohort via Blackboard &/or email.

Students are responsible for posting a weekly blog on Bb for the collective group to be able to communicate about their experiences. Faculty will comment on blogs, as need, through Bb. Students will be responsible for routinely checking emails and responding to individualized faculty questions/concerns throughout the duration of his/her clinical experiences.

Students are required to complete an hours log and send information to cohort leader on a weekly basis, informing the cohort leader of days/hours missed and plans for making up lost hours.

Students are also responsible for setting up “Face-Time” appointments to meet with his/her cohort leader at designated times t/o Clinical Experiences. (i.e. CE I – Summer, week 2 – prior to midterm, CE II – Spring, weeks 2 and 5 prior to midterm and final for each rotation).

***Specific information and due dates are subject to change and students need to pay attention to directions sent from cohort leader t/o clinical experiences.*

- **Communication with Clinical Instructor (CI)/ Site Coordinator of Clinical Education (SCCE) &/or clinical site:** Faculty are responsible for setting up an individualized system of communication (via preferred communication medium; phone or email) with each student’s CI in his/her assigned cohort. This individualized communication to include:
 - Developing/Planning Appropriate Activities for the student’s clinical experience: Faculty is responsible for assisting the CI in developing/planning learning activities for the student and assisting the CI in his/her growth as an effective clinical teacher.

For those CI’s who prefer communicating electronically, most correspondence will be done in this manner; however, faculty will make at least one phone contact to CI t/o each clinical experience, in addition to email correspondence. CI’s who do not wish to utilize email communication can indicate so and cohort leader will set up a phone call on a weekly basis.

- Assessing Student's Performance: Faculty is responsible for assisting CI in assessing student's performance utilizing the APTA, PTA CPI Web.

***AS NEEDED:** Faculty &/or ACCE are responsible for visiting a site where student is having extreme difficulty with behavior and/or skill. In the event that faculty &/or ACCE feel that communication can be handled over the phone or by email, communication will occur in this fashion. Faculty will follow the Conflict Resolution Model found in the PTA Handbook. (Conflict Resolution Model also found in student's PTA 170 or 270 syllabus) If a visit is deemed necessary by Clinical Education Team and clinical site, a faculty member &/or ACCE will visit the site to shadow the CI and student in the clinic. He/she will follow up with a meeting held between the CI, student and SCCE to assist the site in determining appropriate action.*

- **Review of Completed Documents**: Faculty is responsible for the initial review of all clinical documents completed, as listed below. Assistant ACCE will collate this information into the wrap-up session document.
 - Student hours log (*tracked electronically*)
 - Review of PTA CPI Web to be conducted according to written policy. *ACCE to determine final grade.*
 - Verification of student in-service (*noted in CPI or confirmed in CI email correspondence*)
 - Review of strength/weakness OA data collected via PTA CPI Web (*exported from PTA CPI Web*)
 - PTA Student Evaluation: Clinical Experience and Clinical Instructor (*tracked electronically*)
 - Student Assessment of SWIC PTA Program Goals (*info collected and tallied using Class Climate*)
 - Student Evaluation of the Academic Clinical Education Team (*info collected and tallied using Class Climate*)
 - CI Evaluation of the Academic Clinical Education Team (*info collected and tallied using Class Climate*)
- **Wrap-up Session of Academic - Clinical Education Team**: All members of the Academic Clinical Education Team (See Academic Clinical Ed Team – Organizational Chart) will meet for a debriefing of semester's clinical education activities, as described in the wrap-up meeting template. Assistant ACCE to record items utilizing the program's template.
- **Follow up contact with CI**: Faculty is responsible for follow up with CI regarding student outcomes and effective/ineffective use of PTA CPI Web. (Goal is to educate individual CI's in proper use of assessment tools). In addition, faculty will follow up with CI on any areas of concern noted in Student Assessment of the Clinical Experience.
 - Follow up mailing and thank you to CI: Faculty are responsible for sending CI/SCCE's within his/her cohort "thank you" emails including the following: verification of IL/MO CEU's earned by CI for supervising a student and a voucher for attendance at upcoming SO IL SIG meeting for additional free CEU's.

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Southwestern Illinois College
Physical Therapist Assistant Program
Policies & Procedures Regarding Clinical

Site Visitations and Professional Development of Clinical Educators

Policy and Procedure specific to Site Visitation: The PTA program maintains a list of active and inactive clinical affiliation sites. The “active sites” are visited on a routine basis of every other year; regardless of whether a student is present or not. Site visitations occur during the Spring and Summer semesters. There are approximately 60 active clinical sites maintained at all times, to ensure that the program has an appropriate variety of clinical experiences to offer students. Site visitations are utilized to communicate program updates/policy changes & to collect and/or distribute paperwork to site, as well as act as a public relations visit on behalf of the college. The visit is primarily between the Academic Clinical Education Faculty Team member and Site Coordinator of Clinical Education (SCCE). Upon request of either a CI or student at a given facility, site visitation will include these parties. Due to the extensive communication between the site and college through cohort groups, a visit of these parties is often deemed unnecessary. Site visitation includes a tour of the facility in which the faculty member discusses current equipment utilized in the facility. The faculty member also discusses demographics of staff, patient load, etc and reports status of facility on Site Visit Form. The site visit form is returned to the college and filed, after the faculty member updates the ACCE about the visit. The routine visit may also include renewal of contracts and delivery of employer surveys of program graduates (as needed) and discussion of CSIF’s; Clinical Site Information Forms. To organize the site visitations, the faculty member(s) responsible for site visitations and professional development activities creates a list of needs for each clinical site to be visited utilizing queries ran from the Clinical Site Management data base and discussion with the ACCE. These individuals are responsible for preparing a summary of site visitations and report at the Clinical Education Wrap-Up Session at the end of the Spring and Summer semesters.

Policy and Procedure specific to Professional Development of Clinical Educators: In order to ensure that Clinical Education faculty receives appropriate professional development and to assist them in their responsibility of educating students in the field, the college provides the affiliating facility with an on-site; professional issues, inservice training (educational session) as needed/requested.. The educational session is scheduled for 50 minutes to one hour, prior to or following a routine site visit. Topics include such items as: Ethical Decision Making in Physical Therapy, Professionalism in Physical Therapy: Core Values, Defining the Role of the PTA, etc. Topics are determined by the Academic Clinical Education Team after surveying the clinical sites during site visits, interacting with CI’s in cohorts, surveying the students during PTA 170 and 280 seminars, and from reviewing current and relevant literature regarding clinical education. Multiple continuing education courses are developed and facilities are sent an email at the beginning of the Spring and/or Summer semester alerting them to the upcoming site visit and allowing them to select the training session that they deem most valuable for their departmental needs, if one is desired. CEU’s (1 contact hour) are awarded to clinical faculty in attendance. Certificates of Attendance are awarded through the college and approved by the Illinois Physical Therapy Association for Illinois licensed clinicians. Missouri sites will be awarded a Certificate of Attendance that includes all necessary requirements for approval of 1 contact hour, as well. No charge is assessed to the CI or facility for these CEU credits. The faculty member assigned the duty of site visitations and professional development activities is responsible for drafting emails to sites regarding upcoming visits and for setting up training sessions selected by each individual clinical site. These faculty members will be responsible for keeping an attendance record for CEU verification and for awarding appropriate persons with certificates. In addition, these individuals are responsible for preparing a report; based on presentation surveys and presenting it at the Clinical Education Wrap-Up Session at the end of the Spring and Summer semesters.

APTA CI Credentialing courses are also offered to clinical faculty through St Louis based PT/PTA programs involved in the Central Academic Clinical Education Consortium (St Louis University – PT program, Washington University – PT program, Maryville University – PT program, and St Louis Community College – Meramec – PTA program. SWIC PTA program sponsors 1-2 Clinical Instructors per year. CI Trainings are typically offered once a year.

In addition, CI’s can also be a part of the mailing list for the Southern Illinois Special Interest Group which SWIC co-sponsors with Memorial Hospital in Belleville. The SO IL SIG offers 3 hour continuing education courses 3-4 times per calendar year. CI’s who have recently taken a student are issued a “course voucher” for free admission for an upcoming course following completion of a student rotation, as a thank-you from SWIC faculty.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Clinical Site Visit Report

New Site Orientation Established Site

Date of Visit: Click here to enter a date.

Name of facility

SCCE: **Contact Phone #** **Contact Email**

Person Interviewed: Choose an item.

Clinic Site Availability:

- Review nationally recognized dates for clinical commitment form (sent March 1/return by April 30th.
Has SCCE received/returned clinical commitment form? No Yes
If site visit occurs after March 1 and no commitment form has been returned,
supply SCCE with hard copy returned with site visitor to be faxed to Kim
- What is the student to CI ratio at this site? Choose an item.
- Are PTA's usually acting as the CI? No Yes:
- Have your PT's ever considered being a CI for a PTA student? No Yes:
- Are there any foreseeable circumstances that may increase or decrease the site's ability to accept students from SWIC? No Yes:
- **This site chooses to be placed on an inactive status for clinical education at this time due to:**

Review of Clinical Education Resources for SCCEs and CIs:

	Reviewed
<input type="checkbox"/> CI/SCCE familiar with PTA CPI Web tool/training	<input type="checkbox"/>
<input type="checkbox"/> SWIC PTA Handbook (program curriculum & procedures)	
<input type="checkbox"/> found on PTA CPI dashboard &	<input type="checkbox"/>
<input type="checkbox"/> https://www.SWIC.edu/wp-content/uploads/2018/05/PTA-Student-Handbook-2018.pdf (A)	
<input type="checkbox"/> SWIC Student Information Form (emailed to SCCE)	<input type="checkbox"/>
<input type="checkbox"/> SWIC Clinical Education Calendar (Handbook)	<input type="checkbox"/>
<input type="checkbox"/> SWIC Academic Clinical Education Team & Roles Kim ACCE-contracts/Michelle Assistant ACCE, Bob, & Ashley – Site Visits & Cohorts (Handbook)	<input type="checkbox"/>
<input type="checkbox"/> SCCE & CI Qualifications/Responsibilities/Rights & Privileges (Handbook and review highlighted areas in packet) (B)	<input type="checkbox"/>
+ SWIC PTA Program website at:	<input type="checkbox"/>
https://www.SWIC.edu/academics/career-degrees/health-sciences/physical-therapist-assistant/ (right click to "open hyperlink" with internet access)	
+ APTA Core Documents found at:	
http://www.apta.org/Policies/CoreDocuments/ (C) (right click to "open hyperlink" with internet access)	<input type="checkbox"/>

- ✚ **APTA Clinical Educator Resources** found at:
 - ✚ <http://www.apta.org/Educators/Clinical/> **(D)**
 - <http://www.apta.org/Educators/Clinical/EducatorDevelopment/> **(E)**
 - <http://www.apta.org/Educators/Clinical/SiteDevelopment/> **(F)**
 - <http://www.apta.org/Educators/Clinical/Networking/> **(G)**
 - <http://www.apta.org/Educators/Clinical/EducationResources/> **(H)**
 - <http://www.apta.org/Educators/Clinical/StudentRegulations/> **(I)**
- (right click to “open hyperlink” with internet access)

SWIC provided the following assistance to remedy any negative responses noted above:
Choose an item.

Communication/Continuing Education:

- The site reports sufficient communication with the Academic Clinical Education Team at SWIC yes no
Comments: Click here to enter text.
- The site offers the following suggestions for improvement to SWIC’s clinical education program:
- The site reports SWIC as providing quality CEU opportunities for CI’s. ie. SIG vouchers, CEU’s for taking Students Grant funding Sponsorship of CI Credentialing, So Dist. IPTA sponsored meetings, Clinical Ed Consortium sponsored events. yes no
- The site suggested the following continuing education/ in-service topics be developed to further enhance clinical instructor growth/development:

PT/PTA relationship

- **The site reports common practice to include, the PT performing the initial evaluation and establishing a POC (inclusive of LTG’s), then allowing the PTA to:**
 - carry out selected interventions until discharge (Note: Discuss PT/PTA preferred relationship and supervision)
 - carry out selected interventions with regularly scheduled re-evaluations by the PT until discharge
 - Team Treat Choose an item. with the supervising therapist

The Role of the PTA at this site includes involvement in the following activities:

- ❖ **Data Collection** Routine Involvement Limited Involvement No involvement

If no involvement or questions re: involvement, site is educated on Minimum Required Skills of PTA Graduate at Entry Level; found at http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Education/MinimumRequiredSkillsPTAGrads.pdf **(J)** (right click to “open hyperlink” with internet access)

Performance of the SWIC Student PTA

- Do you feel that students from SWIC are academically well prepared for duties at this site? yes no
- Do you feel that students from SWIC are clinically well prepared for duties at this site? yes no
- What are the strengths of students in the PTA program at SWIC?
Click here to enter text.
- What are the weaknesses of students in the PTA program at SWIC?
Click here to enter text.

Summary of Visit/Communication with ACCE &/or Cohort Leader:

- ☞ **Red flag items** identified for this site yes no
Choose an item.
- ☞ Communication with Academic Clinical Education Team – Cohort Leader re:
Click here to enter text.
Follow up of Cohort Leader required: yes no
- ☞ Physical facility & patient case load is adequate for student’s experience yes no
Click here to enter text.
- ☞ Physical work space is available for student yes no
- ☞ **Assess quality of clinical site utilizing the SWIC PTA Program’s Clinical Site Assessment Rubric (See key in appendix for ranking 0-4 pt scale):**
Comments on ranking:

Site Visitor Check List:

- SWIC Graduate Survey issued to site
(via Class Climate link below; password: GRADUATE)
<https://survey.SWIC.edu/classclimate/index.php?mca=online/index/index&nOnlineTemplateId>
- No recent SWIC graduates at this site
- Clinical Site Information Form (CSIF) reviewed:
 - CSIF Web not started
 - CSIF Web 0% completed and/or not signed off by SCCE
 - CSIF Web 100% complete
 - CSIF Web requires update

Check CSIF’s for the following information:

- ✚ Information About Clinical Site
 - SCCE name matches SWIC data base yes no
 - SCCE phone and email address matches SWIC data base yes no
- ✚ Clinical Site Ownership reviewed
 - **Physician owned** yes no
- ✚ Abbreviated Resume for SCCE
 - Verify greater than 1 year clinical experience yes no
- ✚ Clinical Instructor Information
 - Verify greater than 1 year clinical experience for all Cis yes no
- ✚ Information for Students
 - Additional health tests/immunizations required prior to CE yes no
If yes: Click here to enter text.

- Additional training required prior to CE yes no
If yes: [Click here to enter text.](#)
- First aid required yes no
Contact site and discuss first aid training vs certification yes no
Communicate concerns with ACCE for follow up yes no
- Physical exams requested annually yes no
Contact site and discuss one time physical exam and
repeat of TB exam (annually) required by school yes no
Communicate concerns with ACCE for follow up yes no

Information sent to sites for student affiliation by SWIC:

Name, Emergency Contact, Immunizations, Annual TB Results, Verification of CPR certification at Health Care Provider Level, Verification of OSHA and HIPPA Training, Signed statement by Student re: Insurance Coverage, CBC & drug screen verification

- Will require follow up contact from site visitor, if no CSIF sent within 2 weeks of visit
– place reminder on Outlook “To Do List”
- Update necessary data in SWIC Clinical Education Data Base on G drive; Secure folder

Appendix:

SWIC PTA Program Clinical Site Assessment Rubric:

- Assess the following:
 - Students are provided a space in which to work
 - Students are allowed hands-on patient care with appropriate supervision maintained by CI and Supervisory PT (as needed)
 - Site models appropriate PT/PTA relationship
 - Site maintains ethical and legal practice
 - Site visitations raise no red flags
 - Site is NOT a Physician Owned Practice
- 0-4 point scale:
- 0 = Site Agreement should be terminated due to unacceptable quality.
- 1 = Site is of acceptable quality but lacking in MORE THAN ONE are assessed (TRACK FOR TRENDS).
- 2 = Site is of acceptable quality in MOST areas assessed (TRACK FOR TRENDS).
- 3 = Site is of good quality in all areas assessed.
- 4 = Site is of Exemplary quality in ALL areas assessed.

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Southwestern Illinois College
Physical Therapist Assistant Program

Site Coordinator of Clinical Education (SCCE) Qualifications/Responsibilities and Duties/Rights and Privileges

Position Title: Site Coordinator of Clinical Education (SCCE)

Classification: Clinical Education Faculty/Contractual Agreement with individual Clinical Sites

Reports To: Academic Coordinator of Clinical Education (ACCE)

Department: Physical Therapist Assistant Program

Minimal Qualifications:

1. Licensed or Certified as a Physical Therapist, Physical Therapist Assistant, Occupational Therapist, Occupational Therapist Assistant, or Speech Language Pathologist.
2. A minimum of 1 year of clinical practice in PT, OT or Speech. Clinical teaching experience preferred.
3. Strong communication, organization, interpersonal, and counseling skills.
4. Knowledge in use of information technology, preferred.
5. CPR certified at Healthcare Provider level, preferred.
6. Membership in APTA, preferred.
7. APTA Credentialed Clinical Instructor, preferred.

Responsibilities:

- a. The SCCE shall be responsible to the ACCE per contractual agreement with individual clinical sites for coordinating appropriate, clinical experiences for students. SCCEs are also responsible for assisting the PTA program in maintaining accreditation standards set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE).
- b. The SCCE shall be responsible for maintaining knowledge of contemporary practice in physical therapy.

Duties (may include, but are not limited to):

- a. Meet terms &/or provisions of the Clinical Agreement negotiated by and between the college and clinical facility.
- b. Familiarize self with SWIC PTA Program web site and Student Handbook, including related policies and procedures.
- c. Prepare appropriately for student's arrival. Assigns CI with appropriate qualifications (i.e. CI demonstrates clinical competence in the area of practice in which they are providing clinical instruction, is ethical/legal in his/her practice of PT and displays appropriate teaching skills).
- d. Assist CI and students in identifying/establishing goals appropriate to clinical education site, as needed.

- e. Assist CI and students in identifying problem areas during skill practice, as needed.
- f. Assist students in attaining entry-level skills required of a graduate physical therapist assistant and facilitate CI in his or her role in achieving this goal.
- g. Maintain environment conducive to learning.
- h. Act as a mentor and positive, professional role model to CI and students.
- i. Collaborate with program faculty; participating as an extension of faculty to educate students.
- j. Complete necessary paperwork for maintaining appropriate communications with academic faculty (i.e. Clinical Site Information Form, Clinical Agreement (contract), etc.) and submits paperwork in a timely manner.
 - Verify information sent by school via student information form, satisfies facility requirements and assist the ACCE/Academic CE Team and/or student in attaining necessary requirements, prior to start of clinical experience.
- k. Assist academic faculty in maintaining compliance with the Commission on Accreditation in Physical Therapy Education (CAPTE) standards for the student PTA; including, but not limited to:
 - assuring nondiscrimination and equal opportunity, of persons involved with the program:

“SWIC ensures that equal educational opportunities are offered to students regardless of race, color, religion, sex (including pregnancy, gender identity and sexual orientation), national origin, age (40 or older), disability or genetic information, or veteran status”.
 - protecting the rights and privileges of persons associated with the program by addressing privacy, confidentiality and informed consent through appropriate:
 - communication with and about students regarding academic and clinical performance and other protected information
 - maintenance of and access to student records, including any medical records
 - use of protected health information and use of information other than protected health information; obtained from patients, subjects, or the clinical site (e.g. patient care protocols, administrative information)
 - communication with students regarding requirements of clinical facilities that may include drug testing and background investigation
 - acknowledgement of a patient’s right to refuse to participate in clinical education
 - disclosure of student involvement in patient care (i.e. enforcing use of student ID pin and proper introduction)
 - providing students with a safe, ethical and legal clinical practice in which to develop entry level skills as a PTA
 - ensuring the safety of students involved in off-campus experiences by observing the contractual agreement by and between the college and the CI’s facility
 - sharing of facility policies and procedures (emergency procedures, dealing with body substances and hazardous materials, safe use of equipment, etc.)
 - coordinating ongoing and effective communication with academic faculty (i.e. clinical site visitations and clinical education faculty development activities, regular updating of Clinical Site Information Form (CSIF) and clinical affiliation agreement, etc.)
 - assisting academic faculty in identifying appropriate clinical education faculty development activities to improve effectiveness
 - assigning qualified persons to act as a Clinical Instructor for the facility; ensuring that clinical education faculty demonstrate clinical expertise in their area of practice and the capacity to perform as effective clinical teachers; including the ability to assess and document student performance, including deficits and unsafe practices
 - providing students with appropriate role modeling and an opportunity to interact with individuals with impairments common to the clinical setting

- providing the opportunity for students to develop competency in the provision of selected components of intervention and in components of data collection techniques as directed in the plan of care developed by the PT
 - providing appropriate supervision and opportunity for direct patient care and teaching, as well as participation in aspects of clinical practice other than patient care
 - providing appropriate role modeling of PT/PTA relationship
 - if the CI is a PTA, ensuring the supervision of the student includes appropriate interaction with the supervising PT
 - Must have PT on premise at all times for student to treat
 - providing students with opportunities for interprofessional practice
- l. Participate in development activities, as needed.

Rights and Privileges:

- Access to the SWIC library
- Continuing Education (CEU) Credits offered through the college to Clinical Education faculty at minimal to no cost. Offerings include:
 - CEU Verification for supervising a student in clinic (Illinois & Missouri licensed clinicians): 1 contact hour/120 student hours for up to 5 hours (in the 2 year renewal period); therefore supervision of a 6 week student can earn the CI 2 contact hours of Continuing Education and a 4 week student can earn the CI 1 contact hour. CI verifies hours of student supervision.
 - CI Training and APTA CI Credentialing courses (offered in conjunction with other local PT and PTA programs)
 - Southern Illinois Special Interest Group for PT and PTA's. Courses offered 3x/year (cosponsored with Memorial Hospital – Belleville) – CEU credit (3 contact hours each)
 - Voucher for free course is issued to CI's taking a student; redeemable at course offering on date immediately following conclusion of student rotation.
 - SWIC: PTA 298 courses: Post entry-level Education in PT; as available.
 - On-site or online CEU offered to clinical sites; as needed/requested.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Clinical Instructor (CI) Qualifications/Responsibilities & Duties/Rights & Privileges
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Position Title: Clinical Instructor (CI)

Classification: Clinical Education Faculty/Contractual Agreement with individual Clinical Sites

Reports To: Site Coordinator of Clinical Education (SCCE) & Academic Coordinator of Clinical Education (ACCE)

Department: Physical Therapist Assistant Program

Minimal Qualifications:

1. Graduate of accredited Physical Therapist or Physical Therapist Assistant program and licensed in the State in which practicing.
2. Clinical Practice in PT for a minimum of 1 year. Clinical teaching experience preferred.
3. Strong communication, organization, interpersonal, and counseling skills.
4. Knowledge in use of information technology preferred.
5. CPR certified at Healthcare Provider level preferred
6. Membership in APTA preferred.
7. APTA Credentialed Clinical Instructor preferred.

Responsibilities:

- a. The clinical instructor shall be responsible to the SCCE and ACCE per contractual agreement with individual clinical sites for assessing student performance via Clinical Performance Instrument (CPI) and reporting progress &/or significant concerns per program policies. Clinical Instructors are also responsible for assisting the PTA program in maintaining accreditation standards set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE).
- b. Clinical Instructors shall be responsible for maintaining knowledge of contemporary practice in physical therapy.

Duties (may include, but are not limited to):

- a. Meet terms &/or provisions of the Clinical Agreement negotiated by and between the college and clinical facility.
- b. Familiarize self with SWIC PTA Program web site and Student Handbook, including related policies and procedures.
- c. Prepare appropriately for student's arrival.

- d. Assist students in identifying/establishing goals appropriate to clinical education site.
- e. Assist students in identifying problem areas during skill practice.
- f. Provide instruction on necessary theory/application of physical therapy techniques, as needed.
- g. Assist students in developing competency for entry-level skills required of a graduate physical therapist assistant.
- h. Maintain environment conducive to learning.
- i. Act as a mentor to student and positive professional role model.
- j. Collaborate with program faculty; participating as an extension of faculty to educate students.
- k. Complete necessary assessment tools for student's clinical performance via APTA CPI Web and others as deemed necessary by academic faculty and submit assessments in a timely manner.
- l. Assist academic faculty in maintaining compliance with the Commission on Accreditation in Physical Therapy Education (CAPTE) standards for the student PTA; including, but not limited to:
 - assuring nondiscrimination and equal opportunity, of persons involved with the program: "SWIC ensures that equal educational opportunities are offered to students regardless of race, color, religion, sex (including pregnancy, gender identity and sexual orientation), national origin, age (40 or older), disability or genetic information, or veteran status".
 - protecting the rights and privileges of persons associated with the program by addressing privacy, confidentiality and informed consent through appropriate:
 - communication with and about students regarding academic and clinical performance and other protected information
 - maintenance of and access to student records, including any medical records
 - use of protected health information and use of information other than protected health information; obtained from patients, subjects, or the clinical site (e.g. patient care protocols, administrative information)
 - communication with students regarding requirements of clinical facilities that may include drug testing and background investigation
 - acknowledgement of a patient's right to refuse to participate in clinical education
 - disclosure of student involvement in patient care (i.e. enforcing use of student ID pin and proper introduction)
 - providing students with a safe, ethical and legal clinical practice in which to develop entry level skills as a PTA
 - ensuring the safety of students involved in off-campus experiences by observing the contractual agreement by and between the college and the CI's facility
 - sharing of facility policies and procedures (emergency procedures, dealing with body substances and hazardous materials, safe use of equipment, etc.)
 - coordinating ongoing and effective communication with academic faculty (i.e. clinical site visitations and clinical education faculty development activities, regular updating of Clinical Site Information Form (CSIF) and clinical affiliation agreement, etc.)
 - assisting academic faculty in identifying appropriate clinical education faculty development activities to improve effectiveness
 - assigning qualified persons to act as a Clinical Instructor for the facility; ensuring that clinical education faculty demonstrate clinical expertise in their area of practice and the capacity to perform as effective clinical teachers; including the ability to assess and document student performance, including deficits and unsafe practices
 - providing students with appropriate role modeling and an opportunity to interact with individuals with impairments common to the clinical setting
 - providing the opportunity for students to develop competency in the provision of selected components of intervention and in components of data collection techniques as directed in the plan of care developed by the PT

- providing appropriate supervision and opportunity for direct patient care and teaching, as well as participation in aspects of clinical practice other than patient care
 - providing appropriate role modeling of PT/PTA relationship
 - if the CI is a PTA, ensuring the supervision of the student includes appropriate interaction with the supervising PT
 - Must have PT on premise at all times for student to treat
 - providing students with opportunities for interprofessional practice
1. Participate in development activities, as needed.

Rights and Privileges:

- Access to the SWIC library
- Continuing Education (CEU) Credits offered through the college to Clinical Education faculty at minimal to no cost. Offerings include:
 - CEU Verification for supervising a student in clinic (Illinois & Missouri licensed clinicians): 1 contact hour/120 student hours for up to 5 hours (in the 2 year renewal period); therefore supervision of a 6 week student can earn the CI 2 contact hours of Continuing Education and a 4 week student can earn the CI 1 contact hour. CI verifies hours of student supervision.
 - CI Training and APTA CI Credentialing courses (offered in conjunction with other local PT and PTA programs)
 - Southern Illinois Special Interest Group for PT and PTA's. Courses offered 3x/year (cosponsored with Memorial Hospital – Belleville) – CEU credit (3 contact hours each)
 - Voucher for free course is issued to CI's taking a student; redeemable at course offering on date immediately following conclusion of student rotation.
 - SWIC: PTA 298 courses: Post entry-level Education in PT; as available.
 - On-site or online CEU offered to clinical sites; as needed/requested.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Calendar of Clinical Education Activities		
Color Coding Key: Pink = SCCE and CI White = SWIC ACCE & Assistant ACCE Blue = SWIC CE Team Member/Cohort Facilitator(s) Green = SWIC CE Team Member/Site Visitor(s)		
FALL SEMESTER		
August	ACCE	Verify student medical information & CBC prior to program start
October	ACCE & Assistant ACCE	Attend Central Clinical Education Consortium Meeting
October/November	ACCE	<p>Check database for current contract on sites committing to Spring Semester.</p> <p>Prepare for Spring Clinical Placements CE II - rot 1 and 2:</p> <ol style="list-style-type: none"> 1) Update electronic, student info forms (review/update medical info as needed). 2) Set a date for clinical lottery (typically week 13 of semester). 3) Hand out/post clinical lottery information and commitments received for clinical rotations (give students one to two weeks to review commitments received for Spring and encourage students to look at CSIF forms). 4) Conduct Lottery for CE II – Rotation 1. 5) Assign students to CE II – Rotation 2. 6) Color-code chart; assigning students/sites to CE Team Member/Cohort Facilitator(s). 7) Email placement info to SCCE/sites – accepts and denials. Info to include: brief program update, request for CI contact info and hours student will be working. Attach the following documents to the email: student template form with learning style inventory and statement of liability insurance. CC student and SWIC CE Team Member/Cohort Facilitator assigned to site on email. See example email in G drive folder. 8) Place student reference handouts on Bb: handout re: making phone call to sites – i.e. questions to ask; request students make contact with both sites (SCCE and CI) before leaving for semester. Give student contact info for SCCE. 9) Provide students with additional site specific paperwork. 10) Provide follow up email correspondence with Site, Student, SWIC CE Team Members, as needed.

November/December	ACCE & Assistant ACCE	Review PTA Handbook – CE info and send changes to HS Coordinator’s Assistant for uploading revised doc to program web page; General Info tab. After handbook is checked for accuracy, ensure link is functional on CPI Dashboard; restore link as needed.
December	SCCE SCCE & CI	Respond to ACCE email with CI contact information; including CI name, unique email address, phone number and hours student expected to work. Complete template form, if applicable. Forward information sent from SWIC to CI for CEII rotations 1 & 2 Review SCCE & CI job descriptor(s) for details regarding on-going responsibilities.
December	ACCE & Cohort Facilitator(s)	Input known CI info into color-coded Student Placement Chart – Spring.
December – prior to end of semester	SWIC CE Team Member(s)/Cohort Facilitator(s)	Create CPI Evaluations for Spring CE dates in CPI Web with appropriate open and close dates for both rotations. Begin pairing students with sites/CI in CPI Web, with information known thus far using color-coded Student Placement Chart; found on G drive. Contact Sites, as needed to get CI info and continue pairing students and CI in CPI Web; as emails/phone calls are received from site.
December	SWIC CE Team Member(s)/Site Visitor(s)	Run queries from Clinical Site Management Data Base to determine site visits needed for the year. Discuss with ACCE sites to be visited in Spring vs Summer and site specific information (phone call list, legislative issues, current APTA positions and guidelines, and any practice act changes impacting clinical ed; prioritize information to take to sites). Compare location of site visits with location of student placements for CEII – both rotations. Schedule when student present, as able.
December/January	ACCE	Determine Master Calendar for Clinical Experiences (following year) and send to designated Consortium member. Post to BB: handouts with future clinical experience and seminar dates - reference during Spring student advisement appointments.
SPRING SEMESTER		
January	SWIC CE Team Member(s): Site Visitor(s)	Contact SCCE to schedule Site Visit assigned for Spring, request updated CSIF. Place date for scheduled site visit on Outlook calendar, inviting other SWIC CE Team Members, including ACCE. Follow up scheduling with email to confirm visit date and request for updated CSIF.

January	SWIC CE Team Member(s): Cohort Facilitator(s)	<p>Access color-coded, Student Placement chart from G drive with CI contact info; if known. <i>(If not known, contact SCCE for missing CI info and place on chart in G drive and match remaining CIs and Students in CPI web for both rotations)</i></p> <p>Email CI one to two weeks prior to CE II – rotation 1 – see G drive for Email 1 with full details. Email rotation 2 CI also as follow up to student phone contact – see G drive for Email.</p>
January	CI SCCE	<p>Complete online CPI training; as necessary. (Rot 1 & 2).</p> <p>For Rotation1: Prepare for student and respond to SWIC CE Team/Cohort Facilitator communications.</p> <p>SCCE: Confirm CI has completed CPI training. (Rot 1 & 2).</p> <p>Complete CPI training for self, if needed.</p> <p><i>*Note: Online CPI training is a one-time only training session. Once CI/SCCE have passed the CPI training module located at APTA’s Learning Center – this step does not have to be repeated to take future students.</i></p>
January through March	SWIC CE Team Member(s): Cohort Facilitator(s)	<p>Communication with CIs: Complete weekly (or as needed) communication with CE II Rot 1 CIs to mentor their growth as educators; <u>areas addressed determined by CI through completing self- assessment and by areas identified by Cohort facilitator.</u> Areas to include organizational skills/planning, communication, problem solving and role modeling.</p> <p>Keep all email correspondence in an Outlook folder; till end of rotation. Will determine need for long term storage at Wrap Up. <i>(3 years prior to CAPTE visit; hold on to all correspondence)</i></p> <p>Communication with Students: Track weekly emails, blogs and CE hours.</p> <p>Keep all correspondence till end of rotation. Will determine need for long term storage at Wrap Up. <i>(3 years prior to CAPTE visit; hold on to all correspondence)</i></p> <p>Midterm/Final PTA CPI review: After the CI/student have signed off on the PTA CPI, review guidelines established in the program’s Policy and Procedure for Determining: Students are Competent and Safe; found in the PTA Handbook. Following this review, submit comments via the PTA CPI Web as feedback to the instructor/student.</p> <p>Contact student/CI for any missing info.</p> <p>Review the student’s midterm evaluation of the CI.</p>

January through May	SWIC CE Team Member(s): Site Visitor(s)	<p>Visit sites and/or phone call visits.</p> <p>Encourage site to update electronic CSIF's. Fill out SWIC Site Visit Report form (found on G drive). Update Clinical Site Management Data Base and review CSIF following visit. Do employer survey of recent graduates with SCCE- enter into Class Climate survey format; as needed.</p> <p>Submit travel reimbursement form(s) to Program Coordinator and Dean for signatures t/o semester (at least every 30 days).</p> <p>Update Clinical Site Management Data Base re: Spring visits and CSIF review.</p> <p>Place completed Site Visit report in G drive. Discuss any concerns with ACCE.</p>
February	CI	<p>For CE II rotation 1: complete midterm CPI assessment and review/compare with student self-assessment CPI. Both parties need to sign off, so that SWIC Cohort Facilitator can access. Review SWIC Cohort Facilitator's comments re: CPI assessment.</p> <p>Review the student's Mid-Term Evaluation of the CI.</p>
March	CI	<p>For CE II rotation 1: complete final CPI assessment and review/compare with student self-assessment CPI. Both parties need to sign off, so that SWIC Cohort Facilitator can access. Review SWIC Cohort Facilitator's comments re: CPI assessment.</p> <p>Review the student's Final Evaluation of the CE and CI.</p> <p>Complete an Evaluation of the SWIC Academic Clinical Education Team via Class Climate; find link to eval on CPI web dashboard. Password for accessing the evaluation tool provided by SWIC Cohort facilitator in earlier email.</p>
March	Assistant ACCE & ACCE	<p>Oversee cohort facilitator's input of necessary data in Outcomes Assessment Grid related to CE II rotation 1</p> <p>Determine if student is eligible to advance to CE II rotation 2 or is in need of remediation for CEII rotation 1</p>
March	SWIC CE Team Member(s): Cohort Facilitator(s)	<p>CE II rot 1:</p> <p>Send thank you and verification of approved CEUs for CIs supervising a student for CE II rot 1 via email including password for CIs to access Eval of Academic Clin Ed Team via Class Climate.</p> <p>Review the final CI/student PTA CPI. Follow up with CI regarding student outcomes and effective/ineffective use of PTA CPI and areas of concern; as needed.</p> <p>Contact student/CI for any missing info.</p> <p>Review the student's eval of the SCCE and CI.</p> <p>Update Clinical Site Management Data Base; especially date site was last utilized and CI info from Spring rot 1.</p>

		Coordinate Random Drug Screen of students with HS Coordinator's Assistant.
March/April	ACCE	<p>Check database for current contract on sites committing to Summer Semester.</p> <p>Send around name verification list for printing name tags; send to print shop with request for Navy Blue, Magnetic Tags to include: Name, SPTA Southwestern Illinois College</p> <p>Prepare for Summer Clinical Placements CE I - section 1 and 2</p> <ol style="list-style-type: none"> 1) Create electronic, student info forms (input medical info as needed). 2) Set a date for clinical lottery (typically week 13 of semester). 3) Hand out/post clinical lottery information and commitments received for clinical rotations (give students one to two weeks to review commitments received for Summer and encourage students to look at CSIF forms). 4) Conduct Lottery for CE I – Sections 1 & 2. 5) Color code chart; assigning students/sites to CE Team Member/Cohort Facilitator(s). 6) Email placement info to SCCE/sites – accepts and denials. Info to include: brief program update, request for CI contact info and hours student will be working. Attach the following documents to the email: student template form with learning style inventory and statement of liability insurance. CC student and SWIC CE Team Member/Cohort Facilitator assigned to site on email. See example email in G drive folder. 7) Place student reference handouts on Bb: handout re: making phone call to sites – i.e. questions to ask; request students make contact with both sites (SCCE and CI) before leaving for semester. Give student contact info for SCCE. 8) Provide students with additional site specific paperwork. 9) Provide follow up email correspondence with Site, Student, SWIC CE Team Members, as needed.
March through May	SWIC CE Team Member(s): Cohort Facilitator(s)	<p>Communication with CIs: Complete weekly (or as needed) communication with CE II Rot 2 CIs to mentor their growth as educators; <u>areas addressed determined by CI through completing self- assessment and by areas identified by Cohort facilitator.</u> Areas to include organizational skills/planning, communication, problem solving and role modeling.</p> <p>Keep all email correspondence in an Outlook folder; till end of rotation. Will determine need for long term storage at Wrap Up. (3 years prior to CAPTE visit; hold on to all correspondence)</p>

		<p>Communication with Students: Track weekly blogs and CE hours along with MS Teams during weeks 2 and 5.</p> <p>Keep all correspondence till end of rotation. Will determine need for long term storage at Wrap Up. <i>(3 years prior to CAPTE visit; hold on to all correspondence)</i></p> <p>Midterm/Final PTA CPI review: After the CI/student have signed off on the PTA CPI, review guidelines established in the program's Policy and Procedure for Determining: Students are Competent and Safe; found in the PTA Handbook. Following this review, submit comments via the PTA CPI Web as feedback to the instructor/student.</p> <p>Contact student/CI for any missing info.</p> <p>Review the student's midterm evaluation of the CI.</p>
April	CI	<p>For CE II rotation 2: complete midterm CPI assessment and review/compare with student self-assessment CPI. Both parties need to sign off, so that SWIC Cohort facilitator can access. Review SWIC Cohort facilitator's comments to CPI assessment.</p> <p>Review the student's Mid-Term Evaluation of the CI.</p>
April	CI	<p>For CE II rotation 2: complete final CPI assessment and review/compare with student self-assessment CPI. Both parties need to sign off, so that SWIC Cohort facilitator can access. Review SWIC Cohort facilitator's comments to CPI assessment.</p> <p>Review the student's Final Evaluation of the CE and CI.</p> <p>Complete an Evaluation of the SWIC Academic Clinical Education Team via Class Climate; find link to eval on CPI web dashboard. Password for accessing the evaluation tool provided by cohort leader in earlier email.</p>
April/May	Assistant ACCE & ACCE	<p>Oversee cohort facilitator's input of necessary data in Outcomes Assessment Grid related to CE II rotation 2</p> <p>Determine if student has achieved entry level or requires remediation for CEII rotation 2.</p> <p>ACCE to assign final CE grade.</p>
April/May	SWIC CE Team Member(s): Cohort Facilitator(s)	<p>CE II rot 2:</p> <p>Send thank you and verification of approved CEUs for CIs supervising a student for CE II rot 2 via email including password for CIs to access Eval of Academic Clin Ed Team via Class Climate.</p> <p>Review the final CI/student PTA CPI. Follow up with CI regarding student outcomes and effective/ineffective use of PTA CPI and areas of concern; as needed.</p> <p>Contact student/CI for any missing info.</p> <p>Review the student's evaluation of the SCCE and CI.</p>

		<p>Update Clinical Site Management Data Base; especially date site was last utilized and CI info from Spring rot 2.</p> <p>Input data re: CE II rot 2 in Clinical Education Wrap-Up on OA grid.</p> <p>Provide grade info to Assistant ACCE/Instructor of Clinical Seminar course.</p>
<p>April 30</p> <p><i>(Nationally Recognized return date: for CE Commitments)</i></p>	SCCE	Return Commitment form for following year to school.
April/May	SCCE & CI	<p>Respond to ACCE email with CI contact information for CE I Summer; including CI name, unique email address, phone number and hours student expected to work. Complete template form, if applicable.</p> <p>Forward information sent from SWIC to CI for CEI sections 1 & 2</p> <p>Review SCCE & CI job descriptor(s) for details regarding on-going responsibilities.</p>
May	ACCE	Input known CI info into color-coded Student Placement Chart – Summer.
May – prior to end of semester	SWIC CE Team Member(s)/Cohort Facilitator(s)	<p>Create CPI Evaluations for Summer CE dates in CPI Web with appropriate open and close dates for both sections. Begin pairing students and sites, with information known thus far using color-coded Student Placement Chart; found on G drive.</p> <p>Contact Sites, as needed to get CI info and continue pairing students and CI in CPI Web; as emails/phone calls are received from site.</p> <p>Send info re: CPI online training to new CIs.</p>
May	SWIC CE Team Member(s)/Site Visitor(s)	<p>Determine site visit schedule for summer (based on data base query run in spring). Discuss with ACCE sites to be visited in Summer and site specific information (phone call list, legislative issues, current APTA positions and guidelines, and any practice act changes impacting clinical ed; prioritize information to take to sites).</p> <p>Compare location of site visits with location of student placements for CEI – both sections. Schedule when student present, as able.</p>
May	Assistant ACCE	<p>Collate data for Spring Clinical Ed Wrap-up on OA grid.</p> <p>Set meeting date with ACCE and rest of CE Team for CE Wrap-up.</p> <p>Confirm update of Clinical Site Management Data Base has been done by Cohort Facilitators; including date site was last utilized and CI info from Spring rotations.</p>

May	ACCE	<p>Provide summary of Annual Clinical Ed Commitments/Cancellations, etc for Clinical Ed Wrap-up Session; as needed.</p> <p>Input info regarding CPI performance and Employer Surveys into OA grid utilizing data from Educational/Learning goals and Gen Ed/SWIC Core Competencies</p> <p>Enter Clinical Commitments for following year (CE I and II) into Excel Spread Sheet; ensure that a sufficient quantity and variety of sites exist for upcoming academic year – if not, plan to email sites a couple of months prior to next scheduled rotation.</p> <p>Send email to Divisional secretary and Dean requesting new liability insurance letter.</p>
May	SWIC CE Team, including ACCE	Spring Clinical Ed Wrap-Up Session: Assessing 1) Curricular Needs 2) Clinical Sites and CIs 3) Academic Clinical Ed Team and 4) CEU opportunities for Clinical Instructors
SUMMER SEMESTER		
May/June	SWIC CE Team Member(s): Site Visitor(s)	<p>Contact SCCE to schedule Site Visit assigned for Summer, request updated CSIF. Place date for scheduled site visit on Outlook calendar, inviting other SWIC CE Team Members, including ACCE.</p> <p>Follow up scheduling with email to confirm visit date and request for updated CSIF.</p>
May/June	CE Team Member: Cohort Facilitator	<p>CE I Section 1:</p> <p>Access color-coded, Student Placement chart from G drive with CI contact info; if known. <i>(If not known, contact SCCE for missing CI info and place on chart in G drive and match CI and Student in CPI web for both sections)</i></p> <p>Email CI one to two weeks prior to CE I – section 1 – see G drive for Email 1. Email section 2 CI also as follow up to student phone contact.</p>
May/June	CI SCCE	<p>Complete online CPI training; as necessary. (Sections 1 & 2).</p> <p>For Section1: Prepare for student and respond to cohort leader communications.</p> <p>SCCE: Confirm CI has completed CPI training. (Sections 1 & 2).</p> <p>Complete CPI training for self, if needed.</p> <p><i>*Note: Online CPI training is a one-time only training session. Once CI/SCCE have passed the CPI training module located at APTA’s Learning Center – this step does not have to be repeated to take future students.</i></p>

June	SWIC CE Team Member(s): Cohort Facilitator(s)	<p>Communication with CIs: Complete weekly (or as needed) communication with CE I Section 1 CIs to mentor their growth as educators; <u>areas addressed determined by CI through completing self-assessment and by areas identified by Cohort facilitator.</u> Areas to include organizational skills/planning, communication, problem solving and role modeling.</p> <p>Keep all email correspondence in an Outlook folder; till end of rotation. Will determine need for long term storage at Wrap Up. (3 years prior to CAPTE visit; hold on to all correspondence)</p> <p>Communication with Students: Track weekly blogs and CE hours along with MS Teams during week 3.</p> <p>Keep all correspondence till end of rotation. Will determine need for long term storage at Wrap Up. (3 years prior to CAPTE visit; hold on to all correspondence)</p> <p>Midterm/Final PTA CPI review: After the CI/student have signed off on the PTA CPI, review guidelines established in the program's Policy and Procedure for Determining: Students are Competent and Safe; found in PTA Handbook. Following this review, submit comments via the PTA CPI Web as feedback to the instructor/student.</p> <p>Contact student/CI for any missing info.</p> <p>Review the student's midterm Evaluation of the CI.</p>
June/July	SWIC CE Team Member(s): Site Visitor(s)	<p>Visit sites and/or phone call visits.</p> <p>Encourage site to update electronic CSIF's. Fill out SWIC Site Visit Report form (found on G drive). Update Clinical Site Management Data Base and review CSIF following visit. Do employer survey of recent graduates with SCCE- enter into Class Climate survey format; as needed.</p> <p>Submit travel reimbursement form(s) to Program Coordinator and Dean for signatures t/o semester (at least every 30 days).</p> <p>Update Clinical Site Management Data Base re: Summer visits and CSIF review.</p> <p>Place completed Site Visit report in G drive. Discuss any concerns with ACCE.</p>
June/July	CI	<p>For CE I section 1: complete midterm CPI assessment and review/compare with student self-assessment CPI. Both parties need to sign off, so that SWIC Cohort facilitator can access. Review SWIC Cohort facilitator's comments to CPI assessment.</p> <p>Review the student's Mid-Term Evaluation of the CI.</p> <p>For CE I section 1: complete final CPI assessment and review/compare with student self-assessment CPI. Both parties need to sign off, so that SWIC Cohort facilitator can access.</p>

		<p>Review the student's Final Evaluation of the CE and CI.</p> <p>Complete an Evaluation of the SWIC Academic Clinical Education Team via Class Climate; find link to eval on CPI web dashboard. Password for accessing the evaluation tool provided by SWIC Cohort Facilitator in earlier email.</p>
June/July	Assistant ACCE & ACCE	<p>Oversee cohort facilitator's input of necessary data in Outcomes Assessment Grid related to CE I section 1</p> <p>Determine if student passes CE I section 1 or is in need of remediation.</p> <p>ACCE to assign final CE grade.</p>
June/July	CE Team members: Cohort Facilitators	<p>At completion of section 1:</p> <p>Send thank you and verification of approved CEUs for CIs supervising a student for CE II rot 2 via email including password for CI's to access Eval of Academic Clin Ed Team via Class Climate.</p> <p>Follow up with CI regarding student outcomes and effective/ineffective use of CPI and areas of concern; as needed.</p> <p>Contact CI for any missing info.</p> <p>Update Clinical Site Management Data Base; especially date site was last utilized and CI info from Summer section 1.</p> <p>Input data re: CE I section 2 in Clinical Education Wrap-Up on OA grid.</p>
June/July	CE Team members: Cohort Facilitators	<p>CE I section 2:</p> <p>Access color coded, Student Placement chart – Summer from G drive with CI contact info; if known. <i>(If not known, contact SCCE for missing CI info and place on chart in G drive and match CI and Student in CPI web)</i></p> <p>Email CI one to two weeks prior to CE I – section 2 – see G drive for Email 1.</p>
June/July	CI SCCE	<p>Complete online CPI training; as necessary. (Section 2).</p> <p>For Section 2: Prepare for student and respond to SWIC Cohort Facilitator communications.</p> <p>SCCE: Confirm CI has completed CPI training. (Section 2).</p> <p>Complete CPI training for self, if needed.</p> <p><i>*Note: Online CPI training is a one-time only training session. Once CI/SCCE have passed the CPI training module located at APTA's Learning Center – this step does not have to be repeated to take future students.</i></p>

July	CE Team Member: Cohort Facilitator	<p>Communication with CIs: Complete weekly (or as needed) communication with CE I Section 2 CIs to mentor their growth as educators; <u>areas addressed determined by CI through completing self-assessment and by areas identified by Cohort facilitator.</u> Areas to include organizational skills/planning, communication, problem solving and role modeling.</p> <p>Keep all email correspondence in an Outlook folder; till end of rotation. Will determine need for long term storage at Wrap Up. (3 years prior to CAPTE visit; hold on to all correspondence)</p> <p>Communication with Students: Track weekly blogs and CE hours along with MS Teams during week 3.</p> <p>Keep all correspondence till end of rotation. Will determine need for long term storage at Wrap Up. (3 years prior to CAPTE visit; hold on to all correspondence)</p> <p>Midterm/Final PTA CPI review: After the CI/student have signed off on the PTA CPI, review guidelines established in the program's Policy and Procedure for Determining: Students are Competent and Safe; found in PTA Handbook. Following this review, submit comments via the PTA CPI Web as feedback to the instructor/student.</p>
July	CI	<p>For CE I section 2: complete midterm CPI assessment and review/compare with student self-assessment CPI. Both parties need to sign off, so that SWIC Cohort facilitator can access. Review SWIC Cohort facilitator's comments to CPI assessment.</p> <p>Review the student's Mid-Term Evaluation of the CI.</p> <p>For CE I section 2: complete final CPI assessment and review/compare with student self-assessment CPI. Both parties need to sign off, so that SWIC Cohort facilitator can access.</p> <p>Review the student's Final Evaluation of the CE and CI.</p> <p>Complete an Evaluation of the SWIC Academic Clinical Education Team via Class Climate; find link to eval on CPI web dashboard. Password for accessing the evaluation tool provided by SWIC Cohort Facilitator in earlier email.</p>
July	Assistant ACCE & ACCE	<p>Oversee cohort facilitator's input of necessary data in Outcomes Assessment Grid related to CE I section 2</p> <p>Determine if student passes CE I section 2 or is in need of remediation.</p> <p>ACCE to assign final CE grade.</p>

July	SWIC CE Team member(s): Cohort Facilitator(s)	<p>At completion of section 2: Send thank you and verification of approved CEUs for CIs supervising a student for CE I section 2 via email including password for CI's to access Eval of Academic Clin Ed Team via Class Climate.</p> <p>Follow up with CI regarding student outcomes and effective/ineffective use of CPI and areas of concern; as needed.</p> <p>Contact CI for any missing info.</p> <p>Update Clinical Site Management Data Base; especially date site was last utilized and CI info from Summer section 2.</p> <p>Input data re: CE I section 2 in Clinical Education Wrap-Up on OA</p>
July	Assistant ACCE	<p>Generate data for Summer Clinical Ed Wrap-up Session (as part of Annual Curriculum/Program Review); update info on G drive.</p> <p>Set meeting date with ACCE and rest of CE Team for CE Wrap-up.</p> <p>Confirm update of Clinical Site Management Data Base has been done by Cohort Facilitators; including date site was last utilized and CI info from Summer rotations.</p>
July	ACCE	<p>Provide summary of Annual Clinical Ed Commitments/Cancellations, etc, for Clinical Ed Wrap-up Session.</p> <p>Input info regarding CPI performance and Employer Surveys into OA data base (excel workbook); automatically generating data regarding Educational/Learning goals and Gen Ed/SWIC Core Competencies.</p>
July	SWIC CE Team, including ACCE	Summer Clinical Ed Wrap-Up Session: Assessing 1) Curricular Needs 2) Clinical Sites and CIs 3) Academic Clinical Ed Team and 4) CEU opportunities for Clinical Instructors
October	ACCE	Enter students into FSBPT website to establish profile.

ONGOING THROUGHOUT THE YEAR

ACCE	Organize new clinical site development; provide initial contact to ensure appropriateness of clinical site prior to site visit.
	Manage clinical contracts per policy : <ul style="list-style-type: none">• review contracts and determine questionable language; flag areas in question for review by Dean and legal counsel• provide feedback to clinical site about contract language• send contract with verbally agreed upon language to clinical site for signatures• submit contracts (after securing appropriate signatures from facility) to the college Board for approval• after Board signature—send copies of contract to clinical site• file and maintain record of current contracts
	Review new requirements sent out by clinical facilities, as needed. Requirements include but are not limited to: <ul style="list-style-type: none">• medical exams• criminal background• drug tests• vaccinations (to include COVID)• immunizations• TB testing• additional onboarding paperwork
	Review existing clinical contracts and ensure annual review (ongoing t/o year). <ul style="list-style-type: none">• Update and maintain appropriate record of contract renewal.
	Review Clinical Site Information via CSIF Web. <ul style="list-style-type: none">• Make CSIFs available to students.
	Update and maintain clinical site management database and OA grid.
	Attend Clinical Education Consortium meetings.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

**Policy and Procedure regarding Written Agreements between SWIC and Clinical Sites:
CAPTE Standard 8G**

Policy: Written agreements delineate the rights and responsibilities of the institution and the clinical facility, including the responsibility for patient care and evaluation and supervision of the student. In addition, a process is in place for ensuring that students are assigned only to those facilities in which unexpired written agreements are in place.

Procedure: The ACCE is responsible for organizing new clinical site development and providing initial contact with the site to ensure appropriateness of clinical site, prior to pursuing a contract and having a faculty member do a site visit. The ACCE speaks with the person to be designated as the Site Coordinator of Clinical Education (SCCE) and ensures that: a Physical Therapist is on premise and available to act in a supervisory capacity for students sent to the facility. The ACCE inquires about facility staffing, equipment, office space, etc. and explains SWIC's Clinical Education program. Once the ACCE determines the facility to be appropriate, a contract is initiated by and between the college and the facility. SWIC offers a standard contract utilized by the entire Health Sciences division but entertains individual facility contracts as well. The ACCE is responsible for managing clinical contracts and follows the procedure listed below:

- ACCE reviews contracts and determines questionable language; flags areas in question for review by Dean and Legal Counsel
 - Contract is reviewed for the following mandatory information:
 - Purpose of agreement/objectives of the institution and the clinical education site in establishing agreement
 - Rights and responsibilities of the institution and the clinical education site, including:
 - Requirements of the student
 - Responsibility for patient care
 - Responsibility for supervision and evaluation of the student
 - Provision of emergency medical care to students while at clinical facility (at student's expense)
 - Appropriate and equitable indemnity clauses for both the institution and clinical facility
 - Dates of contract, annual review and termination agreements including procedures to be followed in reviewing, revising, and terminating the agreement
 - Proof of student insurance(s)
 - Liability and Malpractice Insurance coverage with minimum limits of One million dollars per incident held by institution and clinical education site
- Provide feedback to clinical site about contract language; as needed
- Send contract with agreed upon language to clinical site for signatures
- Submit contracts (after securing appropriate signatures from facility) to the college Board for approval
- After Board signature – send copies of contract to clinical site
- Electronically maintain record of current contracts
- Review contracts annually and prior to student clinical experiences

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SAMPLE OF SWIC CLINICAL AFFILIATION AGREEMENT

THIS AGREEMENT (the “**Agreement**”) is entered into on **Start Date** by and between **Parent Organization (if applicable) / Facility Name (“the Facility”)** and **Southwestern Illinois College (“the School”)**.

WHEREAS, the School desires to utilize various Facility sites (Exhibit A) that may be available for the purpose of providing practical learning and clinical experiences as listed in Exhibit B.

WHEREAS, the School desires that students, and when appropriate faculty members, be permitted to visit and utilize the premises of Facility to afford such students the opportunity to have practical learning and clinical experience at Facility.

WHEREAS, the Facility recognizes the need for and desires to aid in the educational development of students, and is an operating facility for the provision of health care services to its patients/clients, and is willing to permit School’s students and faculty to participate in the provision of those services at its premises to the extent that it is reasonable, proper and professionally acceptable for them to do so.

NOW, THEREFORE, in consideration of the mutual benefits to be derived by the School and the Facility, the parties do hereby understand and agreed as follows:

A. TERMS OF AGREEMENT:

- 1. Effective Date:** This agreement shall become effective upon execution by School and Facility, and continue until terminated in writing by the parties. However, this Agreement is subject to periodic review, and at that time both parties shall evaluate the Agreement and discuss any related problems, and make appropriate revisions in this Agreement.
- 2. Notice of Change:** The Agreement cannot be amended, modified, supplemented or rescinded except in writing signed by the parties hereto.
- 3. Notice of Termination:** This Agreement may be terminated by either party at any time upon not less than thirty (30) days prior written notice to the other party; provided that any student from School who is currently participating in the practical learning and clinical experience as listed in Exhibit B when notice of termination is given will be permitted to complete his or her training as previously scheduled at Facility.
- 4. Immediate Termination:** This Agreement shall be terminated immediately, and students withdrawn from Facility if either party’s certification of license to operate or accreditation is repealed by licensing or accrediting body.
- 5. Headings:** The headings used in this Agreement have been prepared for the convenience of reference only and shall not control, affect the meaning, or be taken as an interpretation of any provisions of the Agreement.
- 6. Severability:** If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue to be valid and enforceable to the fullest extent permitted by law.

7. No Third-Party Beneficiaries. This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns, executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

8. Non-Exclusivity. Each party shall have the right to enter into similar Agreements with other parties.

9. Governing Law. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

B. SCHOOL RESPONSIBILITIES:

1. Provision of foundational curriculum to students. The School shall have the total responsibility for planning and determining the adequacy of the practical learning and clinical educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the School's curriculum.

2. Qualifications of School faculty. The School represents that relevant faculty members are appropriately qualified, certified and/or licensed. The School will provide the Facility with copies of evidence of qualifications, certifications or licensures, upon request.

3. Designation of liaison to Facility; communications relating to clinical placements. The School will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The assignments to be undertaken by the students participating in the practical learning and clinical experience will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical, and by email, letter or telephone in other instances.

(a) The School shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. Provision of student information. The School shall provide Facility with student information including emergency contact.

5. Compliance with patient privacy and patient rights laws. The School agrees to abide by and require that its faculty and students abide by all applicable state and federal laws, rules and regulations regarding patient privacy and patient rights laws, including but not limited to, the Standards for Privacy of Individually Identifiable Health Information as required under the Health Insurance Portability and Accountability Act (HIPAA). Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of patient information and the use of all such information. The parties will notify one another if there are known breaches of this confidentiality. Further, School shall require that students and faculty de-identify all documents created and/or utilized for educational purposes outside of Facility. This shall include, at a minimum, removal of patient name, date of birth, address, medical record number, insurance information, social security number and other personal information that could be used to identify a patient.

6. Evidence of certifications, trainings, vaccinations, etc. As required by the facility, the School shall provide evidence that each student has met all requirements, which may include, but are not limited to, CPR certification, proof of tdap vaccination, vaccination or immunity to MMR, Varicella, Hepatitis B, annual flu vaccination, COVID vaccination, proof of absence of TB, and OSHA and HIPAA training.

Facility

may update these requirements upon written notice to School. Any student not meeting applicable requirements shall not be eligible to participate in a clinical rotation.

7. Compliance with criminal background check and drug screen. School will maintain documentation and furnish facility proof, upon request, of criminal background checks and urine drug screening conducted prior to any clinical rotation. Provided student remains continuously enrolled, the criminal background check and drug screens will only be required once prior to the student beginning his or her clinical experience.

(a) Criminal Background Checks are conducted by name check in all states the student has resided or worked since the age of 18 years. Positive findings are disclosed to Facility without student identifiers. The Facility is responsible for notifying School within 2 weeks of receipt if offense cannot be waived for direct patient contact.

(b) Urine drug test is conducted that screens for the presence of THC, Cocaine, opiate, amphetamine, and PCP. Positive findings are confirmed by a reference lab and forwarded to a Medical Review Officer where necessary. The student must be negative for drugs or have a valid physician's prescription prior to participating in any patient care activities.

8. School notices to students. The School shall notify each student prior to his/her arrival at the Facility that he/she is required to:

- (a) Conform to the standards and practices established by the School while functioning at the Facility.
- (b) Follow the administrative policies, standards, and practices of the Facility.
- (c) Provide proof of required certifications, trainings, vaccinations (to include COVID), background checks, screenings and student health insurance.
- (d) Meet the personal, ethical and professional standards required of employees of the Facility and consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.
- (e) Provide his/her own transportation and living arrangements.
- (f) Report to the Facility on time and follow all established regulations of the Facility.
- (g) Obtain medical care at his/her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.
- (h) Obtain prior written approval of the Facility and the School before publishing any material relating to the practical learning and clinical educational experience.
- (i) Act as a student/trainee; acknowledging that he or she is not considered an employee of Facility or School and are not entitled to monetary compensation or employee benefits, including worker's compensation benefits.
- (j) Wear a nametag, which identifies status as a student and abide by dress code of Facility.
- (k) Identify self as student prior to patient/client interactions and ensure that patient is aware of their right to refuse treatment rendered by a student.
- (l) Refer to supervisory clinical instructor or other approved administrator of Facility or School, as needed.

9. Issuance of Grade for Clinical Experience: The School faculty hold the sole responsibility for determination and issuance of course grade for clinical experience.

10. Granting of Course Credit: The School will determine eligibility for and, if appropriate, grant course credit and confer degree to students successfully completing the program.

11. Accreditation. As required by Facility, School represents that it is and, for the term of this Agreement, will be (a) approved by the Illinois Board of Higher Education, or similar body for the state in which the School is located, and (b) accredited by an accrediting body that is recognized by Council for Higher Education Accreditation or the U.S. Department of Education. School will provide Facility with copies of all accreditations upon request. In the event accreditation is lost, suspended, or otherwise restricted, School shall notify Facility, in writing, within three (3) business days. Facility may, at its sole discretion, suspend or terminate this Agreement if School fails to maintain its accreditation.

C. FACILITY RESPONSIBILITIES:

1. Provision of facilities for supervised clinical experiences. Subject to the ability of Facility to accommodate School's request, which Facility shall determine in its sole discretion, the Facility agrees to make the appropriate facilities available to the School in order to provide supervised practical learning and clinical educational experiences to students. Such facilities shall include an environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Facility shall provide faculty and students with an orientation to Facility, including HIPAA training.

2. Qualifications of supervising personnel. The Facility shall ensure appropriate professional and academic credentials of individual staff members. The Facility shall designate and submit in writing to the School, the name and professional and academic credentials of the individual(s) overseeing student(s) experiences.

3. Designation of liaison to School; communications relating to practical learning and clinical educational experiences. The Facility shall designate a liaison responsible for coordinating the practical learning and clinical educational experience. That person shall maintain contact with the School's designated liaison person to assure mutual participation in and surveillance of the practical learning and clinical educational experience. The Facility shall notify the School in writing of any change or proposed change of the person(s) responsible for coordinating the practical learning and clinical educational experience.

(a) The Facility shall notify the School in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the School.

4. Provision of facility rules applicable to students during clinical assignments. Students are to remain subject to the authority, policies, and regulations imposed by the School and, during periods of practical learning and clinical educational experience, students will be subject to all rules and regulations of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility. Facility is responsible for providing student with said policies, standards, and practices.

5. Compliance with student privacy and applicable laws. The Facility shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the School's students who train at the Facility pursuant to this agreement.

6. Responsibility for Patient/Client care. While at the Facility, students are not to replace the Facility staff, and are not to render service except as identified for educational value and delineated in the jointly planned practical learning and clinical educational experiences. Any such direct contact between a student and a patient shall be under the proximate supervision of a member of the staff of the Facility. The Facility shall at all times remain responsible for patient care.

7. Responsibility for supervision of student. Where applicable, the Facility is responsible for providing supervision of students and maintaining a sufficient level of staff support to carry out normal service functions so that students will not be performing in lieu of staff. In addition, Facility will meet and abide by any applicable state and federal regulations.

(a) In the case of Nursing students, the School is responsible for providing necessary supervision of students.

8. Emergency treatment of students. Emergency outpatient treatment will be available to students while in the hospital for practical learning and clinical educational experience in case of accident or illness. In case of emergency at a non-hospital site, standard procedure will be followed. It is the student's responsibility to bear the cost of the emergency treatment.

9. **School visitation of Facility.** The Facility shall, on reasonable request and subject to legal restrictions regarding patient health information, permit visitation of its clinical facilities and available services and other items pertaining to practical learning and clinical educational experiences, by representatives of the School and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

10. **Facility notices to students.** The Facility shall notify each student prior to his/her arrival at the Facility of any additional requirements not represented in information received by School. Facility shall also provide students with necessary orientation information which may include, but are not limited to, where to report to on first day, parking information, dining options, supervisor name(s) and contact information, hours of operation, and facility dress code.

D. MUTUAL RESPONSIBILITIES

1. **Determination of instructional period.** The course of the practical learning and clinical educational experience will cover a period of time as arranged between the School and the Facility. The beginning dates and length of experience shall be mutually agreed upon by the School and the Facility.
2. **Determination of number of participating students.** The number of students eligible to participate in the practical learning and clinical educational experience will be determined and may be changed by mutual agreement of the parties. Notwithstanding the foregoing, the Facility and the School agree and understand that the availability of practical learning and clinical educational experiences at Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, Facility may reduce the number of students eligible to participate in the practical learning and clinical educational experience with prior notice to the School and adequate time for the School to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the School who are similarly displaced from other clinical affiliates of the School to the extent that clinical space is available at the Facility.
3. **Evaluation of students' clinical experiences.** Evaluation of the practical learning and clinical educational experiences of the students will be accomplished jointly by the School and the Facility. Appropriate School and the Facility staff will communicate on a regular basis for the purpose of reviewing and evaluating current practical learning and clinical educational experiences offered to students.
4. **Removal of students.**
 - (a) The School has the right to remove a student from a practical learning and clinical educational experience. The School shall notify the Facility of such removal in writing.
 - (b) The Facility may immediately remove any student participating in a practical learning and clinical educational experience from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its patients, staff members, visitors, or operations. In such event, the Facility shall notify the School in writing of its actions and the reasons for its actions. If the Facility desires to remove a student for any other reason, it shall notify the School in writing of the reasons for the removal and shall consult with the School before removing the student.
5. **Non-Discrimination.** The parties hereto shall abide by the requirements of Executive Order 11246, 42 U.S.C. Section 2000d and the regulations thereto, as may be amended from time to time, the Illinois Human Rights Act, and the Rules and Regulations of the Illinois Department of Human Rights. There shall be no unlawful discrimination or treatment because of race, color, religion, sex, national origin, age, order of protection status, marital status, ancestry, military status, unfavorable discharge from military service, sexual orientation or physical or mental disability in the employment, training, or promotion of students or personnel engaged in the performance of this Agreement.

E. Insurance

1. Student professional and general liability insurance. The School shall (a) maintain professional liability insurance, which may be self-insured, covering students, or (b) require students participating in the practical learning and clinical educational experience to maintain a personal student professional liability insurance policy. Such professional liability insurance policy shall have limits of not less than One Million Dollars (\$1,000,000.00) per occurrence or claim and Three Million Dollars (\$3,000,000.00) in the aggregate covering the acts of such student while participating in the program at the Facility. School shall provide proof of coverage to the Facility by providing certificates of insurance evidencing coverage prior to student participation in the practical learning and clinical educational experience.

- (a) Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.
- (b) In the event required insurance coverage is not provided or is canceled, the Facility may terminate the placement of the student(s).

2. Facility Insurance. Facility shall maintain during this Agreement professional liability insurance in amounts not less than One Million Dollars (\$1,000,000.00) per occurrence or claim and Three Million Dollars (\$3,000,000.00) in the aggregate, and general liability insurance in amounts not less than One Million Dollars (\$1,000,000) per occurrence or claim and Two Million Dollars (\$2,000,000) in the aggregate. Further, Facility shall maintain workers compensation insurance in amounts not less than that required by statute. Facility may be self-insured.

3. Student Health Insurance. School shall require students participating in the practical learning and clinical educational experience to maintain comprehensive health insurance. In the event required insurance coverage is not provided or is canceled, the Facility may terminate the placement of the student(s).

F. Mutual Indemnification

1. School Indemnifies Facility. School agrees to indemnify Facility from all loss, expense or damage arising out of claims or suits relating to the sole negligent acts or omissions of School, its officers, agents, employees, students or faculty members, while said School officers, agents, employees, students or faculty members are engaged in the performance of their duties on the premises of the clinical facilities.

- (a) Nothing contained herein shall require School to indemnify Facility for alleged negligent acts or omissions of Facility, its officer, agents or employees, nor shall any provision contained herein abrogate the right of School to seek protection of any state or federal law providing for the apportionment of damage or loss between joint or concurrent tort feasons, and School shall be entitled to recover its reasonable attorneys' fees incurred in the defense of any action against it rising out of the negligent acts or omissions of Facility officers, agents, or employees.

2. Facility Indemnifies School. Facility agrees to indemnify School from all loss, expense or damage arising out of claims or suits relating to the sole negligent acts or omissions of Facility, its officers, agents, employees, students or faculty members, while Facility officers, agents, employees, students or faculty members are engaged in the performance of their duties.

- (a) Nothing contained herein shall require Facility to indemnify School for alleged negligent acts or omissions of School, its officers, agents or employees, nor shall any provision contained herein abrogate the right of Facility to seek the protection of any state or federal law providing for the apportionment of damage or loss between joint or concurrent tort feasons, and Facility shall be entitled to recover its reasonable attorneys' fees incurred in the defense of any action against it arising out of the negligent acts or omissions of School officers, agents, or employees.

G. Notice to Parties. Any notice, demand or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the School, by notifying the Facility, and in the case of the Facility, by notifying the School:

If to the Facility:	
Name:	Parent Organization (if applicable) / Facility Name
Address:	Street Address City, State Zip
Attention:	Facility Contact's Name
Telephone:	Facility Contact's Phone
Facsimile:	Facility Contact's Fax
Email:	Facility Contact's Email
If to the School:	
Name:	Southwestern Illinois College
Address:	2500 Carlyle Ave Belleville, Illinois 62221
Attention:	Dean of Business, Health Services and Homeland Security
Telephone:	618-235-2700 x 5298
Facsimile:	618-235-2052
Email:	Ashley.becker@SWIC.edu
Program in:	All Programs listed in Exhibit B

H. Entire Agreement. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Parent Organization (if applicable) Facility Name

Facility Name

Signature

Facility Signator's Name

Printed Name

Facility Signator's Title

Title

Date

And

Southwestern Illinois College

School Name

Signature

Printed Name

Title

Date

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EXHIBIT A

NAME/LOCATION OF FACILITY SITES

All applicable sites

EXHIBIT B

NAMES OF PROGRAMS

Associate Degree Programs and Certificates

Associates of Applied Science - Physical Therapist Assistant

Associates of Applied Science - Nursing

Associates of Applied Science - Radiography

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Student Requirements prior to Clinical Experience
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Before students can be placed in a clinical setting, they **must have**:

1. **Passed all academic course work (with a minimum grade of “C” in all courses)**
2. **Passed comprehensive examination administered in Clinical Seminar course, prior to Summer and Spring clinical experiences.**
3. **Proof of required medical info (see Medical Exam Form for more information).**
Updated medical information (tests, vaccinations - to include COVID, & immunizations) is shared with clinical sites. Students are to upload required original medical documentation to Castlebranch. Students are responsible for accessing this medical documentation for the clinical site; upon request.
4. **Purchased Health Insurance**
Students need to purchase insurance and ensure it will be activated for clinical experience dates. Students should allow ample time for insurance company to process paperwork and activate policy.
5. **Proof of Health Insurance**
Students will sign a verification of insurance statement for the ACCE, prior to clinical affiliations. This statement is also part of the Student Information Form that is emailed to the clinical site.
6. **Certification in CPR training at the Health Provider Level**
Training is provided at the Healthcare Provider Level during PTA 102. Students must complete training and test according to American Heart Association guidelines to be certified. Students will receive a CPR card following certification and must be able to produce CPR card for clinical site; upon request. CPR card is to be uploaded with medical info on Castlebranch site; accessible online.
7. **Criminal Background Check (CBC) / Abuse Check / Drug Testing**
*See further information in manual for details. Criminal Background check s information is sent to students prior to entering program. A random drug screen(s) will be conducted prior to clinical experience(s). Some facilities require that the Criminal Background Check be repeated for Clinical Experience II. This is sometimes done at the expense of the student but is often an expense absorbed by the facility. **NOTE: Medical and/or recreational use of Marijuana is prohibited and students testing positive will be withdrawn from the program.***
8. **Purchased Malpractice insurance**
PTA students are covered by malpractice liability insurance through a group plan carried by Southwestern Illinois College. The cost of the insurance is incurred with lab fee dollars. It protects the student if there is injury to a patient, fellow PTA student, or faculty member as the student is providing physical therapy services. Malpractice insurance does not cover injury to the student while at school or in the clinical environment. Health insurance is required to cover expenses incurred due to injury to the student.

Students should be aware that each site differs in its requirements and that additional paperwork, online trainings and various medical information, finger printing, etc may be expected from specific sites. The ACCE will pass on additional information prior to and following site selections. SWIC is subject to the demands of each of its clinical sites.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Southwestern Illinois College – PTA Program Choosing Clinical Experiences & Travel

Many types of facilities affiliate with the SWIC PTA program: medical centers, nursing homes, special school districts, rehabilitation centers, outpatient facilities, work hardening centers, aquatic centers, sports medicine clinics, and home health care agencies.

A Clinical Site Information Form (CSIF) is generally available for each clinical facility associated with the PTA program. These forms are located on CSIF Web or at times when difficulties are experienced with online access, electronic CSIF's are saved to the desk top computer in room 1510 (PTA lab). Information included on the CSIF is: descriptor of the facility, phone number, contact person, work hours, dress code, housing, type of patients treated, etc. Students are asked to review these forms prior to the first Clinical Experience Lottery. The program's goal is to have students work in a variety of clinical settings-prior to graduation, therefore students are to make their selections during CE I and CE II – Rotation 1 based on the experience provided by the facility vs. the location of the site. The ACCE will select students final rotation, based on previous experiences gained. See further description of CE Lottery for a detailed description of the process.

Students need to be aware that many facilities only take one student for the entire year. The St. Louis and metro-east area are saturated with PT and PTA programs. Due to this huge influx of students into a small geographical area for clinical education, students should plan on affiliations occurring at a distance (potentially driving 1-1½ hrs each direction). It has been multiple years since the program has had to send students to sites outside of a drivable distance but the program does have inactive sites which provide housing for students, in the event this becomes necessary. (In some instances housing is free. Other sites provide housing at student cost.) In addition, facilities have the right to cancel a clinical experience at any time, therefore students must be aware that there may be last minute change in location of the clinical experience. If there is a last minute change in the student placements, the student will meet with the ACCE to discuss further options for clinical experience opportunities.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Clinical Education Lottery

- **For CE I – Summer (4 week experience)**
 - On a day designated by ACCE (Academic Coordinator of Clinical Education), students will gather together for a lottery.
 - During the lottery for CEI – Summer (4 week experience):
 - Students will draw numbers 1-20 (or max number in class for the year)
 - This drawing will mimic the process utilized t/o the program for skill competency check offs.
 - The drawing will create a fair/equitable process.
 - The number drawn will determine the order to be utilized for student selection of clinical section/site.
 - The ACCE is responsible for recording the numbers drawn by each individual student and maintaining a record for reference during CEII Spring – Rotation 1 Lottery.
 - This Lottery will be initiated by the student drawing number 1.
 - The student will quickly review the list of sites available and make his/her selection in 2 minutes or less. *In the event a student runs over on time, they will lose their turn.*
 - ACCE will provide students with a list of the sites committing to CE I – Summer (both sections) at least one week prior to the lottery.
 - ACCE will encourage students to review the Clinical Site Information Forms (CSIF)-maintained on the PTA Program, Lab computer, for known details regarding site, prior to the lottery.
 - ACCE will encourage students to rank order or have some level of prioritization to their anticipated selections prior to the lottery; keeping in mind that the student will not know what number they will draw.
 - Students are also encouraged to begin thinking about “type of facility” selected (i.e. IP vs OP, Acute, Rehab, etc..), as the ultimate goal should be a “well-rounded” experience attained through the student’s 3, combined clinical experiences (see CEII-Rotation 2 info)
 - The ACCE will designate a time keeper to ensure that the lottery runs efficiently.
 - The Lottery will proceed until all students have made a selection.
 - Students will be expected to pay attention to what has been selected and remove sites chosen by other students from the choices they have left to select.
 - The ACCE is responsible for recording student’s selections.
 - **ALL LOTTERY SELECTIONS ARE FINAL.**
 - *No changes or mutually agreed upon “switching” of sites will be allowed. **

- **For CE II – Rotation 1 – Spring (First 6 week experience)**

- On a day designated by ACCE (Academic Coordinator of Clinical Education), students will gather together for a lottery.
- During the lottery for CE II - Rotation 1 (first 6 weeks):
 - ACCE will reverse the order drawn during CEI – Summer Lottery.
 - This reversing of order will create a fair/equitable process overall.
 - This Lottery will be initiated by the student having drawn number 20 (or last number in class for the year) during CEI – Summer Lottery.
 - The student will quickly review the list of sites available and make his/her selection in 2 minutes or less. *In the event a student runs over on time, they will lose their turn.*
 - ACCE will provide students with a list of the sites committing to CE II – Rotation 1 at least one week prior to the lottery.
 - ACCE will encourage students to review the Clinical Site Information Forms (CSIF)-maintained on the PTA Program, Lab computer, for known details regarding site, prior to the lottery.
 - ACCE will encourage students to rank order or have some level of prioritization to their anticipated selections prior to the lottery; keeping in mind that the student will know what number they drew during CEI - Summer Lottery.
 - Students are once again encouraged to be thinking about “type of facility” selected (ie. IP vs OP, Acute, Rehab, etc..), as the ultimate goal should be a “well-rounded” experience attained through the student’s 3, combined clinical experiences (see CEII-Rotation 2 info)
 - The ACCE will designate a time keeper to ensure that the lottery runs efficiently.
 - The Lottery will proceed until all students have made a selection.
 - Students will be expected to pay attention to what has been selected and remove sites chosen by other students from the choices they have left to select.
 - The ACCE is responsible for recording student’s selections.
 - **ALL LOTTERY SELECTIONS ARE FINAL.**
 - *No changes or mutually agreed upon “switching” of sites will be allowed. **

- **For CEII – Rotation 2 - Spring experience (Final 6 week experience)**

- **The ACCE will place students for this final experience.**
 - No lottery or student selection will be utilized for this final, clinical experience.
 - The ACCE’s goal will be to provide the student a “well-rounded” comprehensive, clinical experience overall between the three clinical experiences encountered by the student.
 - This experience will be selected within the constraints of sites available to ACCE, with ACCE selecting a site that she feels best compliments the students CE I and CEII-Rotation 1 selections.

Notes pertaining to all clinical rotations:

In case of any true “hard-ship” cases, the student needs to meet with the ACCE individually prior to lottery to discuss issues/concerns. After lottery, ACCE cannot guarantee that situation can be accommodated for. ACCE will confer with entire clinical education team before finalizing a decision, if the case warrants discussion.

Students are reminded that the Self-Assessment of Readiness, utilized with application to the program asked students to consider their ability to travel to clinical education experiences, prior to joining the program. In addition, a statement attesting to the student’s willingness and ability to do clinical experiences was signed during PTA Student Orientation.

*Students who are employed at a clinical site, in any capacity (i.e. PT Aide, Secretary, etc) should be aware that there is a **conflict of interest** at such site. To preserve the integrity of the clinical experience and ensure fairness for all parties, students should refrain from requesting sites in which they are employed and the ACCE will refrain from placing students at sites where students are known to be employed.*

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Background Check and Drug Testing Requirements for Health Science Programs

Students accepted into specific Health Science programs must purchase an online screening package which includes:

1. Criminal Background Check 2. Government Registry Search 3. Urine Drug Test

Program acceptance is contingent upon meeting deadlines for completion of the screening and results which allow the student to participate in the clinical portion of the program.

1. Criminal Background Check

Program acceptance letters will include deadline details and directions for accessing and purchasing the online screening for criminal background checks. Background checks are required for the clinical portion of health science programs and may also be required after graduation to take licensure/registry/certification examinations, which are required for employment.

Criminal Background Check Details:

- ❖ Background checks are conducted for Illinois, Missouri and every state in which the student has lived or worked since the age of 18.

Criminal Convictions:

- Certain criminal convictions are identified as “disqualifying” for working with patients or their personal information. Fines, probation, or conditional discharge are convictions and will appear on a criminal history check. If the student is unsure as to whether an arrest resulted in a conviction, he or she should contact the county in which the arrest occurred and speak to a representative in the Circuit Clerk’s or State’s Attorney’s office, or contact an attorney.
- A complete list of disqualifying convictions is available from the Illinois Department of Public Health (IDPH) at the following website: <http://www.idph.state.il.us/nar/disconvictions.htm>
- **To participate in the clinical portion of the program, required clinical sites will be surveyed to determine if clinical placement can be accomplished for students with “disqualifying” offense(s). If the survey results indicate clinical sites prohibit the conviction, the student will be removed from the program.**

2. Government Registry Search

The online screening package also includes a search for the student’s name on multiple government registries. Students whose names appear on these registries as offenders will lose their seats in the program.

Government Registry Search Details:

- ❖ A search will be conducted to confirm that the student is not listed as an offender on any government registry. A standard set of registries will be searched for all programs, while select programs require additional registries to be searched.

Registries for All Programs:

The following registries will be searched for all students accepted to Health Science programs:

- Disqualification list for the MO Department of Health and Senior Services
- Division of Family Services (DFS)
- The Office of Inspector General (OIG)

Additional Registries for Select Programs: *Note: These additional registry checks increase package cost.*

Certain Health Science programs will use additional registries, based on clinical site requirements. These registries include:

- The Missouri Department of Health and Senior Services Employee Disqualification List
- The Department of Mental Health Employee Disqualification Registry

3. Urine Drug Testing

Purchase of the online screening package also includes a random urine drug test **that will be completed at a time determined by the college.** At the time the package is purchased, instructions may be listed on the website to complete the urine drug test. Students should ignore these directions and wait for further instructions from the college regarding the date for their random drug test.

Urine Drug Testing Details:

- ❖ A urine drug test will be conducted to ensure that the student has not used illegal drugs or taken a prescription medication that belongs to someone else. If the student's drug test result is positive for any substance, proof of prescription is required or the student will be dropped from the program. **Note: Medical and/or recreational use of marijuana, which is not FDA approved, is considered a positive drug testing result and will result in the student being withdrawn from the program.**

When to Take the Test:

- The college will assign each student's drug test at a random time after the online package has been purchased.
- When the test is assigned, students **MUST** complete the test within 48 hours regardless of schedule conflicts.

Where to Take the Test:

- All drug testing will be completed at a Quest Diagnostics Lab.
- Students schedule a drug test appointment with a Quest lab after notification from the college.

Communication with Quest Diagnostics:

- If contacted, it is vital that students communicate with Quest Diagnostics and their affiliates during the drug testing process.
- In the event that a drug test is positive, students will be contacted and must provide proof of prescription.

4. Cost

All costs associated with the online screening package (Criminal Background Check, Government Registry Search and Urine Drug Test) are the responsibility of the student. **Costs are set by the vendor of the screens and may change at any time.**

Cost Details:

- ❖ Students are required to visit the website of the vendor to order an online package through the website.
- ❖ The cost of the online package varies based on the program applied, resident history and work history:

Requirements of clinical facilities for each program set the base cost for the online package. The packages are:

- A. For the **Physical Therapist Assistant** and **Phlebotomy** programs, the starting cost of the package is **\$74**.
- B. For the **Medical Assistant, Medical Laboratory Technology** and **Respiratory Care** programs, the starting cost of the package is **\$87.75**.
- C. For the **Nursing Education, Advanced Standing Nursing Education and Radiology Technology** programs, the starting cost of the package is **\$115**, due to additional required registry checks.
- D. C. For the **Paramedic** program, the starting cost of the package is **\$117.75**.

Residence and Work History

For students who have lived or worked in any state (since the age of 18) other than Illinois or Missouri, an additional fee of **\$13 per state** will be added to the base cost.

5. Assistance and More Information

For assistance with any of these processes or to request more information, contact the Coordinators' Assistant at (618) 235-2700, ext. 5355.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Attendance during Clinical Education

Attendance during Clinical Education is mandatory. **If a student is unable to attend the total number of clinical hours, those hours will be made up at the convenience of the clinic.** School snow days and holidays do not pertain to students on clinical experience. *Clinical education hours are based on a total of 640 contact hours. Hours consist of 16 weeks of full-time (40hrs/wk) clinical experiences; one 4 week experience in the summer and two 6 week experiences in the spring.*

NOTE: *STUDENT's HOURS are dictated by the schedule worked by his/her supervising CI. Once a student is placed at a clinical site, he/she is given information to contact the site, to determine the hours to be worked. The 40 hour work week needed to accumulate the correct number of hours is done at the discretion of the clinical facility. SWIC does not set student's hours. Some students work variable schedules, while others have fixed schedules. Some work five, 8 hour days while others may work four, 10 hour days. The majority of work is done Monday through Friday; however, some CI's request students work occasional weekends. SWIC has worked with some sites who can only provide 32 hour work weeks and created a longer rotation for students to accumulate necessary hours. Students need to be aware that SWIC is at the mercy of the clinic and hours worked are typically non-negotiable.*

Due to possible clinical cancellations, students must remain available during either clinical time frame for Clinical Experience I. Students are not excused for vacations. For Clinical Experience II, students must be aware that cancellations occur at any time, and the student may be placed at a new clinical facility.

Dress Code during Clinical Education

The PTA Program requires students abide by a dress code during clinical affiliations. An identification pin is mandatory. The pin is purchased through the PTA program in the spring semester of the first year. Each clinical facility will have its own specific dress code which students are required to abide by. Note: Attire is an area that students are graded on during clinical affiliations. Students will be responsible for contacting facility, prior to their arrival to determine facility dress code.

Many facilities require: a white lab jacket, navy, black or khaki slacks, plain shirt (some require polo shirts/dress shirt, others will require plain – no sleeveless or low cut shirts, no advertisements, etc) and rubber soled shoes (clean, all white tennis shoes are frequently acceptable.) Some facilities require men to wear ties and dress shoes.

Unacceptable attire includes: low cut, sleeveless shirts, low rise pants, sandals or open toed shoes/heels, body piercing (stud earrings are often acceptable). Jewelry should be worn at a minimum (ie. Wedding ring and watch only). Hair should be neat and clean (and pulled up if long). Tattoos should not be visible. (will need to cover tattoos with clothing/make-up/arm sleeve, etc)

In addition, professional dress will be a requirement for student practical exams while on campus. Therefore, students should purchase a lab coat, slacks, shoes, etc early in the program.

Conduct during Clinical Education

During clinical experience, it is expected that students will behave professionally and ethically at all times. Please reference the Standards for Ethical Conduct for Physical Therapist Assistants and Guide for Conduct of the Physical Therapist Assistant for clear direction on the behaviors expected in the clinical environment. While at the clinical facility, it is expected that the student will abide by the facilities policies and procedures.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

<p>Policy and Procedure For Determining Students are Competent and Safe, in the Clinical Setting (CAPTE Standard 5E)</p>

Policy:

The Physical Therapist Assistant (PTA) Clinical Performance Instrument (CPI) will act as the formal method of assessment for determining student competency and safety *in the clinical setting*.

A student in the PTA program must earn a minimum of a “C” in all courses, including general education courses to be eligible for promotion.

Policies & Procedures Specific to Physical Therapist Assistant Clinical Performance Instrument (PTA CPI)

Ratings:

The APTA PTA CPI Web is the instrument used to assess students during clinical instruction courses. The Clinical Instructor (CI) and the student must successfully complete an APTA web-based training for the PTA CPI. This training will familiarize the CI/student on each performance criterion including a list of essential skills and the rating scale with the 5 anchor definitions. As stated in the CI instructions for the PTA CPI, the rating scale was designed to reflect a continuum of performance ranging from “Beginning Performance” to “Entry-level Performance”.

The CI will assess a student’s performance and complete the instrument, including the rating scale and comments, at mid-experience and final evaluation periods. The completed PTA CPI is first reviewed by the student’s assigned Academic Clinical Education Cohort Facilitator. Next, the Assistant ACCE reviews the CPI to ensure that each student performs at a minimum acceptable level, prior to the ACCE determining the final grade and/or need for remediation.

In the event that the CPI markings and comments do not correlate or if the CI has marked the student slightly lower than the grading scale utilized to determine passing, the Cohort Facilitator will reach out to the CI to gain clarifications of markings/comments. This info is then shared with the Assistant ACCE and ACCE, with the ACCE determining the final grade.

Clinical Experience I: the following ratings are considered satisfactory at this point in training:

- Students should achieve ratings of “Intermediate Performance” for all applicable performance criteria by the completion of CE I.

**Note: CPI Criteria 10: Applies selected physical agents and mechanical modalities in a competent manner and CPI Criteria 11: Applies selected electrotherapeutic modalities in a competent manner may be marked as Not Available by clinical sites without the expertise and /or equipment to support assessing student performance in this area.*

*The Grading System for the CPI is explained in great detail in the materials issued to the student; prior to clinical assignment. In addition, the CPI and the grading criteria are discussed in clinical seminar courses prior to student’s clinical experience(s).

Clinical Experience II: the following ratings are considered satisfactory at this point in training:

- CE II rotation 1: Students should achieve ratings of “Advanced Intermediate Performance” to “Entry-level Performance” for all *applicable performance criteria by the completion of CE II rotation 1.
- CE II rotation 2: Students should achieve ratings of “Entry-level Performance” for all *applicable performance criteria by the completion of CE II rotation 2.

**Note: CPI Criteria 10: Applies selected physical agents and mechanical modalities in a competent manner and CPI Criteria 11: Applies selected electrotherapeutic modalities in a competent manner may be marked as Not Available by clinical sites without the expertise and /or equipment to support assessing student performance in this area.*

**In the event that a student is marked Not Available for the above mentioned criteria on the final rotation (rotation 2), faculty will:*

- *Refer to student’s previous CPI evaluations to determine if entry-level performance was demonstrated during a prior rotation. If not, faculty will:*
 - *Assign alternative activity as described in PTA 270 syllabus*

When a student is not meeting the minimal requirements on any of the PTA CPI criteria, the CI must check the “significant concerns box” and have written explanatory comments reflective of specific instances to reflect the reason for this score. In addition, the CI must contact the Academic Clinical Education Cohort Facilitator immediately.

In the case of failure, an additional clinical experience will be assigned to the student and the student will receive an “I” (Incomplete) for the course. In addition, the student will be counseled by the ACCE and may be placed on probation. The probationary agreement will indicate the reason for probation as well as, terms for remediation. In the case of failure of the remediation of a second clinical experience, the students “I” grade will be replaced with an “F” and the student will be exited from the program. In the case that the remediation attempt is passed, the students “I” grade will be replaced with a “C”. See Determination of Final Grade.

*At the conclusion of a clinical experience, grading decisions made by the ACCE, may also consider:

- clinical setting
- experience with patients in that setting
- expectations for the clinical experience
- expectations of the clinical site
- progression of performance from mid-experience to final evaluations
- whether or not “significant concerns” box or “with distinction” box were checked
- congruence between the CI’s narrative mid-experience and final comments related to the five performance dimensions and the ratings provided
- additional assignments (i.e. blogs, in-service, etc)

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Graduation Requirements/Commencement and Health Sciences Pinning Ceremony
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PRIOR TO RECEIPT OF: an Associate in Applied Science or AAS degree, students must:

- Complete all degree requirements as outlined in the curriculum.
- **File a Graduation Application:** This date is the semester prior to planned graduation. **Typically Feb 15 for Spring graduation.**
- Clear all financial obligations to the college; including outstanding library loans (i.e. iPod return)
- Students will receive letters in the mail from the school, during the Spring semester describing eligibility for graduation and registration information for participation in cap and gown ceremony at the School Gym.
 - Students will also receive information about how to place an order for cap and gown and Honor Student Regalia.

COMMENCEMENT/PINNING CEREMONY

Students graduating from the PTA program are invited to take part in both the graduation ceremony and a Health Sciences Pinning Ceremony. The graduation ceremony is typically held on the Thursday evening of finals week in May. The pinning ceremony is typically the Tuesday of the same week. More information will be given to students at the time of PTA 280; Clinical Seminar.

Pinning Ceremony:

- This ceremony is held for Health Science students only.
- Students in the PTA Program utilize PTA Student Club fundraising activities to pay for each individual student's pin.
- A speaker is designated by the class to give a fair-well address to classmates during the ceremony. This has traditionally been the PTA Student Club President; however, there have been years in which the President did not wish to speak and someone else was nominated.
- Students are to wear the following items for a uniform appearance at the ceremony: White shirt with White Lab Coat, Black Pants, Black Shoes. This is the attire for the PTA students only. Each program has a designated uniform dress.
- The Student Club may pay for flowers to be worn on the night of pinning to dress up lab coat.
- Student's will be asked to vote on a recipient of an award issued, the night of the ceremony. To be discussed further in PTA 280; Clinical Seminar.

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Southwestern Illinois College
Physical Therapist Assistant Program

National Physical Therapy Examination (NPTE) For The Physical Therapist Assistant
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The national licensing examination for PTAs is a 200-question computerized test “intended to sample basic entry-level competence of the licensure candidate who has met the academic or equivalent requirements set by a licensing board for physical therapist assistants”. It has been developed to assure consumers that the individuals providing their care have demonstrated some common level of competency from their educational process. Candidates are allowed 4 hours to complete the exam. It is the Federation of State Boards of Physical Therapy that provides the exam and the state regulatory boards that provide the license upon successful completion of the examination.

During the application process to take the exam, students will be required to supply the following personal information:

- social security number/mothers maiden name, etc
- any criminal offenses (state/federal) – other than minor traffic violations
- diseases/conditions that interfere with ability of applicant to perform the essential job functions of a physical therapist assistant, including any disease or condition generally regarded as chronic by the medical community 1) mental/emotional 2) alcohol/substance abuse 3) physical condition that interferes with ability to practice in profession
- any previous denials/or disciplinary action against any professional licensure examination in another field of study, or a dishonorable discharge from an armed service or from a city, county, state or federal position
- signed statement certifying, under penalty of perjury, that the applicant is not more than 30 days delinquent in complying with a child support order and a statement certifying that the applicant is not in default on an educational loan or scholarship provided/granted by the Illinois Student Assistance Commission or other governmental agency of the state
- in addition, some states may require drug testing and/or criminal background/FBI check as part of the application process.

The test is a national examination; however, some states require certification vs licensure. All 50 states require licensure or certification. For the most current listing of the states requiring licensure for the PTA, check the Federation of State Boards of Physical Therapy web site, www.fsbpt.org. **(Illinois and Missouri require licensure for the PTA.) To sit for the licensure examination, the student must be a graduate of a CAPTE accredited PTA program.**

There will be application fees and examination fees. Fees vary from jurisdiction to jurisdiction. For further information regarding the National examination, check the Federation of State Boards web site at www.fsbpt.org. There, students will find the “Candidate Handbook”.

More information regarding the licensure will be provided to graduates along with the licensure application forms in the spring semester of the second year. **One of the primary objectives of PTA 280 is to prepare graduates to sit for the licensure exam. A multitude of licensure prep activities occur during the Spring semester, prior to graduation.** Students may contact the Federation of State Boards if they would like to receive further information, prior to that time.

There are typically 4 fixed dates for this testing. It is SWIC's goal to have everyone prepared and ready to test for the July test date; shortly after May graduation.

2023 PTA Date: July 5 & 6

At this time, candidates are required to pay fees to FSBPT for administering the test, to the state (jurisdiction) in which the candidate wishes to apply, and to the testing center. Upon successful completion of the exam, the graduate will then have a licensing fee for his/her initial license in the state of choice. *See also, PTA Program Cost Sheet for more details.*

Only one state can be applied to, when testing. Once a candidate passes the exam, he/she is eligible to apply to any other state. Fees for this type of application apply but a new test is NOT necessary. Scores are transferred to the state in which the candidate is applying. PTA's are allowed to hold dual state licenses, which for students in our area is often favorable with the close proximity to St. Louis. Application for licensure is discussed and done as part of the requirements for PTA 280 in the student's final semester. The program encourages students to submit paperwork for the state of IL for his/her initial license.

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Applying for Early Licensure:

In the event that a student wishes to apply and take the NPTE prior to graduation, as allowed by FSBPT, the following criteria have to be met before SWIC faculty will validate the students impending graduation.

Student must:

- 1) have a PTA GPA of 3.85 or higher after 4 semesters (41 credits of PTA prefix courses)
- 2) have passed ALL theory exams; including comprehensive exams with a 75% or better on FIRST attempt
- 3) have passed ALL practical exams on FIRST attempt
- 4) have passed both PTA 170 and PTA 280 Comprehensive Exams with a 75% or better on FIRST attempt
- 5) have passed Clinical Experience I without remediation
- 6) be in good standing for Clinical Experience II at the time of application
- 7) present faculty with a written schedule detailing his/her plan for studying and completing ALL licensure prep materials and tests currently utilized by the program. Plan must include at least 6 weeks of study, prior to date of licensing exam
- 8) meet in person with full time faculty to present:
 - a) an unofficial transcript for factoring PTA GPA
(When factoring GPA, A's are awarded 4 points, B's 3 points, C's 2 points. This number is multiplied by the number of credit hours for the class. A total of 164 GPA points are possible with 4 semesters of PTA prefix courses completed. A 158 or better is needed to qualify for criteria #1 as 158 divided by 41 credits = 3.854)
 - b) the study plan in criteria #7
 - c) rationale for wishing to take the exam early

An appointment must be requested by the student for the above noted meeting no later than Jan 31. All steps need to take place by Feb 5.

A decision granting or denying the students request will be made within 5 business days of student/faculty meeting.

Note:

The application process for early licensure (April exam date) is the responsibility of the student. For application questions, the student is responsible for seeking assistance from the Illinois Department of Financial and Professional Regulation, as needed. According to the examination paperwork for the state of IL, the following statement is found on Reference Sheet A, Chart II Examination/Application and reads:

You may apply no more than 120 days prior to graduation. If you apply for the examination prior to graduation, your physical therapy assistant program must submit verification of your graduation within 90 days of the scheduled graduation date or the results of the examination will be void.

After passing the early examination and graduating, the student is responsible for providing the program with the necessary paperwork to verify graduation, as noted above.

For students wishing to apply in the state of MO or any other state, the student will be responsible for determining the procedures followed for sitting for the exam early and present this information to the faculty before being granted approval.

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Southwestern Illinois College
Physical Therapist Assistant Program

**Developing Study Habits
for Successful Completion of the
PTA Program**

Upon entrance into the PTA program, students bring with them study habits that they have used in the past to successfully complete courses that have brought them to this very point. Students feel that these same study habits will allow them to successfully complete the PTA program, and some of these study habits may continue to help students. But many students have found that previous study habits aren't sufficient in meeting the needs of the PTA program. Throughout the PTA program students will learn how to perform specific skills/techniques, and then will apply these skills in varying situations. Applying the skills in varying situations requires problem solving, which means the student must have a higher level of understanding of materials taught. The courses are structured to prepare a student for clinical practice rather than to pass a single exam/course.

Good study habits include:

- Utilizing as many of the senses as possible during study sessions
- Utilizing study habits that are reflective of the students' learning style preference
- Developing and following a study schedule-avoid cramming
- Studying individually first and then in small groups (2-4 people)
- Avoiding distracting areas
- Studying to know & apply the material vs. just recognizing the material

We Learn . . .

10% of what we read

20% of what we hear

30% of what we see

50% of what we both see and hear

70% of what is discussed with others

80% of what we experience personally

95% of what we TEACH to someone else

- William Glasser

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Enhancing Student Success/Developing a Study Schedule
--

DEVELOPING A STUDY SCHEDULE:

How many hours should a student plan to study for each class?

Many of the students entering the PTA program have already completed their general education requirements. This means the majority of students have 8 hours of PTA coursework in the fall semester of the freshman year. At a glance, it would appear there is a significant amount of time for outside employment. But after a more thorough review of the type of work and study time required, students may find they will be very busy. The program recommends that individuals required to work have all general education courses completed prior to beginning the PTA program.

The PTA courses are academically rigorous college courses. Student's success in the program will require a significant investment of time outside of classes. According to the Administrative Rules of the Illinois Community College Board (section 1501.309), it is assumed that the student will invest two hours of outside study time for each hour of classroom lecture time. Many students may require more than the recommended time practicing skills, depending on the speed at which they learn. In the PTA program you are learning how to perform specific skills and applying that information in various situations, not just memorizing or recognizing information.

Example HOURS TO PLAN FOR STUDY:

First year Fall semester:

PTA	100	Introduction to Physical Therapy	1 hr
		Study time outside class	2 hrs
PTA	101	Physical Therapy Science & Skills	4 hrs
		Study time outside class	8 hrs
PTA	102	Patient Care Skills & Assessment	3 hrs
		Study time outside class	6 hrs
			24 Hrs/Week Total

First year Spring semester:

PTA	150	Theory of Physical Agents I	3 hrs
		Study time outside class	6 hrs
PTA	151	Application of Physical Agents I	2 hrs
		Study time outside class	4 hrs
PTA	160	Kinesiology & Clinical Orthopedics	5 hrs
		Study time outside class	10 hrs
PTA	161	Orthopedic Interventions	3 hrs
		Study time outside class	6 hrs
PTA	165 IN1	Pathology I	1 hr
		Study time outside class	3 hrs
			43 Hrs/Week Total

Students have a list of skills each semester that they must demonstrate competency in performing. Some individuals are able to learn a skill quickly. Others require more practice time. (Remember what it was like to learn how to parallel park the car. You can't watch someone else do it, and then do it. You can't do it once, and then be good at it. You keep practicing. Some people learn quickly, some people learn with more practice, and some still can't parallel park. That is OK with a car - there are other places to park. In therapy, you have to be able to perform all the skills, so you keep practicing!)

Why should a student make a study schedule calendar?

Students develop better study habits if they schedule study times. Students frequently overbook themselves with work/outside activities if they don't include studying in their schedule. Study time should be treated as an appointment or commitment, just like the class sessions. This causes students to review the materials gradually throughout the semester rather than using their time ineffectively and cramming at the last minute for the exams. Cramming only works for short-term memory needs, rather than long term retention. *(Remember the classes in the PTA program build on each other. Students want to know the material for clinical practice rather than passing a single exam/course.)*

Students may want to schedule study times right after/before class or between classes, so they will be on campus for their studying. This takes the student away from distractions such as the phone, TV, dirty dishes/laundry, and family members that may be distracting during study sessions. We advise students to spend some time initially studying the material independently, and then meeting in small groups to discuss/review the materials with each other.

As added assist, students are required to turn in a study calendar at the beginning of each new semester, outlining quiz and exam dates, homework assignments, check-off due dates, Lacey hours, etc. Students are encouraged to continue this practice on their own for the remaining portion of each semester.

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LEARNING STYLE DOMAINS (VARK)

- Adapted from Becoming a Master Student newsletter, May 1988 and <http://vark-learn.com>.

Visual Learners need to see what is to be learned. They readily comprehend written directions, they like to write lists or draw pictures to help remember material. They watch the educator for visual cues to important information and tend to “see” the whole picture rather than the parts.

Some suggestions for classroom and study learning include:

1. Focus on the lecturer – sit close to the front of the classroom to avoid limited paths of vision
2. Keep the textbook open during lectures so the points being discussed can be seen.
3. Read or preview chapters before classroom discussions.
4. AFTER reading a section in the textbook, highlight the key elements. Use different colors to represent different purposes (blue for the main idea, green for specialized vocabulary, etc.)
5. Make reading study sheets by outlining, mapping, or graphing.
6. Study in low, visually distracting areas. Keep the TV turned off and stay away from areas with lots of movement.

Auditory Learners need to hear in order to work and learn well. They remember best what they hear and say themselves. They enjoy class discussions and oral directions are easy to follow.

Some suggestions for classroom and study learning include:

1. Listen actively to lectures- concentrate on the lecturer.
2. Take notes in the lecture, but record it as well for playback later.
3. Actively participate in courses by asking questions and adding to discussions.
4. Read notes or textbook assignments out loud in order to hear the material.
5. Study in a quiet environment. Radios, TVs, and people are easy distractions.

Read/Write Learners need to read the written words to convey and receive information. They learn best through lists, notes and text. They prefer handouts with written words as opposed to diagrams or graphs.

Some suggestions for classroom and study learning include:

1. Taking notes in lecture-and on textbook readings.
2. Rewrite and read (silently) your notes again and again.
3. Organize any diagrams, graphs, etc. into statements.
4. Write exam questions and your information into lists.
5. Study in a quiet environment like the library.

Kinesthetic/Tactile Learners need to have some sort of physical activity involved with the learning. They need to work the muscles and have hands on experiences. These learners cannot sit still for long periods and are easily distracted when not “doing” something.

Some suggestions for classroom and study learning include:

1. Taking notes in lecture and on textbook readings.
2. Rewrite notes in other formats within six hours of lecture.
3. Stand up while reading assignments-pacing keeps muscles moving.
4. Use mnemonic devices (such as the LOCI system) which connects things to be remembered to the parts of the body.
5. Use fingers to tick off key points as a review tool
6. Study for short, intense periods with brief in-between sessions.

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**Southwestern Illinois College
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Conflict Resolution Procedure

Seven Steps to transform a conflict into a solution:

1. State the problem using “I” messages

Both parties should have the opportunity to explain the problem. It is important to clearly define the conflict in order to move to the next steps. May need to restate and clarify to ensure understanding.

2. Understand all points of view

Take time to set your opinions aside and try to understand the others point of view.

3. Brainstorm solutions

Dream up as many solutions as possible. Quantity, not quality is the key.

4. Evaluate the solutions

Discuss which solutions will work and discard the unacceptable ones.

5. Choose the solution

Choose the solution most acceptable to all.

6. Implement the decision

Decide the responsibilities of each person.

7. Re-evaluate

Review the effectiveness of the solution, if it works great, if not return to step three and continue through the process again.

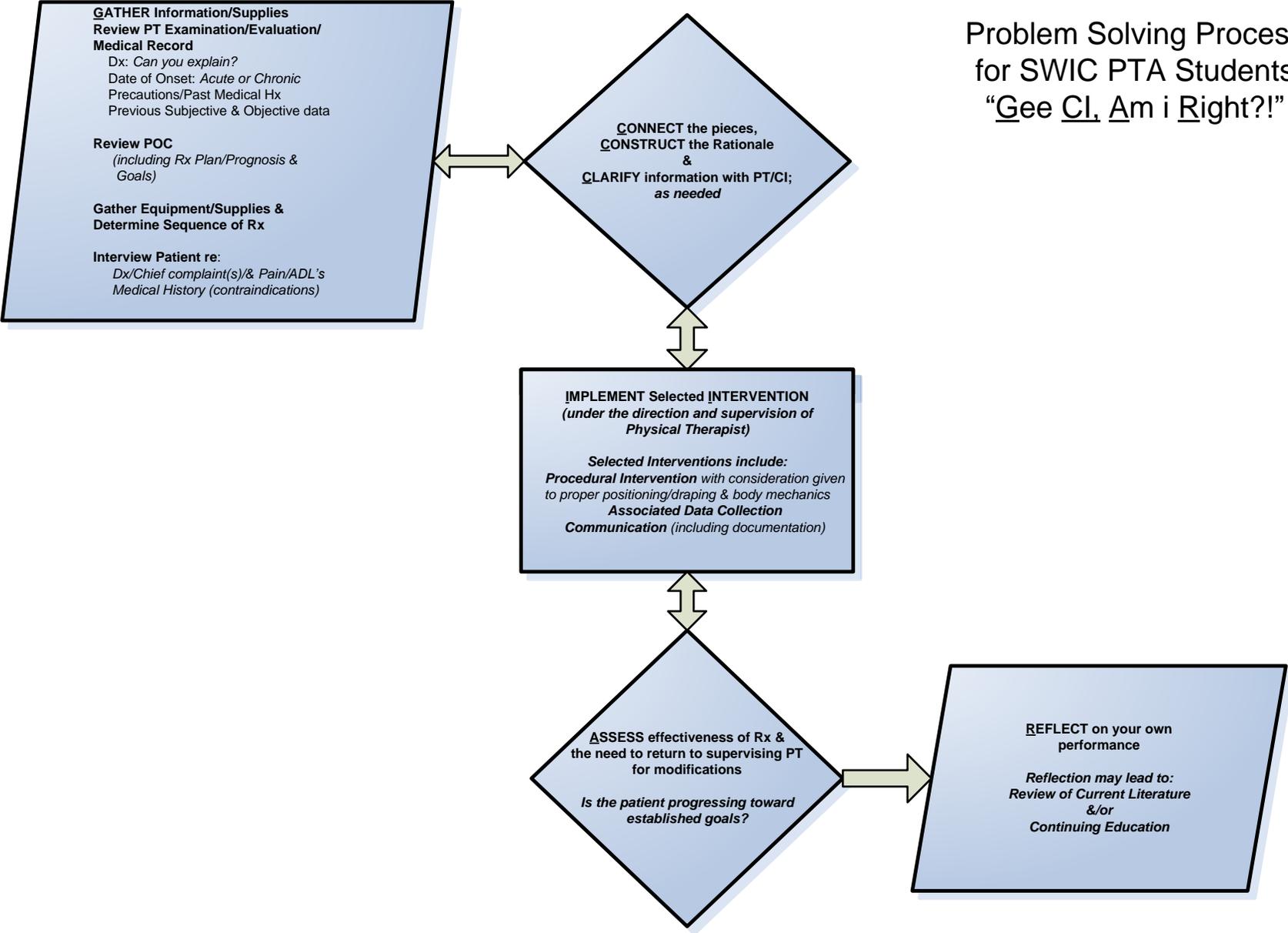
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**Southwestern Illinois College
Physical Therapist Assistant Program**

**Problem Solving Process for PTA Students
“Gee CI, Am I Right?!”**

The APTA document, *A Normative Model of Physical Therapist Assistant Education: Version 2007* has outlined a problem solving algorithm utilized by PTA's in patient/client interventions. The academic faculty at SWIC have reviewed this document and, in response, outlined the problem solving process that is taught to our PTA students. It is our hope that after reviewing this process, the clinical instructor will have better insight to our student's critical thinking. We do not suggest that our process is the only one. This should generate discussion between the student and the CI to compare and contrast individual problem solving styles. The experiential learning that occurs during the clinical phase of a student's education will stimulate and expand this problem solving process.

Problem Solving Process for SWIC PTA Students “Gee CI, Am i Right?!”



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**Southwestern Illinois College
Physical Therapist Assistant Program**

SWIC Student Services

LEARNING ASSISTANCE CENTERS FOR EXCELLENCE (LACE):

The LACE program provides open lab practice and instructional assistance for occupational and academic skills. Learning Assistants for the PTA program have scheduled hours when they will be in lab, RM 1510. The LACE schedule will vary from semester to semester. Hours are shared with students via Blackboard, as soon as they are known. Learning Assistants/Lace Instructors provide feedback to students as they practice technical skills taught throughout the semester. **Lace instructors in the PTA program are primarily responsible for assessing skill competency check offs (per established program guidelines).**

A tentative schedule of Lace hours for this Fall is provided to students at orientation and prior to each subsequent semester of study. Students are highly encouraged to utilize any/all of the hours available for open lab. Available hours are typically throughout the day. Saturday hours are available, on occasion.

eSTORM (Student Online Records Management) SERVICES:

As a student registered with eSTORM services, you can view and print your course schedule, grades and unofficial transcripts from any computer connected to the Internet. You can check your bill, etc... Technical support is provided during normal business hours. To access eSTORM, see the college web site at www.SWIC.edu.

All students are issued a student ID and a SWIC.edu email account accessible through eStorm.

ACADEMIC SUPPORT SERVICES

Students needing assistance with tutoring, library research, study space, computers and internet access may go to the Library or Success Center. Academic support is available district-wide with day, evening, and Saturday service. For more details on each service, go to SWIC.edu/library or SWIC.edu/successcenter.

LEARNING RESOURCES

SWIC libraries offer a full range of resources and services to meet student's needs. The combined district wide library consist of more than 500 journals, 85,00 books, 3,500 videos, 500 CD's and DVD's, newspapers, microfilm, and networked databases to support college curriculum. **A student ID card; available through the Public Safety Office, is required for accessing library computers and to check out materials.** Note: The student ID card is also good for ridership on Metrolink, as well as offering discounts through college activities, the bookstore and cafeteria.

SUCCESS CENTERS

The Success Centers are available to students to supplement and enhance classroom instruction through a variety of support services. Numerous hours and locations are available which provide the following:

Tutoring: Free walk-in and online tutoring available through the Success Center with Staff and Peer tutors. See schedules available on web site www.SWIC.edu/successcenter.

Workshops: Scheduled workshops occur throughout the semester. More information can be located at the Success Center.

Computer Programs: Programs are available for educational support and Internet access. (FYI: Computer software products specific to PTA and Internet can be accessed in PTA lab also.) Success Center staff can also assist with Blackboard troubleshooting.

Instructional Videos: Videos on Academic skills and study strategies can be found in Success Center. (FYI: PTA Specific videos, CD's and DVD's can be found in PTA lab).

Online Writing Lab (OWL): The purpose of the OWL is to provide access to writing tutors. Writing tutors provide analysis and suggestions for improvement of papers that are submitted online at www.SWIC.edu/owl.

On-site Writing Assistance: Students can make an appointment to meet directly with an English tutor for assistance with writing assignments.

Peer Study Tables: Students can meet to study in groups.

DISABILITY AND ACCESS CENTER:

Students with disabilities who believe that they may need accommodations are encouraged to contact the Disability & Access Center at 618-222-5368 or 618-234-3347 (TDD) to ensure that such accommodations are implemented in a timely fashion.

ACADEMIC ADVISING:

The PTA program will provide students with academic advisement once in program. College, Academic Advisors may be consulted when students are preparing to register for courses or to ensure transfer credits have been appropriately documented.

CAREER PLACEMENT:

Vocational/technical students should contact the Career Placement Office for career development activities including, but not limited to: career assessment, career planning, labor market information, industry tours, workplace skills and job search training, career mentors, job placement, and graduate follow-up information.

In addition, personnel from the Career Placement office visit PTA students during (PTA 280) Clinical Seminar to discuss resumes and interviewing skills. At this time, students are made aware of the Career Placement offices' data base of available jobs in the local area and beyond. Students are also given information about how to access Career Placement services from their home computers.

WELLNESS ADVOCATE:

SWIC Wellness Advocate is a Licensed Clinical Social Workers who assist students in balancing and managing life roles and responsibilities, empowering them to become successful learners. The Wellness Advocates is available to assist students dealing with grief and loss, sexual and domestic/dating violence, depression, anxiety, homelessness, addiction and more. Wellness Services include crisis intervention, personal counseling and referral to campus and community resources.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Southwestern Illinois College Foundation Scholarships
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Annual scholarships are awarded through the SWIC Foundation. These scholarships are sponsored by a variety of sources including individuals, local businesses and service organizations.

The PTA program is fortunate to have the Brenda Smith Memorial fund that awards 1-2 scholarships each year. This is **available for PTA students only**. More info can be found on the Foundation web site at www.SWICfoundation.com

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Program Coordinator – Administrative Calendars

Note: G drive; Secure folder and Program Coordinator I drive are frequently cited as the location for information retrieval. G drive is a shared drive for the Health Science division and the PTA program has a protected/secure folder created in this drive that can only be accessed by PTA faculty.

Fall Semester

August

<i>Prior to semester start</i>	
Check after Completed	Tasks
	Set date for opening week program meeting with Instructional Administrative Assistant, if not done at end of Summer. Typically set for Thursday evening of Opening Week for max of 4 hours. Adjunct faculty paid hourly stipend for attendance. Attendance for FT faculty is mandatory.
	Start agenda for Program Faculty/Lace meeting to be held during Opening Week (see details later in chart)
	Review final Fall class schedule
	Request combining of course sections in Bb; as needed
<i>Course Prep: (Faculty Reminders)</i>	
	Faculty to review previous year's course evals and instructor plans and implement plans in said course; on G drive; Secure folder
	Prepare Bb materials for classes and post necessary items, reset dates, etc. Copy over Bb shell, ensure update of syllabi intro is posted and Grade book is set up for new course.
	Faculty to update Bb grade books for lectures. Note: Grade books for labs are part of Excel Workbooks (due to their link to program and gen ed OA data and shared course instruction) and are filed under the G drive; Secure Folder, for a given year. Homework completion, lab quizzes and non-attendance are tracked in Bb grade books for labs.
	Set up new Excel Workbooks for Midterm and Final Practical Examinations (copy, paste and input new names with scenarios to create new workbooks) –on G drive; Secure Folder. Place workbooks on lab laptops after assigning students to specified scenarios.
	Issue updated copy of LACE schedule(s) to students; as needed and post on lab bulletin board, along with LACE check off schedule for semester.
	Check Barnes and Noble Bookstore shelves for appropriate number of required texts and syllabi for Fall semester classes
<i>Load Sheets/Contracts/Class Cancellations:</i>	
Check after Completed	Tasks
	Review F/T fall load sheets and Adjunct & P/T contracts for final approval. Link sent to individual faculty for approval by Instructional Administrative Assistant. Upload approved document in Faculty Hub Academic Drop Box.

	LACE contracts submitted (as needed; renewable if employee works consecutive semesters – need to terminate contracts on individuals not working for greater than 2 semesters)
	Cancel lab sections with too few students (if not already done) – submit changes via schedule change form to Dean’s office, as needed.
Meetings (Faculty Opening Week):	
Check after Completed	Tasks
	Business, Health Sciences & Homeland Security Division Meeting for Full-Time Faculty (typically on Monday of Opening Week)
	Department Head/Coordinators Meeting – before or after Divisional FT faculty meeting
	All SWIC Full-time Faculty Meeting – typically on Thursday of Opening Week, if one is held
	Committee Meeting(s)/Faculty Development Sessions (offered throughout Opening Week). Registration is needed ahead of time. An email with instructions is typically sent by Faculty Development Coordinator the week prior but some sessions can be registered for during Opening Week.
	PTA Program Meeting (Full-time, Adjunct, Part-time and LACE Instructors) – See meeting minute template on shared Health Sciences, G drive; Assistant – Physical Therapy, Secure folder – Department Meetings. Date set by program coordinator. Opening week meeting is typically Thursday night.
	Prior to meeting: finalize agenda & email meeting reminders (see folder on G drive)
	Following meeting: save minutes on G drive; Secure folder; send copy to Dean
	Remind Faculty to sign up for SWIC alert and ensure ID badge is current and works with lab door access. For new employees, ensure access codes are set up and keys to lab overhead bins and iPad charging station are issued.
	Meeting to include: (at a minimum), the following:
	Enrollment/Loads confirmed
	New Student Demographics shared
	LACE hours & dates confirmed
	Skill Competencies for Fall reviewed
	Policies and Procedures reviewed (as needed)
	Fall courses, Advisements and Student Club Activities discussed
	Institutional information/changes
	Schedule of Faculty and LACE Instructor Evaluations for Semester
	Set date for Fall Advisory Board; alert Dean of date and forward agenda
	Southern Illinois Special Interest Group (SIG) and Continuing Education courses
	Faculty Development
	Items to make sure Faculty/Coordinator turn in at beginning of term:
	Spring Adjunct Requests for assignment forms
	Fall meeting attendance roster
	Syllabi for Fall courses with updates added to G drive (shared divisional drive), Syllabi folder, PTA, for access by Dean; alert Instructional Administrative Assistant/HS Dean of completion

	Current PTA Handbook with any updates to policies and procedures/job essentials. PTA Program's Handbook resides on program web site. Send link to Dean if needed. (Fall only)
	Total number of students enrolled in program for liability insurance (Fall only)
	FT Faculty Door Schedules – update and post for semester; save on G drive (shared divisional drive),– alert Instructional Administrative Assistant/HS Dean of completion
<i>Update textbook list/bookstore numbers</i>	
Check after Completed	Tasks
	Update textbook list for Spring semester. Send request via portal. Wait for email from bookstore for exact due date and updated instructions.
<i>Ensure medical exam forms are uploaded on Castlebranch prior to first day of class & Issue Assessment Manual (Fall only)</i>	
Check after Completed	Tasks
	Ensure medical exam forms are uploaded on Castlebranch prior to first day. (Reminder: In the event that a student is unable to provide faculty with a medical exam form on first day, they will not be allowed to participate in any hands-on activities until uploaded). Review medical exam forms and note health concerns on student list found in student info folder on G drive. Use this list during Advisement appointments to discuss concerns.
	Issue first year students an Assessment Manual during first day of PTA 102
<i>Advisory Board: (Fall only)</i>	
Check after Completed	Tasks
	Submit names of Advisory Board Members for new academic year to Dean of Business, Health Sciences & Homeland Security per request from Dean's office. Every 3 years = new term; send letters to old members and invitations to new members. See G drive; Secure folder for letter templates.
	Create MS Outlook Contact Group with updated Advisory Member list
<i>Photo Requests: (Fall only)</i>	
Check after Completed	Tasks
	Schedule request for new photos with Marketing; set date and request students/faculty to participate. New photos every other year; at a minimum per request of marketing for use in catalog, web page and brochures.
<i>Budget: (Fall only)</i>	
Check after Completed	Tasks
	Copy previous fiscal year's Excel spread sheet tracking budget and revise with account figures for new fiscal year. Dean to provide new figures in early September. See Budget Folder on Program Coordinator I drive for template

	Create new folder for PRVs (Payment Request Vouchers) for new fiscal year on G drive; Secure folder. POs (Purchase Orders) to be done electronically via e-procurement.
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September/October

<i>Student Advisement:</i>	
Check after Completed	Tasks
	Set schedule for Fall Advisement appointments for first year students with Coordinator, per Policy- Schedule templates on shared G drive; Secure folder
	Prepare for student Advisement appointments (refer to PTA Handbook on program web site or G drive; Secure PTA folder).
	Have students sign up for 1:1 meetings (see policy in PTA Handbook for what is discussed)- utilize PTA 102 time frames to conduct appointments if no scheduling conflicts. Make sure to meet sometime before midterms but after first exam in PTA 101 and at least one skill competency check off completed in PTA 102.
	Prepare items for Advisement appointments. Check medical info of individual students on Castlebranch for needed updates and check student info folder regarding student health conditions and GE classes to be completed yet.
<i>Advisory Board Meeting</i>	
Check after Completed	Tasks
	Prior to meeting: Create agenda, send out emails to members, reserve room as needed. See Advisory Board folder on shared G drive; Secure folder for agenda and meeting minutes templates.
	Following meeting: save meeting minutes on G drive; Secure folder
	Advisory Board Meeting to include: (at a minimum)
	Review of Admissions/Enrollment
	Program Activities (outcomes, clinical ed, continuing ed)
	Program Review (curriculum changes/updates, cost sheet update, program need, specific area of curricular content reviewed)
	Legislative Issues/Clinical Practice Issues
<i>Midterm Meetings: (as needed)</i>	
Check after Completed	Tasks
	Program Meeting: Schedule midterm meeting with LACE and faculty if concerns/need identified. If no concerns, handle correspondence via email and/or text messaging t/o semester
	Meet with core faculty to discuss students with an average of “74%” or below. Write up necessary probationary agreements and assist faculty with counseling of students, as needed
	Student Advisement: Midterm - Academic Probationary Agreements; as needed

<i>Faculty Evaluations:</i>	
Check after Completed	Tasks
	Ensure completion of student evaluations for Adjunct, non-tenured faculty and tenured faculty with assist of designated Instructional Administrative Assistant
	Adjunct Instructors = 1 x/semester. See Non-tenured faculty evaluation process for self evaluations and classroom observations. Paperwork found on Infoshare. Submit all paperwork to the Dean of Business, Health Sciences & Homeland Security or designated Instructional Administrative Assistant.
	Full-time, tenured faculty to be evaluated on a three year cycle. See Tenured faculty evaluation process for self evaluations and classroom observation info. Paperwork found on Infoshare. Submit all paperwork to the Dean of Business, Health Sciences & Homeland Security or designated Instructional Administrative Assistant.
	Perform student evaluations for Lace Instructors, as needed. Note: Lace Instructors are formally evaluated by program coordinator annually within 30 days of hire anniversary. HR sends email with instructions. Coordinator must review job descriptor at the time of this evaluation and send in additional forms for things to remain the same or to request changes.
<i>Tentative Lace Schedule:</i>	
Check after Completed	Tasks
	Lace Instructors contacted; verify hours for Spring
	Set up tentative Lace semester and week by week schedules, along with skill competency check off schedule prior to Spring registration period. See G drive; Secure folder.
<i>Registration:</i>	
Check after Completed	Tasks
	Email students and/or post announcement in Bb PTA Program Resource shell regarding October registration for Spring classes. Visit first year class to discuss Spring registration.
<i>Review of Annual Faculty Development Plans: (Fall only)</i>	
Check after Completed	Tasks
	Review updated CV's of each faculty member – have faculty save updates to G Drive; Secure folder and Program Coordinator to send updated Full-Time Faculty CV's to IT for update of program web pages
	Schedule individual appointments (typically mid-September) with each faculty member to review updated CV, annual goal achievement and faculty development plans for new academic year.
	Discuss how individual goals relate to Collective Program Didactic or Clinical Goals.

<i>October: PT Month (Fall only)</i>	
Check after Completed	Tasks
	Contact marketing about promoting program during Oct PT Month. Give sufficient lead time of several week's notice
<i>AAR (Annual Accreditation Report) for CAPTE: (Fall only)</i>	
Check after Completed	Tasks
	Update Excel spread sheet with info for report and begin entering data as soon as CAPTE Portal is made available – see CAPTE email for specific due date for report submission. Excel spread sheet on G drive; Secure Folder
	Update Excel spread sheet template; as needed with any changes directed in new Annual Accreditation Report by CAPTE
	Update website info prior to submitting AAR
<i>APTA Resource info due: (Fall only)</i>	
Check after Completed	Tasks
	Submit to APTA updated program info for directory of PT & PTA programs; utilize CAPTE portal to access

November/December

<i>Submit AAR (Annual Accreditation Report) for CAPTE: (Fall only)</i>	
Check after Completed	Tasks
	Submit AAR to CAPTE via portal
<i>Load Sheets:</i>	
Check after Completed	Tasks
	Spring loads for Full-time and Retired Faculty submitted to Dean or designated Instructional Administrative Assistant in October
	Spring loads (worksheets) for Adjunct Faculty submitted to Dean or designated Instructional Administrative Assistant in November. See Faculty Loads folder on G drive; Secure folder and Worksheets on Program Coordinator I drive
	Spring loads (worksheets) for Part-time Faculty submitted to Dean or designated Instructional Administrative Assistant in December. See Faculty Loads folder on G drive; Secure folder and Worksheets on Program Coordinator I drive
<i>Spring Syllabi Updates:</i>	
Check after Completed	Tasks
	Faculty to review spring course Syllabi (PTA 150, 151, 160, 161, 165, 270 & 280); make necessary updates to content areas – found on G drive; Secure folder
	Have Faculty/LACE instructor assist in updating syllabi intros and schedules for coming semester – found on G drive, Secure Folder.

	Have faculty send syllabi to print shop 2 weeks to 1 month prior to opening week of upcoming semester.
	Issue students letter regarding upcoming Spring semester responsibilities prior to winter break. Find on G drive, PTA Secure folder.
<i>Update Clinical Education portion of PTA Handbook and other related Clinical Education Activities: (Fall updates)</i>	
Check after Completed	Tasks
	Assistant ACCE (with assist from ACCE) reviews and updates Clinical Education portion of PTA Handbook; makes appropriate updates for Spring clinical experiences. PTA Handbook can be found on SWIC PTA Program’s webpage. Any changes to electronic PTA Handbook (URL) must be sent to designated Instructional Administrative Assistant with a request for new PDF files to be uploaded to system.
	Follow calendar of Clinical Education Activities “At-a-Glance” – found on G drive; Secure folder Hold CE lottery. Week 13 for Spring placements ACCE to: assist students in updating Student Information forms email clinical sites regarding placements assist students in meeting unique requirements of each clinical site
<i>Health Sciences Open House – November (when applicable; Fall only-may transition to SP on occasion)</i>	
Check after Completed	Tasks
	Ask faculty for names of students qualified to participate in Open House; preferably class officers
	Email selected students several weeks prior to Open House requesting they volunteer at Open House –providing tours of PTA lab and answering prospective students’ questions – email found on G drive; Secure folder
	½ day activity (coordinate activities, necessary supplies and room reservations with designated Instructional Administrative Assistant)
<i>Create FSBPT Cohort: (Fall only)</i>	
Check after Completed	Tasks
	Add names of first year students to FSBPT website. Create new cohort. Send instructions to students for updates needed. FSBPT sends email reminders if this is not done.
<i>Validate list of APTA student members: (Fall only)</i>	
Check after Completed	Tasks
	Validate APTA student member list. Instructions sent via APTA email.
<i>Accreditation Fees: (Fall only)</i>	
Check after Completed	Tasks
	Payment to CAPTE due by January 31 or program placed on probationary status; submit PRV utilizing account code: 530099 Contractual Services + program code. Deduct total from budget spread sheet on Program Coordinator I drive.

<i>Class Schedules:</i>	
Check after Completed	Tasks
	Review Fall class schedules sent out by Dean's office. Make appropriate changes and return to the Dean of Business, Health Sciences & Homeland Security or designated Instructional Administrative Assistant. Make sure to check lab fees, max enrollment allotments, course dates, instructor name(s), requisite courses and room reservations. Make copy for own records prior to submitting.
	Check course notes, sent out by Instructional Administrative Assistant for Fall class at same time as class schedule. These are done using two different systems, so are sent as separate documents.
	After initial schedules are submitted, any changes must be done on a Schedule Change Form, prior to Instructional Administrative Assistant changing information in SWIC system
	Room reservations (when needed) need to be made by phone call to appropriate personnel and followed up with a FCR (Facilities Calendar Request) form – found on InfoShare. Done with assist of Instructional Administrative Assistant.
	Max enrollment information can be viewed by faculty on Infoshare; Faculty Center or by Coordinator on Infoshare; Chairs and Coordinators Resources
	All Class Rosters can be viewed by program coordinator on People Soft; Course Management records – Faculty to be able to view their class rosters via Faculty Center on InfoShare and submit initial, midterm, and final rosters; including grade rosters via this system. Only primary instructor can approve/submit grades however those instructors associated with the course can input and save info.
<i>PTA Program End of Semester Meeting:</i>	
Check after Completed	Tasks
	Coordinate a date with Core Faculty to meet at end of term
	Core Faculty End of Semester meeting – See meeting minute template on G drive; Secure folder
	PTA core faculty review fall semester, complete course evals and next year's instructor plans for continuous improvement and updates for maintaining contemporary course content. Discuss upcoming semester plans.
	Create Lace Instructor plans/schedule for between semesters
	Following meeting: save meeting minutes. See above info on G drive; Secure folder
	Coordinator to send copy of meeting minutes to Lace Instructors via email
<i>PTA Program End of Semester Grade Submission and OA Record Keeping:</i>	
Check after Completed	Tasks
	At the conclusion of practical examinations; complete practical workbooks on each individual student – including lab rubrics.
	Input practical exam grades and rubric info in Excel grades books and save to G drive; Secure folder. Adjust the auto-calculation field as necessary for the number of students enrolled this semester.
	Email individual student's workbooks including: their practical exam evaluation sheets and lab rubrics

	After inputting individual student practical exam grades in Excel grade books the averages at the bottom will automatically link to other Excel documents created for OA. OA data is tracked for the assessment of Program - Educational Goals and Gen Ed Competencies via this workbook. Reports can be generated and submitted as requested by OA coordinator at college or ran for end of semester – program meeting, Annual Curriculum/Program Review in Summer, accreditation reports and/or ICCB Program Review.
	Delete student workbooks from lab laptops
	Individual faculty members (primary instructors) submit lab grades (including any incompletes; if incomplete – submit additional paperwork) via Infoshare, Faculty Center
	At the conclusion of lecture examinations; record grades in Bb and Excel grade books found on G drive; Secure folder. Individual faculty members to submit lecture grades (including any incompletes; if incomplete – submit additional paperwork) via Infoshare, Faculty Center. Same as first official and midterm rosters. Make sure to record date of last attendance for any students that withdraw from program.
	Instructors to track non- attendance in Bb grade books.
	Contact Instructional Technology Manager to create Spring PTA Program Resources Blackboard shell and move/create content as appropriate. Remind to: keep same users and add additional; as needed. Ensure all faculty have access. NOTE: This shell is not automated since it is not connected to a course, so all info is manually entered each term, including newly accepted student’s names.
<i>Coordinator Stipend:</i>	
Check after Completed	Tasks
	Submit request for Coordinator’s Stipend
	0-5 days can be requested between Fall and Spring Semester; request includes plans for work to be accomplished – form generated by Deans office and sent out via email prior to end of semester for upcoming semester.

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Spring Semester

January

<i>Prior to semester start</i>	
Check after Completed	Tasks
	Set date for opening week program meeting with Instructional Administrative Assistant, if not done at end of Fall. Typically set for Thursday evening of Opening Week for max of 4 hours. Adjunct faculty paid hourly stipend for attendance. Attendance for FT faculty is mandatory.
	Start agenda for Program Faculty/Lace meeting to be held during Opening Week (see details later in chart)
	Review final Spring class schedule
	Request combining of course sections in Bb; as needed
	FT Tenured Faculty – Self evaluations due (every three years). Self Eval found on Infoshare.
Course Prep: (Faculty Reminders)	
	Faculty to review previous year's course evals and instructor plans and implement plans in said course; on G drive; Secure folder
	Prepare Bb materials for classes and post necessary items, reset dates, etc. Copy over Bb shell, ensure update of syllabi intro is posted and Grade book is set up for new course.
	Faculty to update Bb grade books for lectures. Note: Grade books for labs are part of Excel Workbooks (due to their link to program and gen ed OA data and shared course instruction) and are filed under the G drive; Secure Folder, for a given year. Homework completion, lab quizzes and non-attendance are tracked in Bb grade books for labs.
	Set up new Excel Workbooks for Midterm and Final Practical Examinations (copy, paste and input new names with scenarios to create new workbooks) –on G drive; Secure Folder. Place workbooks on lab laptops after assigning students to specified scenarios.
	Issue updated copy of LACE schedule to students; as needed and post on lab bulletin board, along with LACE check off schedule for semester.
	Check Barnes and Noble Bookstore shelves for appropriate number of required texts and syllabi for Fall semester classes
<i>Load Sheets/Contracts/Class Cancellations:</i>	
Check after Completed	Tasks
	Review F/T spring load sheets and Adjunct & P/T contracts for final approval. Link sent to individual faculty for approval by Instructional Administrative Assistant. Upload approved document in Faculty Hub Academic Drop Box.
	LACE contracts submitted (as needed; renewable if employee works consecutive semesters – need to terminate contracts on individuals not working for greater than 2 semesters)
	Cancel lab sections with too few students (if not already done) – submit changes via schedule change form to Dean's office, as needed.

<i>Meetings (Faculty Opening Week):</i>	
Check after Completed	Tasks
	Business, Health Sciences & Homeland Security Division Meeting for Full-Time Faculty (typically on Monday of Opening Week)
	Department Head/Coordinators Meeting – before or after Divisional FT faculty meeting
	All SWIC Full-time Faculty Meeting – typically on Thursday of Opening Week, if one is held
	Committee Meeting(s)/Faculty Development Sessions (offered throughout Opening Week). Registration is needed ahead of time. An email with instructions is typically sent by Faculty Development Coordinator the week prior but some sessions can be registered for during Opening Week.
	PTA Program Meeting (Full-time, Adjunct, Part-time and LACE Instructors) – See meeting minute template on shared Health Sciences, G drive; Assistant – Physical Therapy, Secure folder – Department Meetings. Date set by program coordinator.
	Prior to meeting: finalize agenda & email meeting reminders (see folder on G drive)
	Following meeting: save meeting minutes on G drive; Secure folder; send copy to Dean
	Remind Faculty to sign up for SWIC alert and ensure ID badge is current and works with lab door access. For new employees, ensure access codes are set up and keys to lab overhead bins and iPad charging station are issued.
	Meeting to include: (at a minimum), the following:
	Enrollment/Loads confirmed
	LACE hours & dates confirmed
	Skill Competencies for Spring reviewed
	Policies and Procedures reviewed (as needed)
	Spring courses, Advisements and Student Club Activities discussed
	Institutional information/changes
	Schedule of Faculty and LACE Instructor Evaluations for Semester
	Set date for Spring Advisory Board; alert Dean of date and forward agenda
	Southern Illinois Special Interest Group (SIG) and Continuing Education courses
	Faculty Development
	Items to make sure Faculty/Coordinator turn in at beginning of term:
	Summer and Fall Adjunct Requests for assignment forms
	Spring meeting attendance roster
	Syllabi for Spring courses with updates added to G drive (shared divisional drive), Syllabi folder, PTA, for access by Dean; alert Instructional Administrative Assistant/HS Dean of completion
	FT Faculty Door Schedules – update and post for semester; save on G drive (shared divisional drive),– alert Instructional Administrative Assistant/HS Dean of completion

<i>Update textbook list/bookstore numbers</i>	
Check after Completed	Tasks
	Update textbook list for Summer/Fall semesters. Send request via portal. Wait for email from bookstore for exact due date and updated instructions.
<i>Student Reminder about Graduation application: (Spring only)</i>	
Check after Completed	Tasks
	Remind Second year students re: applying for graduation – due date mid Feb for May graduation.
<i>Pinning and Graduation Ceremony Plans: (Spring only)</i>	
Check after Completed	Tasks
	Coordinate Pinning and Graduation plans with PTA 280 instructor and Student Club Sponsor; prior to first seminar session. Make sure pins are purchased and appropriate information is forwarded to HS - Pinning Ceremony Coordinator (i.e. student phonetic list, number of invites desired, hometown location for paper, class speaker and award recipient).
	Create certificate for Most Outstanding Student award recipient. Order frame, if not done previously.
<i>Encumber funds for Faculty Development: (when applicable, Spring only)</i>	
Check after Completed	Tasks
	F/T Faculty must submit paperwork to encumber individual faculty development funds by Feb 1. Adjunct faculty submit paperwork for funding by April 1.
<i>Employer Surveys: (Spring and Summer only)</i>	
Check after Completed	Tasks
	Update Employer Surveys (as needed) - to be issued with Clinical Site Visitations t/o semester; see Calendar for Clinical Education Activities “At-a-Glance” Surveys found on shared G drive; Secure folder.
	Input survey results into OA data base (excel workbook located on shared G drive; Secure folder); automatically generating data re: Educational/Learning goals and Gen Ed/SWIC core competencies.
<i>Preparation for Pinning (Spring only)</i>	
Check after Completed	Tasks
	Ensure pins and award frame are ordered in time for Pinning Ceremony

February/March

<i>Student Advisement:</i>	
Check after Completed	Tasks
	Set schedule for Spring Advisement appointments for first year students with Coordinator or Full-Time Faculty member, per Policy- Schedule templates on shared G drive; Secure folder
	Prepare for student Advisement appointments (refer to PTA Handbook)
	Have students sign up for 1:1 meetings (see policy in PTA Handbook for what is discussed) Make sure to meet sometime before midterms but after first exam in PTA 160 and at least one skill competency check off completed in PTA 151 or 161. Remind students about OL Path course being built into their schedules starting in week 4.
	Prepare items for Advisement appointments. Check medical info of individual students on Castlebranch for needed updates and check student info folder regarding student health conditions and GE classes to be completed yet.
<i>Advisory Board Meeting</i>	
Check after Completed	Tasks
	Prior to meeting: Create agenda, send out emails to members, reserve room as needed. See Advisory Board folder on shared G drive; Secure folder for agenda and meeting minutes templates.
	Following meeting: save meeting minutes on G drive; Secure folder
	Advisory Board Meeting to include: (at a minimum):
	Review of Admissions/Enrollment
	Program Activities (outcomes, clinical ed, continuing ed)
	Program Review (curriculum changes/updates, cost sheet update, program need, specific area of curricular content reviewed)
	Legislative Issues/Clinical Practice Issues
<i>Midterm Meetings: (as needed)</i>	
Check after Completed	Tasks
	Program Meeting: Schedule midterm meeting with LACE and faculty if concerns/need identified. If no concerns, handle correspondence via email and/or text message t/o semester.
	Meet with core faculty to discuss students with an average of “74%” or below. Write up necessary probationary agreements and assist faculty with counseling of students, as needed
	Student Advisement: Midterm - Academic Probationary Agreements; as needed
<i>Faculty Evaluations:</i>	
Check after Completed	Tasks
	Ensure completion of student evaluations for Adjunct, non-tenured faculty and tenured faculty with assist of designated Instructional Administrative Assistant

	Adjunct Instructors = 1 x/semester. See Non-tenured faculty evaluation process for self-evaluations and classroom observations. Paperwork found on Infoshare. Submit all paperwork to the Dean of Business, Health Sciences & Homeland Security or designated Instructional Administrative Assistant.
	Full-time, tenured faculty to be evaluated every three years. See Tenured faculty evaluation process for self evaluations and classroom observation info. Paperwork found on Infoshare. Submit all paperwork to the Dean of Business, Health Sciences & Homeland Security or designated Instructional Administrative Assistant.
	Perform student evaluations for Lace Instructors, as needed. Note: Lace Instructors are formally evaluated by program coordinator annually within 30 days of hire anniversary. HR sends email with instructions. Coordinator must review job descriptor at the time of this evaluation and send in additional forms for things to remain the same or to request changes.
<i>Tentative Lace Schedule:</i>	
Check after Completed	Tasks
	Lace Instructors contacted; verify hours for Summer and Fall
	Set up tentative Lace semester and week by week schedules, along with skill competency check off schedule prior to Summer and Fall registration periods. See G drive; Secure folder.
<i>Registration:</i>	
Check after Completed	Tasks
	Email students and/or post announcement in Bb PTA Program Resource shell regarding October registration for for Summer and Fall classes.
<i>Admissions meeting: (Spring only)</i>	
Check after Completed	Tasks
	Meet with Enrollment Services to go over student applications/determine acceptance
	Determine appropriate cut off based on application points (program accepts 20 students). NOTE: Number of students accepted can NOT be altered without writing to CAPTE and paying fees plus showing need.
	Record # of applicants, demographics, age, etc. needed for CAPTE-AAR on Excel Spread Sheet on G drive; Secure Folder
<i>Prepare for New Student Cohort: (Spring/Summer only)</i>	
Check after Completed	Tasks
	Revise Calendar of Important Dates for incoming class
	Contact Castlebranch to create new medical document manager
	Create PTA Supply Kit and reference materials

March/April/May

<i>Load Sheets:</i>	
Check after Completed	Tasks
	Summer loads for Full-time and Adjunct Faculty submitted to Dean or designated Instructional Administrative Assistant in March
	Summer loads (worksheets) for Adjunct Faculty submitted to Dean or designated Instructional Administrative Assistant in April. See Faculty Loads folder on G drive; Secure folder and Worksheets on Program Coordinator I drive
	Summer loads (worksheets) for Part-time Faculty submitted to Dean or designated Instructional Administrative Assistant in May. See Faculty Loads folder on G drive; Secure folder and Worksheets on Program Coordinator I drive.
<i>Summer Syllabi Updates:</i>	
Check after Completed	Tasks
	Faculty to review summer course Syllabi (PTA 170); make necessary updates to content areas – found on G drive; Secure folder.
	Have faculty send syllabi to print shop 2 weeks to 1 month prior to opening week of upcoming semester.
<i>Update Clinical Education portion of PTA Handbook and other related Clinical Education Activities: (Spring updates; as needed)</i>	
Check after Completed	Tasks
	ACCE reviews and updates Clinical Education portion of PTA Handbook; makes appropriate updates for Summer clinical experiences. PTA Handbook can be found on SWIC PTA Program’s webpage. Any changes to electronic PTA Handbook (URL) must be sent to designated Instructional Administrative Assistant with a request for new PDF files to be uploaded to system.
	See also Clinical Education Activities “At-a-Glance” – found on G drive; Secure folder Hold CE lottery. Week 13 in Spring. ACCE to assist students in updating Student Information forms ACCE to email clinical sites regarding placements ACCE to assist students in meeting unique requirements of each clinical site
<i>ICCB Program Review due: Annual or every 5 years (Spring only)</i>	
Check after Completed	Tasks
<i>Annual Review or 5 year Review</i>	Program review to include texts, syllabi, faculty teaching responsibilities, program necessity & outcomes data. Submitted to Dean of Business, Health Sciences & Homeland Security. Due in March.
<i>Update FSBPT Cohort info/graduation validation: (Spring only)</i>	
Check after Completed	Tasks
	Update list of names on FSBPT portal
	Validate impending graduation. FSBPT sends email reminders if this is not done.

<i>Class Schedules:</i>	
Check after Completed	Tasks
	Review Spring class schedules sent out by Dean's office. Make appropriate changes and return to the Dean of Business, Health Sciences & Homeland Security or designated Instructional Administrative Assistant. Make sure to check lab fees, max enrollment allotments, course dates, instructor name(s), requisite courses and room reservations. Make copy for own records prior to submitting.
	Check course notes, sent out by Instructional Administrative Assistant for Fall class at same time as class schedule. These are done using two different systems, so are sent as separate documents.
	After initial schedules are submitted, any changes must be done on a Schedule Change Form, prior to Instructional Administrative Assistant changing information in SWIC system
	Room reservations (when needed) need to be made by phone call or email to appropriate personnel and followed up with a FCR (Facilities Calendar Request) form – found on InfoShare. Done with assist from Instructional Administrative Assistant.
	Max enrollment information can be viewed by faculty on Infoshare; Faculty Center or by Coordinator on Infoshare; Chairs and Coordinators Resources
	All Class Rosters can be viewed by program coordinator on People Soft; Course Management records – Faculty to be able to view their class rosters via Faculty Center on InfoShare and submit initial, midterm, and final rosters; including grade rosters via this system. Only primary instructor can approve/submit grades however those instructors associated with the course can input and save info.
<i>PTA Program End of Semester Meeting:</i>	
Check after Completed	Tasks
	Coordinate a date with Core Faculty to meet at end of term
	Core Faculty End of Semester meeting – See meeting minute template on G drive; Secure folder
	PTA core faculty review Spring semester, complete course evals and next year's instructor plans for continuous improvement and updates for maintaining contemporary course content. Discuss upcoming semester plans.
	Create Lace Instructor plans/schedule for between semesters
	Following meeting: type/distribute/& file meeting minutes. See above info on G drive; Secure folder
	Faculty to upload course evaluations with instructor plans
	Coordinator to send copy of meeting minutes to Lace Instructors via email
<i>PTA Program End of Semester Grade Submission and OA Record Keeping:</i>	
Check after Completed	Tasks
	At the conclusion of practical examinations; complete practical workbooks on each individual student – including lab rubrics.

	Input practical exam grades and rubric info in Excel grades books; found on G drive; Secure folder under OA. Adjust the auto-calculation field as necessary for the number of students enrolled this semester.
	Email individual student's workbooks including: their practical exam evaluation sheets and lab rubrics
	After inputting individual student practical exam grades in Excel grade books the averages at the bottom will automatically link to other Excel documents created for OA. OA data is tracked for the assessment of Program - Educational Goals and Gen Ed Competencies via this workbook. Reports can be generated and submitted as requested by OA coordinator at college or ran for end of semester – program meeting, Annual Curriculum/Program Review in Summer, accreditation reports and/or ICCB Program Review.
	Create back up of OA info collected above; in addition to practical examination workbooks and place on G drive.
	Delete student workbooks from laptops
	Individual faculty members (primary instructors) submit lab grades (including any incompletes; if incomplete – submit additional paperwork) via Infoshare, Faculty Center
	At the conclusion of lecture examinations; record grades in Bb grade books found on G drive; Secure folder. Individual faculty members to submit lecture grades (including any incompletes; if incomplete – submit additional paperwork) via Infoshare, Faculty Center. Same as first official and midterm rosters. Make sure to record date of last attendance for any students that withdraw from program.
	Instructors to track non- attendance in Bb grade books.
	Contact Instructional Technology Manager to create Summer PTA Program Resources Blackboard shell and move/create content as appropriate. Remind to: keep same users and add additional; as needed. Ensure all faculty have access. NOTE: This shell is not automated since it is not connected to a course, so all info is manually entered each term, including newly accepted student's names.
<i>Clinical Education: Wrap-Up Session – Academic, Clinical Ed Faculty (Spring and Summer only)</i>	
Check after Completed	Tasks
	See policy for assessing clinical education and meeting minute template for inclusion of all necessary items – found on G drive; Secure Folder
	Update Clinical Education – Access Data Base (as needed) – found on G drive; Secure folder
<i>Pinning and Graduation Ceremonies (Spring only)</i>	
Check after Completed	Tasks
	Attend Pinning Ceremony
	Take Pins to Ceremony (Pins are purchased via Student Club with Student Club Sponsor responsible for order)
	Take Most Outstanding Student Award to Ceremony
	Ensure students have flowers; collect at end of ceremony
	Attend Graduation Ceremony; as required by MOU

<i>Coordinator Stipend:</i>	
Check after Completed	Tasks
	Submit request for Coordinator's Stipend
	0-5 days can be requested between Spring and Summer Semester; request includes plans for work to be accomplished – form generated by Deans office and sent out via email prior to end of semester for upcoming semester.

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Summer Semester

May/June

<i>Meetings: (No meetings for beginning of Summer semester; refer to meeting minutes from end of Spring semester)</i>	
Check after Completed	Tasks
	Review final Summer class schedule
	Request combining of course sections in Bb; as needed
	Remind Faculty to sign up for SWIC alert and ensure ID badge is current and works with lab door access. For new employees, ensure access codes are set up and keys to lab overhead bins and iPad charging station are issued.
	Course Prep: (Faculty reminders)
	Faculty to review previous year's course evals and instructor plans and implement plans in said course; on G drive; Secure folder
	Prepare Bb materials for PTA 170 & 285. Post necessary items, reset dates, etc. Copy over Bb shell, ensure update of syllabi intro is posted and Grade book is set up for new course.
	Faculty to update Bb grade books for Clinical Education. See CE Calendar for greater details.
<i>Load Sheets/Contracts/Class Cancellations:</i>	
Check after Completed	Tasks
	Review F/T summer load sheets and Adjunct & P/T contracts for final approval. Link sent to individual faculty for approval by Instructional Administrative Assistant. Upload approved document in Faculty Hub Academic Drop Box.
	LACE contracts submitted (as needed; renewable if employee works consecutive semesters – need to terminate contracts on individuals not working for greater than 2 semesters)
	Cancel lab sections with too few students (if not already done) – submit changes via schedule change form to Dean's office, as needed.

<i>Fall Syllabi Updates:</i>	
Check after Completed	Tasks
	Faculty to review fall course Syllabi (PTA 100, 101, 102, 200, 201, 210, 211, and 220); make necessary updates to content areas – found on G drive; Secure folder
	Have Faculty/LACE Instructor assist in updating syllabi intros and schedules for coming semester– found on G drive, Secure Folder.
	Have faculty send syllabi to print shop
<i>Equipment Calibration: (Summer only)</i>	
Check after Completed	Tasks
	Lab Equipment Calibration: Call Biomedical Engineer to set up date and time for annual calibration, set out equipment and copy list of calibrated equipment from previous year.
	After calibration is complete; copy for program records in hard copy and file electronic copy.
	Submit PRV for services rendered. Deduct \$ amount from budget. Utilize account code 530099 Contractual Services + program code. Secure folder and Budget tracking sheet on Program Coordinator I drive.
	Replace &/or repair equipment; as needed
<i>Prep for PTA Boot Camp: (Summer only)</i>	
Check after Completed	Tasks
	Designated Instructional Administrative Assistant to send 3 rd email to new accepts in early June about Criminal Background & Registry Checks. Email to provide students with a code for logging into Castlebranch. Students will be responsible for logging on and paying the fee for mandatory background checks in IL and MO. For students who have resided or worked in additional states (since age 18), an additional charge per state will be assessed. Fees are paid online.
	Send 4 th email to new accepts in mid/late June regarding accessing the PTA Handbook, instructions for setting up Medical Document Manager via Castlebranch, and submitting signature pages thru Castlebranch.
	Enter new accepts into iClicker system
<i>Capital and IT Requests: (Summer only)</i>	
Check after Completed	Tasks
	Submit request for Capital to Dean or designated Instructional Administrative Assistant

July

Tentative Lace Schedule:

Check after Completed	Tasks
	Lace Instructors contacted; verify hours for Fall
	Set up tentative schedule and distribute to students during PTA 170 seminar class at end of July, prior to Fall start. See G drive; Secure folder.
	Issue PTA 200 schedule to students for first day assignments during PTA 170 seminar class.
	Create Lace Instructor plans/schedule for between semesters

PTA Boot Camp: (Summer only)

Check after Completed	Tasks
	Send email reminder to new accepts prior to PTA Boot Camp in early July
	PTA Boot Camp/Mandatory Orientation sessions held to include: (at a minimum):
	Program Coordinator to provide info regarding student services available on campus and Program related policies & procedures.
	i-Clicker registration, issue iPods (thru librarian as needed), orientation to Sim Lab
	PTA Faculty to familiarize students with role of PTA, PTA settings, APTA info, Bb info, intro to anatomical planes, palpation, motions, muscles, goniometry, MMT, documentation, practical examination skill sheets and check offs.
	Collect and tally demographic info, GE class completion, etc. on incoming students. Update CAPTE AR spread sheet.
	Orient students to Sim lab
	Send follow-up email in late July after Boot Camp with reminder of August deadline for submitting Medical Exam form thru Castlebranch and helpful preparation ideas for start of semester.

Graduate Surveys: (Summer only)

Check after Completed	Tasks
	Prepare letter/email/or text graduate survey and send 1 year post graduation. See letter template on G drive; Secure folder
	Update student data base and Excel OA sheet with collective graduate response, on G drive; Secure Folder.

Outcomes: (Summer only)

Check after Completed	Tasks
	Send SWIC – PTA Program OA report to OA Chair
	Include Program OA and Assessment of Gen Ed Competencies
	Update Curriculum Maps &/or Program Goals, etc as needed and submit to OA Chair.

<i>Assessment Manual Updates for Fall: (Summer only)</i>	
Check after Completed	Tasks
	Review and update Student Assessment Manual for upcoming Year's Class. See G drive; Secure folder. Print hard copy of Manual and send to Print Shop; continue to color code manual according to Table of Contents. Issue to students on first day of classes in Fall. Make extra copies for lab, LACE Instructors and faculty.
<i>PTA Program End of Semester Grade Submission and OA Record Keeping:</i>	
Check after Completed	Tasks
	At the conclusion of semester; record clinical grades in Bb grade books found on G drive; Secure folder. Individual faculty members to submit grades (including any incompletes; if incomplete – submit additional paperwork) via Infoshare, Faculty Center. Same as first official and midterm rosters. Make sure to record date of last attendance for any students that withdraw from program.
	Contact Instructional Technology Manager to create Fall PTA Program Resources Blackboard shell and move/create content as appropriate. Remind to: keep same users and add additional; as needed. Ensure all faculty have access. NOTE: This shell is not automated since it is not connected to a course, so all info is manually entered each term, including newly accepted student's names.
<i>Clinical Education: Wrap-Up Session – Academic, Clinical Ed Faculty (Spring and Summer only)</i>	
Check after Completed	Tasks
	See policy for assessing clinical education and meeting minute template for inclusion of all necessary items – found on G drive; Secure Folder
	Update Clinical Education - Access Data Base (as needed) on G drive; Secure Folder
<i>Annual Curriculum/Program Review: (Summer only)</i>	
Check after Completed	Tasks
	Annual Curriculum/Program Review – Core faculty
	See OA Grid for inclusion of all necessary items on G drive; Secure folder
	Send faculty new Didactic and Clinical Program goals for upcoming academic year, so that individual goals can be developed
	All faculty to update individual faculty goals following Annual Review and submit by Fall opening week meeting, along with updated Curriculum Vitae.

<i>Coordinator Stipend:</i>	
Check after Completed	Tasks
	Submit request for Coordinator's Stipend
	0-5 days can be requested between Summer and Fall Semester; request includes plans for work to be accomplished – form generated by Deans office and sent out via email prior to end of semester for upcoming semester.

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Throughout academic year:

<i>(Ongoing or as needed activities):</i>	
Check after Completed	Tasks
	Continuously monitor Program Compliance with CAPTE Standards
	Answer questions/meet with Prospective Students; as needed
	Submit POs, PRVs in hard copy or within eprocurement found on Infoshare, as needed
	Submit work orders; as needed
	Monitor program budget
	Update supply and equipment inventory; as needed
	Send equipment for repair; as needed
	Track licensure pass rates and grad info (taken via emails or social media vs surveys) – place information in student data base and excel workbooks related to OA. Submit payment to FSBPT for formal reports; as needed
	Update PTA Handbook; as needed
	Update OA grid; as needed
	Maintain/Update program CE data bases; as needed
	Oversee Clinical Education Activities; as needed – See “Calendar of SWIC PTA Program Clinical Education Activities At-a-Glance”
	Collect and report necessary OA data - See “Calendar of SWIC PTA Program OA Activities At-a-Glance”
	Oversee Continuing Education courses; as needed in partnership with Memorial Hospital PT Department
	Stay abreast new APTA policies/documents/developments through continuous review of APTA journals/ section newsletters/APTA website/& attendance at district, state, &/or national PT conferences
	Stay abreast updates issued from FSBPT (Federation of State Boards of PT)
	Stay abreast legislative changes impacting licensure, state practice act, and health care reimbursement

	Stay current in field through faculty development activities and continuous review of new materials in field of Physical Therapy
	Hire and supervise LACE Instructors; as needed
	Hire and supervise Adjunct and/or P/T faculty; as needed
	Approve and submit electronic time sheets for LACE Instructors; as needed-per payroll calendar
	Track hours of LACE utilized, monitoring budget
	Write and submit grant proposals, as needed, to advance program activities
	Participate in college committees; as needed
	Meet with OA Faculty Coordinator, as needed for changes to course descriptors, objectives, credit hours, etc – Submit request for change on ICCB approved forms. Coordinate with Dean or Associate Dean to be placed on SWIC Curriculum Committee schedule.

For students exiting/withdrawing from program, the following should take place:

- Request that student:
 - Return iPod to Library, as needed
 - Return clicker device and any DVDs to program
 - Withdraw from current classes and those registered for, for upcoming semester
 - See Financial Aid office for assistance, if applicable
- Alert Librarian for tracking of iPod; as needed
- Alert Enrollment Services Specialist to remove student program code from records
- Update Student Data Base with exit info and readmission potential
- Remove individual from Class Cohort list on FSBPT web site
- Request Castlebranch records be archived
- Remove student from all Bb enrollments – some may be automatic but PTA Program Resources is removed manually
- Remove student from Practical Exam schedule(s) & re-post to Bb, as needed
- Redo rosters, as needed – Bb roster should adjust automatically
- If a student using Accommodations in DAC, contact center to inform them of withdrawal

For late entry students (after Boot Camp but prior to semester start) the following should take place:

Items needing to be completed ASAP:

- Student to meet with coordinator RE: program requirements, etc
 - Have student fill out curriculum planning guide & demographic sheet from Boot Camp
- Alert enrollment services of need to enter program code for student to register for PTA classes
- Provide student with access code to Castle Branch for CBC
- Have student schedule medical exam; Provide access code to Castle Branch for medical document manager
- Have student register for PTA courses & remaining GE's, as needed
- After student registers for classes, ensure that student drops in to PTA Bb classes properly

Faculty to add student to:

- Blackboard PTA Program Resources shell (manual addition, ensure other courses automatically populate)
- Practical exam schedule for midterm and finals; reposting schedules to Bb
- Attendance Rosters for: PTA 100, PTA 101, PTA 102; replacing rosters on laptops for lab
- Practical exam work book on laptops in lab

- Student folders; one for student records in Coordinator's office and one for practical examination box (assign student with number of student (s)he is replacing for practicals and issuing of DVDs)
- Student database for incoming class
- Student demographics information for beginning of semester meeting minutes & CAPTE AR spreadsheet.

Provide student with:

- PTA Boot Camp Intro material (historical perspective, Goni chart, & MMT chart)
- Giles Muscle Chart – in sheet protector
- Goniometer
- iClicker Device – ensure clicker gets registered to student for PTA 101
- Information to check out an iPod, if needed (see Librarian)
- APTA membership application for PTA 100
- Review sheet with tips on what to start working on prior to start of semester

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Faculty Job Descriptors & Responsibilities Program Coordinator

Position Title: Program Coordinator

Classification: Faculty

Reports To: Dean of Business, Health Sciences and Homeland Security (BHSHS)

Department: Physical Therapist Assistant Program

Minimal Qualifications:

1. Graduate of accredited Physical Therapist or Physical Therapist Assistant program and licensed/eligible for licensure in the State of Illinois. (Note: One of the full-time faculty members must be a physical therapist.) (Licensure - CAPTE requirement)
2. Masters degree in related field required for Commission on Accreditation in Physical Therapy Education (CAPTE) - Education degree preferred. (Minimum of Master's degree - CAPTE requirement)
3. Clinical practice in physical therapy for a minimum of 5 years, full time, post licensure that includes a minimum of 3 years of full time clinical experience. (CAPTE requirement)
4. Active membership in the APTA required. Membership in Education Section and Health Policy Administration Section preferred.
5. Strong communication, organization, interpersonal, and counseling skills.
6. Knowledge in the use of information technology.
7. Able to travel, as needed.
8. CPR certified/BLS Provider preferred.
9. Shall meet the minimum standards of instruction established by the Administration and the Board of Trustees for any assigned courses.
10. Didactic and clinical teaching experience. (CAPTE requirement)
11. Background in administrative/management activities including-staffing, long-range planning, quality assessment/performance improvement, and evaluation of staff. Experience in accreditation activities preferred. (CAPTE requirement)
12. Experience in educational theory and methodology, instructional design, student evaluation and outcome assessment; including the equivalent of nine academic credits of coursework in educational foundations. (CAPTE requirement)

Responsibilities:

1. The Program Coordinator shall be responsible to the Dean of Health Sciences & Homeland Security for the general management of the Physical Therapist Assistant Program. The organization, administration, periodic review, continued development and general effectiveness of the educational program shall be the coordinator's responsibility.
2. The coordinator shall oversee the Academic Coordinator of Clinical Education in the responsibilities of developing and maintaining the clinical component of the PTA program.
3. The program coordinator shall be responsible for maintaining knowledge of current trends in PT and teaching methodology.

Duties (include, but are not limited to):

1. Meets and conforms to Board Policy Manual and /or the provisions of the Memorandum of Understanding negotiated by and between The Board of Trustees and the faculty union.
2. Manages the Physical Therapist Assistant Program in the following areas:
 - a. budget preparation and administration
 - b. admission policies
 - c. continuing development, management , and evaluation of the Program's curriculum in accordance with accreditation standards, Normative Model for PTA education, advisory committee suggestions, and state requirements
 - d. provides notification to CAPTE of any substantive change(s) within the program and/or institution
 - e. management and evaluation of the program's full- and part-time faculty
 - f. purchases and maintains Program's instructional equipment inventory and secures repair/maintenance to keep such equipment operational
 - g. submits required accreditation fees and reports in a timely fashion.
 - h. maintains compliance with accreditation criteria and/or brings program into compliance within two years if determined to be out of compliance
3. Follows Program Coordinator Schedule/Administrative Calendar
4. Completes and submits program reports/outcomes to the Dean of Health Sciences and Homeland Security.
5. Recommends Advisory committee membership to the Dean; manages and utilizes the advisory committee in accordance with the requirements of the college.
6. Works with the Academic Coordinator of Clinical Education in the management of the clinical education component of the program.
7. Maintains records of student's/graduate's performance in a secure location.
8. Counsels students upon entry and throughout the Program and maintains student privacy/confidentiality.
9. Assists with recruitment and retention of students.
10. Annually participates in development activities based on faculty/program/&or self-evaluation.
11. Participates in college committees, as needed.
13. Performs all the duties of a full-time faculty member

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<p style="text-align: center;">Faculty Job Descriptors & Responsibilities Academic Coordinator of Clinical Education</p>
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Position Title: Academic Coordinator of Clinical Education (ACCE)

Classification: Faculty

Reports To: Coordinator of PTA Program/Dean of Business, Health Sciences and Homeland Security (BHSHS)

Department: Physical Therapist Assistant Program

Minimal Qualifications:

1. Graduate of an accredited Physical Therapist or Physical Therapist Assistant program and licensed/eligible for licensure in the State of Illinois. (Note: One of the F/T faculty members must be a PT.) (Licensure – CAPTE requirement)
2. Bachelor's degree in related field preferred.
3. Clinical practice in physical therapy for a minimum of 3 years of full time (or equivalent) post licensure and a minimum of 2 years of clinical practice as a SCCE or CI or 2 years of experience in teaching, curriculum development and administration in a PT or PTA program. (CAPTE requirements). Credentialed Clinical Instructor preferred.
4. Active membership in the APTA required. Membership in Education and Health Policy Administration sections preferred.
5. Strong communication, organization, interpersonal, and counseling skills.
6. Knowledge in the use of information technology.
7. Able to travel, as needed.
8. CPR certified/BLS Provider preferred.
9. Shall meet the minimum standards of instruction established by the Administration and the Board of Trustees for any assigned courses.

Responsibilities:

1. The ACCE shall be responsible to the Coordinator of the PTA program and to the Dean of Health Sciences and Homeland Security for the management of the clinical education component of the Physical Therapist Assistant Program. The responsibility of the ACCE is to facilitate communication between SWIC and the affiliated clinical education sites; clinical education program planning, implementation, and assessment; and the development of clinical sites and clinical faculty. The ACCE is also responsible for the management of the clinical education team.
2. The ACCE shall be responsible, when teaching clinical seminar for achievement of course objectives, for the evaluation and reporting of student progress as required by the College and program policies, and for the periodic review and upgrading of course materials in collaboration with other PTA faculty and consistent with current clinical practice.
3. The ACCE shall be responsible for maintaining knowledge of current trends in PT and teaching methodology.

Duties (may include, but are not limited to):

1. Meets and conforms to Board Policy Manual and/or the provisions of the Memorandum of Understanding negotiated by and between The Board of Trustees and the faculty union.
2. Manages the Clinical Education component of the program in the following areas:
 - a. Develop, monitor, and refine the clinical education component of the curriculum
 - b. Ensure quality learning experiences for students during clinical education
 - c. Evaluate students' performance and their ability to integrate didactic and clinical learning experiences and progress within the curriculum
 - d. Educate students, clinical, and academic faculty about clinical education
 - e. Ensure that the clinical learning environment demonstrates characteristics of sound patient management, ethical and professional behavior, and currency with physical therapy practice
 - f. Provide documented assessment of the clinical education component through annual reports
 - g. Ensure that the clinical education program maximizes available resources
 - h. Ensure that student immunization records are up-to-date and forward necessary information to clinical sites at appropriate time frames (according to ACCE calendar)
3. Follows ACCE Schedule/Calendar for Clinical Education duties as outlined in the PTA Handbook.
4. Completes and submits clinical education reports/outcomes to the Program Coordinator.
5. Attends Advisory committee meetings to report the status of the clinical education component of the program.
6. Participates in clinical education consortium activities.
7. Maintain records of student/graduate's clinical performance in secure location.
8. Counsels students upon entry and throughout the PTA program and maintains student privacy/confidentiality.
9. Assists with recruitment and retention of students.
10. Annually participates in development activities based on faculty/program/& or self-evaluation.
11. Participates in college committees, as needed.

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Faculty Job Descriptors & Responsibilities Instructor
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Position Title: Instructor (Title will change to Assistant Professor, Associate Professor or Professor – according to years of experience outlined in Memorandum of Understanding)

Classification: Faculty (Part-time/Adjunct &/or Full-time)

Reports To: Coordinator of PTA Program/Dean of Business, Health Sciences and Homeland Security (BSHHS)

Department: Physical Therapist Assistant Program

Minimal Qualifications:

1. Graduate of accredited Physical Therapist or Physical Therapist Assistant program and licensed/eligible for licensure in the State of Illinois. (Note: One of the full-time faculty members must be a physical therapist.) (Licensure – CAPTE requirement)
2. Full-time positions must meet CAPTE requirement of a minimum of a Bachelors degree in related field (PT or Education preferred). Adjunct faculty must meet Minimal Instructor Requirements (MIR's) set by program.
3. Physical therapists and physical therapist assistants who are core faculty have a minimum of three years of full time (or equivalent) post-licensure clinical experience in physical therapy. (CAPTE requirement) Clinical teaching and/or clinical coordination experience preferred.
4. Active membership in the APTA required (if teaching greater than 12 hours). Membership in Education section &/or a section in area of teaching responsibility preferred.
5. Strong communication, organization, interpersonal, and counseling skills
6. Knowledge in use of information technology.
7. Able to travel, as needed.
8. CPR certified/Basic Life Support Provider preferred.
Instructor certification required of PTA 102 instructors.
9. Shall meet the minimum standards of instruction established by the Administration and the Board of Trustees for any assigned courses.

Responsibilities:

1. The instructor shall be responsible to the Program Coordinator and to the Dean of Health Sciences and Homeland Security for achieving the objectives of each assigned course; for evaluating student performance and reporting progress as required by College and Program policies; and for the periodic review and upgrading of course material in collaboration with other PTA faculty and consistent with current clinical practice. Instructors are also responsible for assisting the program coordinator in maintaining accreditation standards set forth by CAPTE.
2. Program instructors shall be responsible for maintaining knowledge of current trends in physical therapy and teaching methodology.

Duties (may include, but are not limited to):

1. Meets and conforms to Board Policy Manual and/or the provisions of the Memorandum of Understanding negotiated by and between The Board of Trustees and the faculty union.
2. Completes and submits appropriate reports/outcomes at the end of each semester to the Program Coordinator in the following areas: (to assist in maintaining compliance with accreditation criteria and college policy)
 - a. student attendance and performance reports for assigned courses
 - b. other reports as assigned by Program Coordinator
3. Reports to the program coordinator with respect to:

Assigned courses by:

- a. developing and/or maintaining assigned course syllabi
- b. recommending text(s) appropriate to the course(s) assigned
- c. making use of pertinent technologic teaching aides and other reference material

Program needs by:

- a. attending and assisting with the PTA program's advisory committee
 - b. attending and participating in faculty and LACE meetings
 - c. following Program policies and procedures
 - d. promoting the Program and recruiting/retaining students within the College's guidelines
 - e. advising/counseling students as needed for course instruction and maintains student privacy/confidentiality.
 - f. assisting in maintenance of lab area
 - g. assisting in the ordering of necessary supplies/equipment for the program and students
 - h. assisting in maintaining compliance with accreditation criteria for the PTA
 - i. assisting with the assessment of outcomes for individual courses and program
 - j. assisting in maintenance of program's instructional equipment/inventory
4. Assists in development of and maintains records for SIG and other Continuing Education courses involved in, as assigned by program coordinator.
 5. Reports to the ACCE with respect to assisting with clinical experience courses as assigned by the ACCE.

Works with the ACCE in the management of clinical education paperwork, site management and visitations, and student supervision during clinical education component of curriculum

Ensure that the clinical learning environment demonstrates characteristics of sound patient management, ethical and professional behavior, and currency with physical therapy practice

6. Annually participates in development activities based on faculty, program, and/or self- evaluation.
7. Performs all the duties of a full-time or part-time faculty member, as indicated.
8. Participates in college committees, as needed.
9. Participate in Campus Physical Therapy Clinic, as needed. (Must have a PT to evaluate/follow patients and supervise PTA faculty/clinician. PTA faculty member may act to supervise students.)
10. Provide CPR training to program students, as needed.

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Minimal Instructor Requirements

For the following classes: PTA 100, 101, 150, 160, 165, 170, 200, 210, 220, 270 & 280 (Theory and Clinical Courses)

- Associate in Applied Science in PTA from a CAPTE Accredited Program
- 3 years of clinical experience in Physical Therapy, *or coordinator's approval*
- Illinois license or eligibility of Illinois license as PTA

For PTA 102, 151, 161, 201 & 211 (Application Courses)

- Associate in Applied Science in PTA from a CAPTE Accredited Program
- 1 year of clinical experience in Physical Therapy
- Illinois license or eligibility of Illinois license as PTA

For PTA 298 (Post-entry education for PTA's)

- Illinois license as PT or PTA
- 3 years of clinical experience in Physical Therapy, *or coordinator's approval*

For PTA 299 (Special Topics in PT)

- Varies with each special course offering

*Minimal Instructor Requirements are specific to courses

Process for Changes Made to Minimal Instructor Requirements

The Dean of Business, Health Sciences and Homeland Security gives program coordinators the most current Minimal Instructor Requirements (MIRs) and asks for revisions on an annual basis. The Dean of BHSHS forwards the new MIRs to the Chief Academic Officer's (CAO) office and Curriculum Committee for approval. The CAO then sends the new MIR's to board as informational.

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<p style="text-align: center;">Faculty Job Descriptor & Responsibilities LACE Instructor</p>
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Position Title: Lace Instructor

Classification: Staff

Reports To: Coordinator of PTA Program/Dean of Business, Health Sciences and Homeland Security (BHSHS)

Department: Physical Therapist Assistant Program

Minimal Qualifications:

1. Graduate of accredited Physical Therapist or Physical Therapist Assistant program and licensed/eligible for licensure in the State of Illinois.
2. Clinical Practice in PT for a minimum of 1 year. Clinical teaching experience preferred.
3. Membership in APTA preferred.
4. Strong communication, organization, interpersonal, and counseling skills.
5. Knowledge in use of information technology.
6. CPR certified/Basic Life Support Provider preferred.

Responsibilities:

- a. The lace instructor shall be responsible to the Program Coordinator and to the Dean of Health Sciences and Homeland Security for evaluating student performance and reporting progress as required by College and Program policies. Lace Instructors are also responsible for assisting the program coordinator in maintaining accreditation standards set forth by CAPTE.
- b. Lace Instructors shall be responsible for maintaining knowledge of current trends in physical therapy.

Duties (may include, but are not limited to):

- a. Supports the teaching approaches and mission and goals of the physical therapist assistant program.
- b. Attends LACE meeting prior to beginning of Fall and Spring semesters and at midterm (as needed) to review course objectives and student progress.
- c. Assists students in identifying problem areas during skill practice.
- d. Provides tutoring on program-related course theory/application.
- e. Assists students in developing competency for entry-level skills required of a graduate physical therapist assistant.
- f. Maintain laboratory environment conducive to learning.
- g. Maintains and submits bi-weekly student activity logs.
- h. Completes electronic time sheet bi-weekly and submits by scheduled due dates.
- i. Assists with student retention/recruitment.
- j. Recommends equipment/supplies for updating lab facility.

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**Southwestern Illinois College
Physical Therapist Assistant Program**

DIDACTIC AND CLINICAL EDUCATION GOALS

At the conclusion of the Program's Annual Curriculum and Program Review held each summer (and documented in the program's Outcomes Assessment Grid housed in the secure PTA folder located on G drive in the OA sub-folder), goal achievement from prior year's Didactic and Clinical Education goals will be assessed and new Didactic and Clinical Education Goals will be formulated. These goals will be sent out to ALL faculty for review prior to Individual Faculty Goals being due.

Didactic Program Development Goal – pertains to CORE faculty

The following is a Collective Goal(s) of the Core faculty. *According to CAPTE, Core faculty are those who have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum. The core faculty collaborate informally throughout the year and formally during the Annual Curriculum and Program Review held each summer to determine the needs for enhancement of the didactic program.*

The Core faculty collaborate to fulfill the Mission and Goals of the Program.

Ways to achieve the Didactic Program Development Goal will vary but may include:

- *Comparing course objectives with program goals. Ensuring that terminology is written in behavioral terms and is consistent with the following sources: CAPTE Standards, APTA positions/standards/guidelines/The Guide to PT Practice/ Clinical Practice Guidelines and other APTA Core Documents, Illinois State Practice Act, and FSBPT Licensure Content Blueprint.*
- *Staying abreast of changes & adapting instructional materials to be in compliance with changing CAPTE Standards & Elements*
- *Revising admission & or enrollment criteria*
- *Continually assessing and updating program resources*
- *Revising program policies and/or procedures*
- *Revising Curriculum:*
 - *Consulting with PT/PTA Programs in local area or those in Clinical Education Consortium, as needed.*
 - *Creating new threads of information throughout the program's curriculum*
 - *Aligning the curriculum with new Evidence Based Practice materials*
 - *Researching/reviewing new CPG's (Clinical Performance Guidelines) or other items seen as the "Gold Standard" utilizing APTA.org and EBP Resources, and determining how to best incorporate info into the curriculum*

Clinical Education Program Development Goal – pertains to Academic, Clinical Education Team

The following is a Collective Goal(s) of the Academic, Clinical Education team. *Academic, Clinical Education team includes the: ACCE, Assistant ACCE, Cohort Facilitators, and Site Visitors. Typically, this group is made up of Core Faculty. The Academic, Clinical Education team meet informally throughout the year and formally during the Clinical Education Wrap-up meetings held each summer and spring to determine the needs for enhancement of the clinical education program.*

The Academic, Clinical Education team collaborates with community partners and local PT and PTA programs in providing quality clinical instruction.

Ways to achieve the Clinical Education Program Development Goal will vary but may include:

- *Participating in Clinical Education Consortium to streamline and improve the quality of clinical instruction*
- *Regularly reviewing national clinical education information via APTA Education Section-Clin Ed SIG*
- *Assessing Clinical Education program as a whole, including such things as:*
 - *Clinical Agreements (Contracts)*
 - *Clinical Site Development*
 - *Clinical Instructor Development*
 - *Cohort activities/communications*
 - *Site Visits*
- *Regularly revising Clinical Education data base to ensure up-to-date information*
- *Modifying Clinical Education related documents and PTA Handbook*
- *Participating in updates pertaining to evaluation tools utilized for student assessment of clinical experiences (ie. CPI web, CSIF web, etc)*

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Faculty Goals Template

Strategic Planning for Faculty Development Activities:

After faculty review, which includes personal assessment and feedback given from students and/or other faculty members/supervisors, the following goals have been submitted by:

Faculty Member: _____ **Academic Year:** 20 _____ - 20 _____

*Annual goals for new academic year & an updated CV are due: Fall semester - Opening Week, Faculty meeting.
Annual goal achievement is assessed during 1:1 meeting with Program Coordinator – by midterm of Fall semester.*

Professionalism Goal – pertains to ALL faculty

Professionalism activities should include staying abreast of legislative and reimbursement issues and evolving health care trends.

Ways to achieve Professionalism Goal will vary but may include:

- APTA membership (required of core faculty and highly recommended for adjunct or part/time and Lacey Instructors) and regular review of APTA's Core Values for the PT and Values-based Behaviors for the PTA
- Active participation in district, state &/or national meetings
- Active participation in Southern Illinois SIG meetings (co-sponsored by SWIC and Memorial Hospital)
- Regular review of web sites and professional list serves (i.e. apta.org, ipta.org, fsbpt.org, ptaonly.com, medicare.gov)
- Regular review of professional journals and healthcare literature (i.e. APTA publications, JAMA)
 - A critical piece of this goal is to ensure contemporary expertise and use of Evidence Based Practice (EBP), see also Contemporary Expertise Goal
- Presenting at district, state or national meetings

Goal achievement in this area should be reflected in one of the following areas of faculty member's CV: Employment and Positions Held, Peer Reviewed Scientific and Professional Presentations, or Membership in Scientific/Professional Organizations.

➤ **Activity(ies)/method(s) performed to accomplish goal: (including time frame for completion)**

- 1.
- 2.
- 3.
- 4.
- 5.

Additional:

Resources necessary to accomplish goal/activity(ies) proposed:

- Program funds for conference/workshop
- Program funds for travel
- Individual faculty development funds
- Release time
- Sub pay
- No resources
- Other:

➤ **This goal was established due to the following feedback/review/or self-assessment:**

Review of Goal Achievement at end of Academic Year:

- Goal Achieved*
- Goal Partially Achieved*
- Unable to Achieve Goal for the following reason:*

Review of Updated Curriculum Vitae: CV reflects goal achievement, as noted in the following section(s):

- Employment and Positions Held*
- Peer Reviewed Scientific and Professional Presentations*
- Membership in Scientific/Professional Organizations*
- Other:*

Name of Supervisor:

- By checking this box, you are signing this form electronically. You agree your electronic signature is the legal equivalent of your manual signature on this form.

Advocacy/Role Modeling Goal – pertains to ALL faculty

Instructors advocate for students, patients and the PT profession while serving as strong role models.

Ways to achieve Advocacy/Role Modeling Goal will vary but may include:

- *Serving the profession and community by running for an office/position in APTA at district, state &/or national level(s) (i.e. So District IPTA officer, Education Section officer or chairperson of special event)*
- *Serving on CAPTE, FSBPT or other organizations influencing the PT profession*
- *Advocating for changes in laws, regulations, standards, and guidelines that affect PT and PTA service provision (i.e. District Assembly Rep, HOD Rep, participating in letter writing campaigns)*
- *Writing grant requests for funding to assist students, patients, or the profession*
- *Participating as a textbook reviewer*
- *Chairing, sponsoring and/or participating in PTA Student Club event(s) (i.e. Strides for Cure, Massage Day, PT Month, other benefit walks/runs, Shoe Drive)*
- *Mentoring students and/or colleagues*
- *Promoting community volunteerism (i.e. support groups, health fairs)*
- *Serving on institutional committees and/or in governance at college &/or clinical site*
- *Demonstrating personal pursuit of life-long learning and continuing competence*

Goal achievement in this area should be reflected in one of the following areas of faculty member's CV: Employment and Positions Held, Funded/In Review Grant Activity, Consultative and Advisory Positions Held, Community Service, Services to College (College-wide and Department), or Honors and Awards.

➤ **Activity(ies)/method(s) performed to accomplish goal: (including time frame for completion)**

- 1.
- 2.
- 3.
- 4.
- 5.

Additional:

➤ **Resources necessary to accomplish goal/activity(ies) proposed:**

- Program funds for conference/workshop*
- Program funds for travel*
- Individual faculty development funds*
- Release time*
- Sub pay*
- No resources*
- Other:*

➤ **This goal was established due to the following feedback/review/or self-assessment:**

Review of Goal Achievement at end of Academic Year:

- Goal Achieved*
- Goal Partially Achieved*
- Unable to Achieve Goal for the following reason:*

Review of Updated Curriculum Vitae: CV reflects goal achievement, as noted in the following section(s):

- Employment and Positions Held*
- Funded/In Review Grant Activity*
- Consultative and Advisory Positions Held*
- Community Service*
- Services to the College: College-wide or Department*
- Honors and Awards*
- Other:*

Name of Supervisor:

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Contemporary Expertise Goal – pertains to ALL faculty

Continuing Education Units (CEU's) and review of current literature and clinical practice should lead to contemporary expertise and be linked to primary area(s) of teaching responsibility (ies).

Ways to achieve Contemporary Expertise Goal will vary but may include:

- Continuing ed in area(s) of teaching and assessment of student learning & competence responsibility(ies) vs education that would reinforce knowledge/skill attainment in area of clinical practice only
- Regular review of professional web sites, list serves, journals, and other health care literature as listed above in ways to achieve Professionalism Goal
- Continuous and frequent dialogue with other professionals/faculty within similar areas of instruction & experts in course content
- Pursuing professional advancements and specializations (i.e. APTA CI Credentialing, APTA Clinical Specialist Certification, PTA Advanced Recognition or Advanced Proficiency Pathways)
- Linking student evaluations, faculty and supervisory feedback along with self-assessment in determining needs for continuing education

Goal achievement in this area should be reflected in one of the following areas of faculty member's CV: Education, Licensure Information, Certifications, or Continuing Education Attended.

➤ **Activity(ies)/method(s) performed to accomplish goal: (including time frame for completion)**

- 1.
- 2.
- 3.
- 4.
- 5.

Additional:

➤ **Resources necessary to accomplish goal/activity(ies) proposed:**

- Program funds for conference/workshop
- Program funds for travel
- Individual faculty development funds
- Release time
- Sub pay
- No resources
- Other:

➤ **This goal was established due to the following feedback/review/or self-assessment:**

Review of Goal Achievement at end of Academic Year:

- Goal Achieved*
- Goal Partially Achieved*
- Unable to Achieve Goal for the following reason:*

Review of Updated Curriculum Vitae: CV reflects goal achievement, as noted in the following section(s):

- Education*
- Licensure Information*
- Certifications*
- Continuing Education Attended*
- Other:*

Name of Supervisor:

- By checking this box, you are signing this form electronically. You agree your electronic signature is the legal equivalent of your manual signature on this form.

Instructional Development Goal – pertains to ALL faculty

Instructional Development activities should reflect growth in areas of teaching, technological advancements and/or assessment of student learning and competence.

Ways to achieve Instructional Development Goal will vary but may include:

- *Reflection of how one is making oneself a better “Instructor”, not just a better /more knowledgeable PT or PTA*
- *Enrollment in a post-secondary education course*
- *Active participation in SWIC sponsored Faculty Development workshops*
- *Participation in “instructional” related webinar(s)*
- *Regular review of current CAPTE Standards & Elements and FSBPT NPTE blue print for PTA’s*
- *Linking student evaluations, faculty and supervisory feedback along with self-assessment in determining needs for Instructional Development*

Goal achievement in this area should be reflected in one of the following areas of faculty member’s CV: Education, Certifications, or Continuing Education Attended

➤ **Activity(ies)/method(s) performed to accomplish goal: (including time frame for completion)**

- 1.
- 2.
- 3.
- 4.
- 5.

Additional:

➤ **Resources necessary to accomplish goal/activity(ies) proposed:**

- Program funds for conference/workshop*
- Program funds for travel*
- Individual faculty development funds*
- Release time*
- Sub pay*
- No resources*
- Other:*

➤ **This goal was established due to the following feedback/review/or self-assessment:**

Review of Goal Achievement at end of Academic Year:

- Goal Achieved*
- Goal Partially Achieved*
- Unable to Achieve Goal for the following reason:*

Review of Updated Curriculum Vitae: CV reflects goal achievement, as noted in the following section(s):

- Education*
- Certifications*
- Continuing Education Attended*
- Other:*

Name of Supervisor:

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Course Development/Enhancement Goal – pertains to Primary Instructors of Individual Courses

Course development/enhancement activities should reflect regular review and updating of course syllabi and instructional materials.

All faculty are reminded that they should be participating in updating/revising materials in classes in which they are a part. I.e. revision suggestions, assist in altering syllabi materials, etc.... Updates may also include, more global things such as: computerized documentation, increase info on reimbursement/coding/billing, increase need for exposure to functional outcome tools, etc.... In addition, faculty should always be mindful of CAPTE requirements, APTA positions, legal and ethical practice guidelines and state and federal laws when contemplating changes.

Ways to achieve Course Development/Enhancement Goal will vary but may include:

- Use of new Instructional methods
- Regular review & updating of course syllabi and instructional materials
- Modifying materials in accordance with external Expert Review of course content
- Regular review of current CAPTE Standards & Elements and FSBPT NPTE blue print for PTA's with modifications in course materials, as needed
- Linking student evaluations, faculty and supervisory feedback along with self-assessment in determining needs for Course Development/Enhancement
 - **Direct link should come from Course Evaluations at end of each semester collected via Class Climate and follow-up Instructor Plans**

Goal achievement in this area should be reflected in revised course syllabi & instructional materials and is not reflected on CV.

➤ **Activity(ies)/method(s) performed to accomplish goal: (including time frame for completion)**

- 1.
- 2.
- 3.
- 4.
- 5.

Additional:

➤ **Resources necessary to accomplish goal/activity(ies) proposed:**

- Program funds for conference/workshop
- Program funds for travel
- Individual faculty development funds
- Release time
- Sub pay
- No resources
- Other: **Click here to enter text.**

➤ **This goal was established due to the following feedback/review/or self-assessment:**

Review of Goal Achievement at end of Academic Year:

- Goal Achieved*
- Goal Partially Achieved*
- Unable to Achieve Goal for the following reason:*

- Review of Course Syllabi and Materials reflects goal achievement*

Name of Supervisor:

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**Southwestern Illinois College
Physical Therapist Assistant Program**

Faculty Curriculum Vitae Template

**Curriculum Vitae
FILL IN NAME HERE
Southwestern Illinois College**

Education:

Licensure Information:

Certifications:

Employment and Positions Held:

Peer Reviewed Scientific and Professional Presentations:

Funded/In Review Grant Activity:

Membership in Scientific/Professional Organizations:

Consultative and Advisory Positions Held:

Community Service:

Services to the College on Committees/Councils/Commissions:

College-Wide:

Department:

Honors and Awards:

Continuing Education Attended: (within last 5 years; specifically related to responsibilities in entry level program)

Current Teaching Responsibilities in Entry Level Program:

Spring Semester:

Summer Semester:

Fall Semester:

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Calendar of SWIC PTA Program Outcome Assessment Activities – “At-a-Glance”

Semester of Assessment	Course(s) to be Assessed	Goal(s) Assessed	Person(s) Responsible	Location of related materials	Assessment Tool(s) Utilized	Special Instructions & Reporting of Results <i>Direct Student Assessments are color coded in Purple and Indirect in Pink, Faculty Assessments are color coded white</i> <i>Access to PTA specific, shared G drive is restricted to PTA Faculty only</i> <i>See Administrative and Clinical Education Calendars for overlap of duties</i>
Fall	XXXX	Didactic & Clinical Program, & Faculty Goals	Program Coordinator	G drive: Student Info, CAPTE, Outcomes Assessment, Faculty Info & Program Info folders PTA General Web Page SWIC OA website FSBPT website	People Soft Coordinator’s Report PTA Student Database CAPTE AR spreadsheet Licensure Results Graduate and Employer Surveys	Program Coordinator: <ul style="list-style-type: none"> Establish new student database with student directory in Student Info folder. Record ACT or SAT scores, SWIC GPAs, application point totals and student demographics for future comparison with program progression & performance, retention and licensure results Update CAPTE AR Spreadsheet in CAPTE folder with new student demographics and graduate performance results for Annual Report to Commission on Accreditation in Physical Therapy Education (CAPTE). AR due December 1 Post new Program Stats, Outcomes, and Assessment of Mission and Goals on PTA General Web Page with assist from HS Coordinator’s Assistant or IT and on the SWIC OA website with assist of OA Coordinator/Secretary <ul style="list-style-type: none"> Outcomes include: Graduation Rate (CAPTE Standard 1C1), Licensure Pass Rate (1C2), and Employment Rate (1C3). Assessment of Mission and Goals include: Graduation Outcomes (1C5), and other Program Outcomes, including faculty goal achievement (1C6) Report results in Fall Advisory Board Meeting Input pertinent data in OA Grid
Fall	PTA 100, 101/102, 200/201, 210/211, & 220	Faculty Goals	Program Coordinator, Individual Course Instructors, & PTA Core Faculty	Class Climate website (requires password to retrieve) G drive: Course Info & Faculty Info folder	Course Evals (all courses)	Individual Course Instructors: <ul style="list-style-type: none"> Retrieve Course Evaluation(s) from Class Climate, at end of semester Review results and create Instructor Plans for following year, by the end of finals week Save a copy of the Course Evaluation and Instructor Plans to G drive: Course Info folder, Course Eval & Inst Plans in respective classes Incorporate plans into faculty goals for upcoming year, as appropriate Core Faculty to discuss at end of semester meetings

Semester of Assessment	Course(s) to be Assessed	Goal(s) Assessed	Person(s) Responsible	Location of related materials	Assessment Tool(s) Utilized	Special Instructions & Reporting of Results <i>Direct Student Assessments are color coded in Purple and Indirect in Pink, Faculty Assessments are color coded white</i> <i>Access to PTA specific, shared G drive is restricted to PTA Faculty only</i> <i>See Administrative and Clinical Education Calendars for overlap of duties</i>
Fall	PTA 102, 201, 211	Educational/Learning Goals 1-10 and 12 assessed via Practical Exams	Program Coordinator & PTA Core Faculty	G drive: Outcomes Assessment folder SWIC OA website	Practical Examinations (all application courses)	PTA Core Faculty: <ul style="list-style-type: none"> Input data from practical examinations into OA -Excel Grade Books & OA for Practicals. OA Workbooks are set up to automatically populate OA data regarding Educational/Learning Goals and Gen Ed/SWIC Core Competencies. Educational/Learning Goals data to include skill grades comprised of professional appearance, preparation, oral and written communication, overall assessment of treatment, rubric and deductions for contraindications, critical indicators, and/or efficiency. Report of data is found on Practical Exams tab of OA Workbooks Review Educational/Learning Goals data for the semester and highlight sub-threshold results for FALL, to be discussed in relationship to thresholds/targets at end of semester meeting and during Annual Program & Curriculum meeting at end of academic year *Reference end of chart
Fall	N/A	Didactic & Clinical Program Goals	Program Coordinator	G drive: Student Info, CAPTE, & Advisory Board folders FSBPT website PTA General Web Page SWIC OA website	National Physical Therapy Examination for the PTA (NPTE for PTA or NPTAE)	Program Coordinator: <ul style="list-style-type: none"> Record known failures in G drive: Student Info folder: Student Databases, Licensure status column of spreadsheet Compare with formal FSBPT licensure results found at FSBPT.org Record results in CAPTE folder: CAPTE AR Spreadsheet and in OA folder: OA Grid Report out first-time taker pass rate % at Fall Advisory Board meeting. <i>Follow up in Spring Advisory Board meeting with Ultimate pass rate %, as needed</i> Submit SWIC Student Learning Report: PTA Licensure Pass Rate to SWIC OA Coordinator/Secretary for posting to OA website

Semester of Assessment	Course(s) to be Assessed	Goal(s) Assessed	Person(s) Responsible	Location of related materials	Assessment Tool(s) Utilized	Special Instructions & Reporting of Results <i>Direct Student Assessments are color coded in Purple and Indirect in Pink, Faculty Assessments are color coded white</i> <i>Access to PTA specific, shared G drive is restricted to PTA Faculty only</i> <i>See Administrative and Clinical Education Calendars for overlap of duties</i>
Spring	PTA 150/151, 160/161	Faculty Goals	Program Coordinator, Individual Course Instructors, & PTA Core Faculty	Class Climate website (requires password to retrieve) G drive: Course Info & Faculty Info folder	Course Evals <i>(all courses)</i>	Individual Course Instructors: <ul style="list-style-type: none"> Retrieve Course Evaluation(s) from Class Climate, at end of semester Review results and create Instructor Plans for following year, by the end of finals week Save a copy of the Course Evaluation and Instructor Plans to G drive: Course Info folder, Course Eval & Inst Plans in respective classes Incorporate plans into faculty goals for upcoming year, as appropriate Core Faculty to discuss at end of semester meetings
Spring	PTA 151 & 161	Educational/Learning Goals 1-10 and 12 assessed via Practical Exams	Program Coordinator & PTA Core Faculty	G drive: Outcomes Assessment folder SWIC OA website	Practical Examinations <i>(all application courses)</i>	PTA Core Faculty: <ul style="list-style-type: none"> Input data from practical examinations into OA-Excel Grade Books & OA for Practicals. OA Workbooks are set up to automatically populate OA data regarding Educational/Learning Goals and Gen Ed/SWIC Core Competencies. Educational/Learning Goals data to include skill grades comprised of professional appearance, preparation, oral and written communication, overall assessment of treatment, rubric and deductions for contraindications, critical indicators, and/or efficiency. Report of data is found on Practical Exam tab of the OA Workbooks Review Educational/Learning Goals data for the semester and highlight sub-threshold results for SPRING, to be discussed in relationship to thresholds/targets at end of semester meeting and during Annual Program & Curriculum meeting at end of academic year <p>*Reference end of chart</p>

Semester of Assessment	Course(s) to be Assessed	Goal(s) Assessed	Person(s) Responsible	Location of related materials	Assessment Tool(s) Utilized	Special Instructions & Reporting of Results <i>Direct Student Assessments are color coded in Purple and Indirect in Pink, Faculty Assessments are color coded white</i> <i>Access to PTA specific, shared G drive is restricted to PTA Faculty only</i> <i>See Administrative and Clinical Education Calendars for overlap of duties</i>
Spring	PTA 280	All Educational/Learning Goals assessed via Comp Exam	Program Coordinator/ ACCE & Assistant ACCE/PTA 280 Instructor	G drive: Outcomes Assessment folder	Comp Exam <i>(Exam over entire curriculum given prior to full-time, terminal clinical experiences to ensure student preparedness)</i>	Assistant ACCE/PTA 280 Instructor: <ul style="list-style-type: none"> Prepare Comp Exam <ul style="list-style-type: none"> Ensure Respondus LockDown Browser is installed in classroom to be utilized for testing Administer/monitor OL exam during CE Seminar, Day 1 Input grades into OA – Excel Grade Books for Lecture Courses, PTA 280 <ul style="list-style-type: none"> Input data from Comprehensive Examinations into OA - Excel Grade Books & OA for Practicals, OA Workbooks, Ed Goals Outcomes, Comp Exam tab of workbooks Input pertinent data in OA Grid Discuss achievement of thresholds/targets with Program Coordinator/ACCE <p>*Reference end of chart</p> <p>2016-2018: 3 Year Comp Exam Project (to be repeated in 5 years; during 2023-2025)</p> <ul style="list-style-type: none"> Review results of individual exam questions in comparison with Program Goals, Courses, and Licensure categories to determine areas targeted for improvement
Spring	PTA 270	Educational/Learning Goals 2-12 assessed via Clinical Performance Instrument (CPI)	Program Coordinator/ ACCE, Assistant ACCE, & CE Cohort Leaders/ Site Visitors	CPI website G drive: CE folder & Outcomes Assessment folder	Clinical Performance Instrument (CPI)	CE Cohort Leaders: <ul style="list-style-type: none"> Review CPI, per policy and flag any questionable criteria/comments <ul style="list-style-type: none"> Discuss findings with Assistant ACCE & ACCE (who is ultimately responsible for clinical grade) and follow up as needed with CI and/or Student for clarification Contact students in need of retesting competencies on campus, per policy for CPI criteria that is NA and never achieved entry level during clinical experiences, and complete justification document found in CE folder, Cohort Info Discuss grading criteria for CE with ACCE/Assistant ACCE and input individual student grades into OA – Excel Grade Books for Lecture Courses, PTA 270 <p>Note: ACCE/Assistant ACCE to input official grades into Infoshare</p>

Semester of Assessment	Course(s) to be Assessed	Goal(s) Assessed	Person(s) Responsible	Location of related materials	Assessment Tool(s) Utilized	Special Instructions & Reporting of Results <i>Direct Student Assessments are color coded in Purple and Indirect in Pink, Faculty Assessments are color coded white</i> <i>Access to PTA specific, shared G drive is restricted to PTA Faculty only</i> <i>See Administrative and Clinical Education Calendars for overlap of duties</i>
Spring	PTA 270	Educational/Learning Goals 2-12 assessed via Clinical Performance Instrument (CPI)	Program Coordinator/ ACCE, Assistant ACCE, & CE Cohort Leaders/ Site Visitors	CPI website G drive: Outcomes Assessment folder	Clinical Performance Instrument (CPI)	CE Cohort Leaders: (continued) <ul style="list-style-type: none"> Input summary data from CPI into OA - Excel Grade Books & OA for Practicals, OA Workbooks, Ed Goals Outcomes, Clin Performance tab of workbooks Input pertinent data into OA Grid Assistant ACCE: <ul style="list-style-type: none"> Review data inputted into OA Workbooks and OA Grid Discuss achievement of thresholds/targets with ACCE/Program Coordinator * Reference end of chart
Spring	N/A	Didactic & Clinical Program Goals	Program Coordinator, ACCE, Assistant ACCE, & CE Site Visitors	G drive: CE folder, CE Database & Site Visit Reports	Site Visit Reports	Site Visitors: <ul style="list-style-type: none"> Complete site visit form for each visit <ul style="list-style-type: none"> Utilize CE site rubric to determine if site should continue to be utilized Update Clinical Site Database in Clinical Education folder after site visitations and at end of CE II, prior to CE Wrap-up Session/End of Semester meeting <ul style="list-style-type: none"> Updates to include: Any changes to site name, SCCE/CI info, site, last utilized date, contract info, site visit date, and comments Save all Site Visit Reports from the semester on G drive: CE folder, Site Visits Discuss site visitations with ACCE/Assistant ACCE Input pertinent data into OA Grid
Spring	PTA 270	Faculty Goals: Academic CE Team	Academic, Clinical Ed Team: (ACCE, Assistant ACCE, CE Cohort Leaders/Site Visitors)	Class Climate website (requires password to retrieve) G drive: Course Info folder	Evaluation of Academic Clinical Education Faculty	Assistant ACCE: <ul style="list-style-type: none"> Retrieve Evaluation(s) from Class Climate, at end of semester Review results and input pertinent data into OA Grid Save a copy of the Evaluation Summary to shared G drive: Course Info folder, Course Eval & Inst Plans, Course Evals PTA 270 & 280, Clinical Ed Surveys Discuss with Academic CE Team during CE Wrap-up Session/End of Semester Meeting

Semester of Assessment	Course(s) to be Assessed	Goal(s) Assessed	Person(s) Responsible	Location of related materials	Assessment Tool(s) Utilized	Special Instructions & Reporting of Results <i>Direct Student Assessments are color coded in Purple and Indirect in Pink, Faculty Assessments are color coded white</i> <i>Access to PTA specific, shared G drive is restricted to PTA Faculty only</i> <i>See Administrative and Clinical Education Calendars for overlap of duties</i>
Spring	N/A	All Educational/Learning Goals assessed via Employer Surveys	Program Coordinator /ACCE, Assistant ACCE and Site Visitors	Class Climate website (requires password to retrieve) G drive: Outcomes Assessment folder	Employer Surveys	Site Visitors: <ul style="list-style-type: none"> Provide sites employing SWIC Graduates with link to Class Climate: Employer Survey Follow up with email &/or phone calls at end of semester, if surveys not received Retrieve Employer Surveys from Class Climate, at end of Semester Input pertinent data into OA Grid Input data from Employer Surveys into OA - Excel Grade Books & OA for Practicals, OA Workbooks, Ed Goals Outcomes, Graduate & Employer Surveys tab of workbooks Assistant ACCE: <ul style="list-style-type: none"> Review data inputted into OA Workbooks and OA Grid Discuss achievement of thresholds/targets with ACCE/Program Coordinator Report results in Fall Advisory Board Meeting *Reference end of chart
Spring	N/A	All Educational/Learning Goals assessed via Graduate Surveys	Program Coordinator	G drive: Outcomes Assessment folder PTA General Web Page	Graduate Surveys	Program Coordinator: <ul style="list-style-type: none"> Send out 1 year Graduate Survey in May/June Record data in CAPTE AR Spreadsheet Input data from Graduate Surveys into OA- Excel Grade Books & OA for Practicals, OA Workbooks, Ed Goals Outcomes, Graduate & Employer Surveys tab of workbooks Input pertinent data into OA Grid Report results in Fall Advisory Board Meeting *Reference end of chart
Spring	PTA 280	Didactic & Clinical Program Goals	Program Coordinator/ ACCE, Assistant ACCE	G drive: Clinical Education folder Bb: PTA 280	Life Long Learning and Advocacy Form	Assistant ACCE: <ul style="list-style-type: none"> Verify completion of Life Long Learning and Advocacy for individual students on Bb: PTA 280, prior to grades being issued File individual student forms in G drive: Clinical Education folder, Cohort Info Discuss with ACCE, as needed

Semester of Assessment	Course(s) to be Assessed	Goal(s) Assessed	Person(s) Responsible	Location of related materials	Assessment Tool(s) Utilized	Special Instructions & Reporting of Results <i>Direct Student Assessments are color coded in Purple and Indirect in Pink, Faculty Assessments are color coded white</i> <i>Access to PTA specific, shared G drive is restricted to PTA Faculty only</i> <i>See Administrative and Clinical Education Calendars for overlap of duties</i>
Summer	PTA 170	All Educational/Learning Goals assessed via Comp Exam	Program Coordinator/ ACCE & Assistant ACCE/PTA 170 Instructor	G drive: Outcomes Assessment folder	Comp Exam <i>(Exam over semesters 1 and 2 of curriculum given prior to full time integrated clinical experience to ensure student preparedness)</i>	Assistant ACCE/PTA 170 Instructor: <ul style="list-style-type: none"> Prepare Comp Exam <ul style="list-style-type: none"> Ensure Respondus LockDown Browser is installed in classroom to be utilized for testing Administer/monitor OL exam during CE Seminar, Day 1 Input grades into OA – Excel Grade Books for Lecture Courses, PTA 170 <ul style="list-style-type: none"> Input data from Comprehensive Examinations into OA - Excel Grade Books & OA for Practicals, OA Workbooks, Ed Goals Outcomes, Comp Exam tab of workbooks Input pertinent data in OA Grid Discuss achievement of thresholds/targets with Program Coordinator/ACCE <p>*Reference end of chart</p> <p>2016-2018: 3 Year Comp Exam Project (to be repeated in 5 years; during 2023-2025)</p> <ul style="list-style-type: none"> Review results of individual exam questions in comparison with Program Goals, Courses, and Licensure categories to determine areas targeted for improvement
Summer	PTA 170	Educational/Learning Goals 2-12 assessed via Clinical Performance Instrument (CPI)	Program Coordinator/ ACCE, Assistant ACCE, & CE Cohort Leaders/ Site Visitors	CPI website G drive: Outcomes Assessment folder	Clinical Performance Instrument (CPI)	CE Cohort Leaders: <ul style="list-style-type: none"> Review CPI, per policy and flag any questionable criteria/comments <ul style="list-style-type: none"> Discuss findings with Assistant ACCE and ACCE (who is ultimately responsible for clinical grade) and follow up as needed with CI and/or Student for clarification Discuss grading criteria for CE with ACCE/Assistant ACCE and input individual student grades into OA – Excel Grade Books for Lecture Courses, PTA 170 <p>Note: ACCE/Assistant ACCE to input official grades into Infoshare</p>

Semester of Assessment	Course(s) to be Assessed	Goal(s) Assessed	Person(s) Responsible	Location of related materials	Assessment Tool(s) Utilized	Special Instructions & Reporting of Results <i>Direct Student Assessments are color coded in Purple and Indirect in Pink, Faculty Assessments are color coded white</i> <i>Access to PTA specific, shared G drive is restricted to PTA Faculty only</i> <i>See Administrative and Clinical Education Calendars for overlap of duties</i>
Summer	PTA 170	Educational/Learning Goals 2-12 assessed via Clinical Performance Instrument (CPI)	Program Coordinator/ ACCE, Assistant ACCE, & CE Cohort Leaders/ Site Visitors	CPI website G drive: Outcomes Assessment folder	Clinical Performance Instrument (CPI)	CE Cohort Leaders: (continued) <ul style="list-style-type: none"> Input summary data from CPI into OA - Excel Grade Books & OA for Practicals, OA Workbooks, Ed Goals Outcomes, Clin Performance tab of workbooks Input pertinent data into OA Grid Assistant ACCE: <ul style="list-style-type: none"> Review data inputted into OA Workbooks and OA Grid Discuss achievement of thresholds/targets with ACCE/Program Coord. * Reference end of chart
Summer	PTA 170	Faculty Goals: Academic CE Team	Academic, Clinical Ed Team: (ACCE, Assistant ACCE, CE Cohort Leaders/Site Visitors)	Class Climate website (requires password to retrieve) G drive: Course Info folder	Evaluation of Academic Clinical Education Faculty	Assistant ACCE: <ul style="list-style-type: none"> Retrieve Evaluation(s) from Class Climate, at end of semester Review results and input pertinent data into OA Grid Save a copy of the Evaluation Summary to shared G drive: Course Info folder, Course Eval & Inst Plans, Course Evals PTA 170, Clinical Ed Surveys Discuss with Academic CE Team during CE Wrap-up Session/End of Semester Meeting
Summer	N/A	All Educational/Learning Goals assessed via Employer Surveys	Program Coordinator/ ACCE, Assistant ACCE and Site Visitors	Class Climate website (requires password to retrieve) G drive: Outcomes Assessment folder	Employer Surveys	Site Visitors: <ul style="list-style-type: none"> Provide sites employing SWIC Graduates with link to Class Climate: Employer Survey Follow up with email &/or phone calls at end of semester, if surveys not received Retrieve Employer Surveys from Class Climate, at end of Semester Input pertinent data into OA Grid Input data from Employer Surveys into OA - Excel Grade Books & OA for Practicals, OA Workbooks, Ed Goals Outcomes, Graduate & Employer Surveys tab of workbooks Assistant ACCE: <ul style="list-style-type: none"> Review data inputted into OA Workbooks and OA Grid Discuss achievement of thresholds/targets with ACCE/Program Coordinator Report results in Fall Advisory Board Meeting *Reference end of chart

Semester of Assessment	Course(s) to be Assessed	Goal(s) Assessed	Person(s) Responsible	Location of related materials	Assessment Tool(s) Utilized	Special Instructions & Reporting of Results <i>Direct Student Assessments are color coded in Purple and Indirect in Pink, Faculty Assessments are color coded white</i> <i>Access to PTA specific, shared G drive is restricted to PTA Faculty only</i> <i>See Administrative and Clinical Education Calendars for overlap of duties</i>
Summer	Annual Review	Review of all assessments <i>(includes analysis of program and curriculum)</i>	Program Coordinator and PTA Core Faculty	G drive: Outcomes Assessment folder	All student related assessments t/o academic year	<p>Major curriculum & policy changes to be enacted at this time; unless deemed necessary by core faculty during academic year. Implementing curricular/ program policy changes only one time per academic year will keep faculty from being reactionary throughout year in response to isolated events/occurrences. Minor changes deemed necessary during Fall and Spring semesters will be decided upon at the end of respective semesters and reported in instructor plans &/or end of semester meeting minutes</p> <p>Program Coordinator and Core Faculty:</p> <ul style="list-style-type: none"> Compare Outcomes for academic year with respective thresholds and targets and determine action plans, as necessary Input pertinent data into OA Grid <p>Program Coordinator:</p> <ul style="list-style-type: none"> Update Change Document as needed to assist in CAPTE & ICCB Program Review Reporting Reassess previous year(s) outcomes as needed. Time frames indicated in OA grid and/or Change Document (i.e. 3, 5, 7 year plans)
Summer	Annual Review	Faculty Goals	Program Coordinator and PTA Collective Faculty & LACE Instructors	G drive: Outcomes Assessment folder & Faculty Info folder	Assessment of Collective Program Faculty via modified APTA Core Values Assessment Tool & Values-based Behaviors for the PTA Assessment Tool	<p>Program Coordinator & Core Faculty:</p> <ul style="list-style-type: none"> Perform Assessment of Collective Faculty utilizing a combination of Core Values Assessment tool created by APTA for PTs and the Values-based Behaviors for the PTA Assessment tool modified to meet faculty needs vs clinician needs Discuss strengths and weaknesses of collective faculty and determine needs/review plans for individual faculty development. Ensure that individual and collective faculty & LACE instructor goals align with program goals

	<p>Program Coordinator:</p> <ul style="list-style-type: none"> • Send Annual OA data to SWIC OA Coordinator/Secretary regarding Educational/Learning Goals and General Education/SWIC Core Competencies along with “formal” PTA Licensure Pass Rate; update Curriculum Maps – as needed • Send information to collective faculty & LACE Instructors to facilitate individual goal writing for upcoming academic year • Save Individual Faculty Goals in G drive: Faculty Info folder <p>Collective Faculty & LACE Instructors:</p> <ul style="list-style-type: none"> • Utilize Course Eval results to assist with self-assessment for Individual Faculty Goals - as needed • Annual Goals and updated CVs are due at start of new academic year during opening week. Faculty/LACE Instructors should refer to Summer, Annual Curriculum/Program Review and/or email(s) sent by Program Coordinator
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Reference:

* Note: Program Coordinator to submit an annual report to SWIC OA Coordinator for posting to OA web site at end of academic year. This includes **all tabs in workbook related to Educational/Learning Goals and SWIC Core Competencies.**

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**Southwestern Illinois College
PTA Program**

Signature Pages – 4 TOTAL

STATEMENT(S) OF UNDERSTANDING

PTA Handbook & Policy Changes

I have read the PTA handbook in its entirety. I understand and will abide by all student requirements and PTA program policies. I also understand that any new or changed policies will be made known to me at the beginning of each course via individual course syllabi &/or by course instructor and that the most current policy will apply. And I understand that it is my responsibility to ascertain understanding of current policy.

Signed _____ Date: _____

Clinical Experience

I understand that if I do not meet all student requirements prior to clinical experience, I will not be able to participate in clinical education. I also understand that clinical experiences are done in a variety of setting/locations, and that I may be required to travel distances that are between 1 – 1 1/2 hours of driving time from my home or that I may be assigned to a clinical site that provides housing.

Health Insurance Coverage (for Clinical Experience)

I hereby acknowledge and understand that I am required to have health insurance coverage during all Clinical Experience courses and that neither the Clinical facility nor the College are responsible for any individual medical expenses arising out of my participation in clinical education coursework. As proof of compliance, I will sign a statement attesting to my

I understand and agree to the above stated requirements for Clinical Experience(s):

Signed _____ Date: _____

Performance Essentials

I believe that I can fulfill the performance essentials with or without reasonable accommodation. I understand the process for requesting reasonable accommodations, as outlined.

Signed _____ Date: _____

Use of Human Subjects in Training & Health Risks

I, the undersigned, have read and understand the information provided regarding the use of human subjects in training. I will abide by the rules listed, and consent to allow academic & clinical faculty and PTA peers to administer physical therapy interventions on me. I understand that there may be risks involved in receiving these interventions. I also understand that it is my responsibility to alert a faculty member in the event that I feel something in my medical history (past or current) may preclude me from taking part in a specific intervention.

Signed _____ Date: _____

Printed Name: _____ Date: _____

**Southwestern Illinois College
Physical Therapist Assistant Program**

RELEASE OF INFORMATION

Release of Personal Information for Teaching Purposes

This section authorizes the faculty of the PTA program to utilize my email and Blackboard account to send and receive information. Faculty has my permission to issue information such as my address, phone number and email address to other students enrolled in the program. Faculty also has my permission to utilize photographs, audio files and or video of my exemplary performance in lab or exemplary papers/portfolio entries that I have submitted for purposes of teaching other students. In the event that I do not wish for a specific photo, audio file, video, and/or paper to be utilized by faculty, it will be my responsibility to submit a letter to the program coordinator, asking that the specified information not be shared.

Signature _____ Date: _____

Release of Personal/Academic Information for Potential Employers

This section authorizes the faculty of the PTA program to furnish any and all information (deemed necessary) on academic and/or clinical performance, disciplinary action, attendance, college credit, address, phone, and any other pertinent information regarding enrollment in the PTA program to prospective employers. In the event that I do not wish for a specific piece of information to be furnished to prospective employers, it will be my responsibility to submit a letter to the program coordinator, asking that the specified information not be shared.

Signature _____ Date: _____

Release of Medical Records/&Clinical Information

This section authorizes the PTA program faculty to furnish clinical affiliation sites with mandatory medical records/immunizations, information regarding academic performance &/or attendance and phone numbers including emergency contact information, while enrolled in the PTA program.

Signature _____ Date: _____

Review of Departmental Records

This section authorizes the PTA program faculty to allow access of all my departmental records to official site visitors for accreditation purposes. This access is for the determination of compliance with established guidelines for the administration of the program. Information is utilized for CAPTE visitors to assess the program and provide validity to reports sent by faculty.

Signature _____ Date: _____

Statement of Confidentiality

I, the undersigned, acknowledge my responsibility, under applicable state and federal laws and the Student Agreement between the school and the clinical facility where I do my clinical training, to keep confidential any information regarding the facility's patients, as well as all confidential patient information. I agree not to reveal to any person(s), except authorized clinical staff and associated personnel any specific information regarding any patient.

Signature _____ Date: _____

Printed Name: _____ Date: _____

ACKNOWLEDGEMENT OF PROPER UTILIZATION OF TECHNOLOGY & SOCIAL MEDIA

Proper Utilization of Technology

I hereby acknowledge and understand that I will be utilizing various pieces of technology (i.e. iPad, iPod, etc) with browsing/video capabilities and that I should refrain from accessing inappropriate web sites, downloading inappropriate/illegal/or protected content. Videos/Pictures made as a part of class assignments are to be made/watched with the sole intent of enhancing educational content in the program. No videos/pictures created as part of a classroom assignment should be posted to YouTube or shared over any social media sites without the express written consent of the faculty and students involved.

Signature _____ Date: _____

Proper Utilization of Social Media

I, the undersigned, acknowledge my responsibility in posting to social media responsibly and understand the stipulations provided in the PTA Social Media Policy.

Signature _____ Date: _____

Printed Name: _____ Date: _____

**Southwestern Illinois College
Physical Therapist Assistant Program**

RELEASE OF LIABILITY

Whereas, _____ is presently enrolled as a student in the Physical Therapist Assistant Program at College District No. 522, St. Clair, Washington, Monroe, Madison, Randolph, Bond, and Perry Counties, Illinois, and

Whereas, it is normal and incident to being in associated with the health related fields that there could be exposure to illness, disease, or injury, and

Whereas, the undersigned recognizes that possible exposure to said illness, disease or injury and acknowledges that said exposure would not be the responsibility of said College District No. 522 or the cooperating hospitals, agencies, school districts, nursing homes, outpatient facilities, and rehabilitation institutes, etc,

Therefore, in consideration of being offered and my taking the program as offered by said Junior College District No. 522, I hereby release and agree to hold harmless said College No. 522 and their respective Boards, administrative staffs, medical, dental, and nursing staffs, faculty, coordinators, directors, instructors, supervisors, and all personnel and employees, of and from any and all claims or injuries occasioned by any illness, disease, or injury incurred or contracted or caused by activities connected with said courses.

Signature _____ Date: _____

Printed Name: _____ Date: _____

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