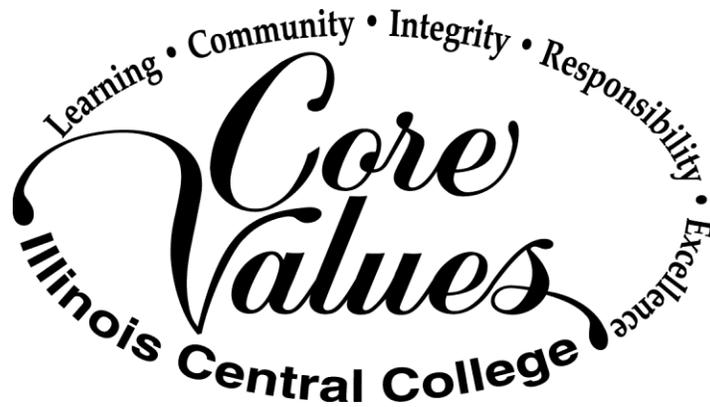




Health Careers Department



Student Handbook 2023-2024



Preface

This handbook has been developed to provide information regarding policies, procedures, and available services for students enrolled in the Physical Therapist Assistant program. Students will need to refer to this handbook throughout the program.

The program faculty of the Physical Therapist Assistant Program reserves the right to make any additions or changes in program policies as deemed necessary at any time throughout the course of the program. Students will be notified of new policies and/or changes to program policies in writing. This handbook is a supplement to the Illinois Central College's *Student Rights and Responsibilities Handbook* and the *College Catalog*, which are found on the College website at www.icc.edu.

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HEALTH CAREERS POLICIES AND PROTOCOLS

General Information

Faculty Information

	Phone	Email
<u>Dean</u>		
Wendee Guth Dean of Health Careers	(309) 690-7530	
<u>Full-Time Faculty</u>		
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Alice Gold, PT Professor Academic Coordinator of Clinical Education (ACCE) Cedar 103	(309) 690-7552	agoldpearce@icc.edu
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Randi Urfer, PTA	(309) 690-7530	Randi.Urfer@icc.edu
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Nicole Sweazy, PT	(309) 690-7530	Nicole.Sweazy@icc.edu
Shelby Wagemann, PTA	(309) 690-7530	Shelby.Wageman@icc.edu
<u>Office Staff</u>		
Administrative Assistants Cedar 105	(309) 690-7530	

State and National Organizations

American Physical Therapy Association (APTA)

1111 North Fairfax Street
Alexandria, VA 22314-1488
Phone: (800) 999-APTA (2782)
Fax: (703) 684-7343
TDD: (703) 683-6748
www.apta.org

Commission on Accreditation in Physical Therapy Education (CAPTE)

3030 Potomac Ave
Suite 100
Alexandria, VA 22305-3085
Phone: (800) 999-2782
www.capteonline.org

Continental Testing Services

P.O. Box 100
LaGrange, IL 60525
Phone: (800) 359-1313
Fax: (708) 354-9922
<http://www.continentaltesting.net>

Federation of State Boards of Physical Therapy (FSBPT)

124 South West Street, 3rd Floor
Alexandria, VA 22314
Phone: (703) 299-3100
Fax: (703) 299-3110
www.fsbpt.org

Illinois Physical Therapy Association (IPTA)

905 N Main St
Naperville, IL 60563
Phone: (630) 904-0101
www.ipta.org

Illinois Department of Financial and Professional Regulation

320 W Washington 3rd Floor
Springfield, IL 62786
Phone: (217) 785-0820
Toll free: (888) 473-4858
<http://www.idfpr.com>

Welcome

Welcome to the Physical Therapist Assistant (PTA) Program at Illinois Central College (ICC). On behalf of the PTA faculty, I would like to express my pleasure that you have chosen ICC to make your dream of becoming a PTA a reality. I recommend that you utilize the faculty, staff, and academic resources readily available to you to enhance your opportunity for success. The current *PTA Program Handbook*, ICC's *Student Rights and Responsibilities Handbook*, and the current *College Catalog* will provide policies and procedures for which you will be held responsible to follow and accountable to adhere. In some cases, you will find that the requirements for the PTA Program may exceed the requirements of the College. It is recommended that you keep current editions of academic college references available as resources. If you have any questions regarding policies and procedures of the PTA Program, please contact the Program Director, your program advisor, or myself. You may schedule an appointment by calling (309) 690-7530. We look forward to assisting you in being successful in meeting course objectives, student learning outcomes, and program and professional standards.

Wendee Guth, RN, MS, CNE
Dean of Health Careers

Introduction

The PTA Program is committed to providing quality education and meet accreditation standards to graduate students who will provide quality physical therapy services. Students who complete the program are eligible to apply to take the licensure examination and later apply for licensure/certification in the state they desire to practice as a PTA. The program is accredited by the Commission for Accreditation of Physical Therapy Education. Please see "Accreditation" under Program Information section for more information.

Program faculty include full-time and part-time instructors, clinical instructors including licensed physical therapists (PT) or physical therapist assistants (PTA) at the clinical education facilities, and occasional participation by faculty of other health career programs.

Additionally, students will complete general education courses required for the Associate of Applied Science Degree of the College. The suggested program course sequence is shown in Appendix A. The program is updated on a regular basis in response staying current with the changes in health care, role of the PTA, and in response to program evaluation and assessment.

College Accreditation

Illinois Central College is accredited by the Higher Learning Commission. See www.icc.edu for more information.

Equal Opportunity/Affirmative Action

It is the policy of this College that no person, on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, or veteran's status, shall be discriminated against in employment, in educational programs and activities, or in admission. Inquiries and complaints may be addressed to the Compliance Officer, Diversity Department, Illinois Central College, 1 College Drive, East Peoria, Illinois 61635-0001, (309) 694-5561.

Health Careers Department Mission Statement

The mission of the Health Careers Department is to:

1. Enable students to attain knowledge, professional skills, and general education for successful entry-level employment in a health career.
2. Serve as a resource for the educational and employment needs of the health care community.

To fulfill its mission, the Department:

1. Promotes student access through equal opportunity admission policies;
2. Offers educational opportunities for all students by providing associate degree programs;
3. Provides career advisement and supports career recruitment in the community;
4. Assures quality teaching and learning by meeting professional accreditation standards, promoting faculty continuing education, providing access to current technologies, and participating in continuous outcomes assessment;
5. Provides general education and career education courses in preparation for successful employment and life-long learning;
6. Cooperates with community agencies to offer appropriate clinical and field experiences, and to promote safe practices;
7. Offers continuing education opportunities to meet personal and professional goals of updating employment skills and additional specialization.

Source: Health Careers Booklet (p 44): <https://online.fliphtml5.com/rbtyu/fdse/#p=47>

Tuition Costs

Tuition is calculated on a per-semester-hour basis and is that amount as established by the College and published in the *College Catalog*. The student is responsible for tuition, textbooks, transportation, housing, uniforms, duty shoes, graduation fee, and any other fees as required and/or published in the *College Catalog*. In addition to tuition, which is billed to student's account each semester, course lab fees to cover the instructional costs associated with lab hours for enrolled courses will be billed to student account. During the first semester following acceptance into a Health Careers Program, a fee for the cost of the drug screen and fingerprint background check at Illinois Work Injury Resource Center (IWIRC) will also be applied to the student's account. Questions regarding billing may be forwarded to Student Accounting at studentaccounting@icc.edu. Please note that additional costs, contractually required by specific agencies for assigned student clinical learning, are subject to change and are the responsibility of the student.

Financial Assistance

Financial assistance available to students includes state and federal grants, ICC Educational Foundation scholarships, local and state scholarships, long-term loans, and employment opportunities. Students who need assistance should contact the Financial Assistance office.

Tutoring in required classes and financial assistance to purchase necessary equipment and supplies may be available for qualified PTA students. For more information, contact Special Academic Services.

Student Services

The College provides numerous student services including, but not limited to:

Academic Advisement	Academic Support Center
Library Assistance	Veterans Affairs
Counseling Services	Student Activities
Office for Access Services	Testing Center
Academic Placement	Adult Re-Entry Services
Transfer Center	Child Centers and Child Care (EP Campus only)
Career Services	Special Population Programs

For contact information and additional services, refer to the *College Catalog* and College website.

Smoke Free/Tobacco Free Campus

Illinois Central College complies with state law that requires college campuses to be smoke free/tobacco free. Smoke free/tobacco free means the use of tobacco or related products (tobacco chew, herbal substitutes and e-cigarettes, for example) is not allowed anywhere on campus, including parking lots. For more information, visit: icc.edu/smoke-free. Smoking/tobacco use is also prohibited on the premises and grounds of the clinical education sites.

Advisement and Appointments

Program faculty members welcome the opportunity to meet with students on an individual or group basis. Each student has a PTA program faculty member assigned to serve as their academic advisor. Each faculty member posts office hours and appointments should be made through that faculty or as otherwise instructed.

Learning Resources

The Peoria campus library is located in the Student Center. The ICC library is linked electronically with many other public and academic libraries. Details on obtaining and using library services are available on the ICC library website at: icc.edu/library

Bookstore/Textbooks/Course Materials

PTA program textbooks, electronic devices (i.e. laptop, tablet, etc), and course materials are available through the ICC bookstore. PTA program students are to purchase all required texts either in print or electronic format and maintain throughout the program. Laptops are also available on a rental basis and required for use with many classroom activities.

Emergency Messages

For a medical emergency, Campus Police or program faculty members will attempt to locate students. Non-emergency messages will not be delivered.

Emergency Closings

Classes including clinical experiences will meet as scheduled unless inclement weather or other emergency circumstances create conditions that necessitate closing the College. Students will be notified of the closing of the College as soon as possible through the College emergency notification system, the College website and area radio and television stations. Students are encouraged to sign up to receive alerts and emergency messaging through email, voice, and text messaging. For more information, visit: icc.edu/MyAlert.

Program Information

Accreditation

The program has been accredited since 1971 with the most recent accreditation in 2016. The PTA program at Illinois Central College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave Suite 100 Alexandria VA 22305-3085; telephone: (800) 999-2728; email: accreditation@apta.org; website: www.capteonline.org. CAPTE is responsible for establishing criteria for physical therapy educational programs and conducts accrediting activities designed to ensure that educational programs meet minimum entry-level criteria. The student may contact CAPTE to file any concerns about the program.

This program prepares students to become entry-level PTAs who function effectively in an ever-changing healthcare environment. The program consists of five sequential semesters of classroom and clinical education courses. Upon successful completion of the program, graduates are eligible to take the national licensing examination.

Degree Awarded

Upon completion of program requirements, the student is awarded an Associate in Applied Science (AAS) degree in Physical Therapy. This degree typically is not designed for transfer to the doctorate physical therapy degree.

Mission

The mission of the PTA Program is to provide knowledge and skills and to develop attitudes which prepare graduates to function as entry-level PTAs who will work under the direction and supervision of the physical therapist to meet the needs of the community in a variety of clinical settings.

Philosophy

Faculty members believe that educational opportunities should be provided to prepare students for entry-level positions as PTAs. The curriculum for the Associate of Applied Science degree in Physical Therapy is designed to meet accreditation standards and to provide a foundation in technical PTA courses and general education courses for both personal and professional growth. Additionally, the curriculum is designed to support and integrate the College's core values and achievement of general education goals.

Educational objectives are developed to align knowledge, skills, and affective behaviors with appropriate classroom, lab, and clinical education opportunities. As the student progresses through the program, opportunities are provided to allow for increased responsibility for patient care under the direction and supervision of a physical therapist. Achievement of program goals and learning objectives are assessed using a variety of methods to enhance student success with the licensure exam and career as a PTA.

Competencies of program graduates include but are not limited to:

1. Meet the needs of their patients.
2. Continually develop and update their knowledge and skills.
3. Participate in professional organizations.
4. Foster lifelong learning.

Program Student Learning Outcomes

Upon completion of the program:

1. Students will be clinically competent.
 - 1.1 Students will perform in a safe manner that minimizes the risk to patient, self, and others.
 - 1.2 Students will apply knowledge of contraindications and precautions for selected therapy interventions.
 - 1.3 Students will collect relevant data accurately to measure and report patient response to selected therapy interventions.
2. Students will demonstrate communication skills.
 - 2.1 Students will demonstrate effective written communication skills.
 - 2.2 Students will demonstrate effective verbal communication skills.
3. Students will demonstrate professional behaviors.
 - 3.1 Students will understand the Code of Ethics and Conduct for the PTA.
 - 3.2 Students will demonstrate professional behaviors.
 - 3.3 Students will understand legal issues in physical therapy practice.
4. Students will demonstrate critical thinking skills.
 - 4.1 Students will select appropriate therapy interventions based on the therapy plan of care.
 - 4.2 Students will understand situations in which the physical therapist should be consulted.
 - 4.3 Students will provide rationale when a therapy intervention should be withheld or modified based on patient response.

Program Outcomes (Effectiveness)

1. Students will graduate from the program with entry-level skills as a PTA.
2. Graduates will pass the licensure examination to allow eligibility for licensure/certification.
3. Graduates will obtain employment as a PTA.
4. Graduates will be satisfied with the program's curriculum to prepare them for the role as an entry-level PTA.
5. Employers will be satisfied with graduates' knowledge and skills as an entry-level PTA.
6. Educators of the program will utilize effective instructional methods and remain current with contemporary physical therapy practices.

Current Outcomes

For the class of 2022, 80% of admitted students graduated from the program; 100% of graduates who were seeking employment and responded to surveys were employed as PTAs; 92% passed the licensure exam. Please see the PTA Program website more information:
<https://icc.edu/programs/physical-therapist-assistant/>

Program Length Layout

The program starts in the fall semester and continues for three additional semesters with a summer session prior to the fall semester of the sophomore year. The layout is shown in Appendix B.

Curriculum Framework

The curriculum guidelines set forth by CAPTE integrate all aspects of PTA education including; didactic/theory, technical skills (lab and clinical education), and professional behavior expected of the PTA. The PTA program places emphasis on all three areas throughout the entire program to develop competent entry-level PTAs:

1. Theory: The classroom portion of the curriculum is taught in traditional face-to-face and/or online/hybrid format. This requires students to have access to the internet. Computers with internet access are available throughout the ICC campus.
2. Technical Skills/Lab: The lab portion of the program is designed for students to learn the technical skills of a PTA. Once concepts and interventions are learned in the classroom, they are to be practiced in the lab setting as appropriate under supervision of faculty. Students are required to demonstrate proficiency in many data collection skills and interventions prior to entering the clinical setting.
3. Clinical Education: The purpose of clinical education is to give students exposure and “real world” experience in physical therapy with a clinical instructor (CI) who is a PT or PTA. Students learn about the PT/PTA relationship, apply classroom knowledge and interventions, and develop professional behaviors in the clinical environment under the direction and supervision of a PT. Clinical education experiences occur in a variety of physical therapy settings to meet the needs of each student and overall learning objectives.

Program Course Sequence

See Appendix A.

Graduation

Students must fulfill the graduation requirements of the College for the Associate of Applied Science Degree. It is each student's responsibility to know the current College requirements. Students petition for graduation prior to the established deadline (February 1 for Spring graduates). During academic advisement during the program, students will be kept abreast of graduation requirements fulfilled and those which need to be completed. The graduation date may be extended for students unable to complete program requirements in the established time frame.

The following general requirements must be met to become eligible for graduation:

- Attain a “C” or better grade in all physical therapist assistant courses.
- Attain a “C” better grade in all general education courses.
- Attain a cumulative minimum 2.00 GPA.
- Complete the required number of clinical experience hours and related assignments and documentation.
- Complete course requirements for the Associate of Applied Science Degree.

The student must complete all requirements of the Associate of Applied Science Degree in Physical Therapy to be eligible to apply to take the National Physical Therapy Examination for the PTA and apply to state licensure/certification. More information on this process is provided during the fall semester of the sophomore year.:

Additional Program Requirements for Graduation

In addition to the above requirements (Graduation), students must also complete the following by the required dates:

- 1) Community Involvement and required hours (see separate section, Community Involvement)
- 2) Attend/complete examination preparation workshop and submit a six-week study plan.
- 3) Complete a mock PTA licensure examination.

Application for Licensure and Licensure Examination

Full details on the application process for licensure and the licensure examination are covered in the program prior to graduation. In 2022, the total cost related to the licensure examination and state licensure/certification was approximately \$600. The PTA program prepares students to be eligible to

take the licensure examination upon completion of the program but does not guarantee passing the licensure examination or obtaining licensure/certification as a PTA.

Licensure

All states require licensure or certification to legally practice as a PTA under the direction and supervision of a licensed physical therapist. It is the student's responsibility to know the requirements to apply for licensure/certification and the practice act and laws which govern physical therapy in the state they plan to practice. For the State of Illinois, the Department of Financial and Professional Regulation (IDFPR), is responsible for issuing licenses to PTAs. Additional information can be online on the IDFPR website, www.idfpr.com. The current fee for a two-year PTA license in the State of Illinois is \$100 (2022). Fees provided are approximate and may change without notice.

When applying for licensure in the State of Illinois, the following personal history information must be provided:

1. Have you ever been convicted of any criminal offense in any state or in federal court (other than minor traffic violations)? If yes, attach a statement for each conviction including date and place of conviction, nature of the offense, and if applicable, the date of discharge from any penalty imposed.
2. Do you now suffer, have you suffered from, been diagnosed as having, or been treated for any disease or condition which is generally regarded by the medical community as chronic, e.g., (1) mental or emotional disease or condition, (2) alcohol or other substance abuse, (3) physical disease or condition that presently interferes with your ability to practice your profession? If yes, attach a detailed statement, including an explanation whether or not you are currently under treatment.
3. Have you been denied a professional license or permit, or privilege of taking an examination, or had a professional license or permit disciplined in any way by any licensing authority in Illinois or elsewhere? If yes, attach a detailed explanation.
4. Have you ever been discharged other than honorably from the armed service or from a city, county, state, or federal position? If yes, attach a detailed explanation.
5. Are you a U.S. citizen or lawfully admitted alien of the United States?

(Source: Written Application Instruction Form for Examinees Educated inside the US or one of its territories. <http://www.idfpr.com/renewals/apply/forms>)

In the event that the applicant answers "yes" to any of the above questions, licensure/certification may not be granted. Applicants may also have other requirements such as passing a jurisprudence exam or submitting a criminal background check.

Licensure Examination

The licensure examination is a computerized national exam intended to assess basic entry-level competence of the candidate who has graduated from an accredited program for PTAs or has met equivalent requirements set by a licensing authority for PTAs.

The Federation of State Boards of Physical Therapy (FSBPT) is the organization which writes the licensure examination and maintains examination scores. The National Physical Therapy Examination for the Physical Therapist Assistant (NPTE-PTA) is administered on fixed dates throughout the year. Additional information on examination dates, deadlines, and fees can be found on the FSBPT website: www.fsbpt.org.

After successfully passing the examination, to practice as a PTA in their desired state, the graduate must meet that state's application requirements for licensure/certification as a PTA.

For those students who want to test early, certain requirements must be met. The student should contact the Program Director to obtain further information.

American Physical Therapy Association

Membership

The American Physical Therapy Association (APTA) is the professional organization which represents physical therapy practitioners in the District of Columbia, the United States, and its territories. A PTA student is eligible for student membership, which will occur in the spring semester of the freshman year. Student can be and are encouraged be involved with the Student Assembly. Membership in the APTA also includes automatic membership in the Illinois Physical Therapy Association (IPTA) and its Student Special Interest Group (SSIG).

Student Assembly

The Student Assembly is an APTA component comprised of all student members and focuses on issues relating to students. This assembly serves as the "voice" for physical therapist and physical therapist assistant students. Involvement in the Student Assembly is a perfect opportunity for students to learn about issues, become involved, advocate for the profession and patients, and develop lifelong acquaintances.

Student members have numerous benefits including career starter dues, access to valuable APTA products at significantly reduced rates, and up-to-date information about new trends and topics through the APTA's website and newsletters. As a student you may join at any time, but the faculty strongly recommends students join early so they may take full advantage of the benefits. For additional information, visit: www.apta.org or speak to a faculty member.

Transfer Credit

Students wishing to have courses evaluated for transfer to ICC for the purpose of receiving a degree or certificate, or to have course work earned at another college or university applied to the ICC record, must have an official transcript from each institution attended sent to ICC. Direct transfer of students from another physical therapist assistant program into the ICC's Physical Therapist Assistant program is not permitted. Admission to the program through the normal application process is required. However, consideration of transfer of physical therapist assistant program courses is assessed on a case-by-case basis.

ICC students have access to the transfer center, which will provide accurate information to help them achieve a seamless transfer to the four-year institution of their choice.

Employment While in the Program

The student's primary focus should be the program of study. Students are requested not to work the shift immediately preceding assigned clinical experience and to ensure that work hours do not conflict with scheduled class, lab, or clinical hours. Students carrying a full-time course schedule should be employed no more than 10 to 15 hours per week. In most cases, employment of 15 hours per week should be accompanied by corresponding reduction of course schedule. Generally, the student should plan to study 2 to 3 hours for each semester hour of credit carried as program courses tend to require more study time.

Students may not seek employment under the title "Physical Therapist Assistant Student" and are not to wear the ICC uniform, photo ID, or patch in the place of employment. The College assumes no responsibility for work performance related to skills learned as a part of the physical therapist assistant curriculum. Students cannot be employed as a physical therapist assistant until after program graduation and/or the student has been deemed to be eligible to sit for the licensure exam. More information on this process is provided within the program.

Performing Program Skills Outside of the Laboratory/Clinical Setting

Students are permitted to perform program-specific patient care skills and interventions only while participating in scheduled and approved program laboratory sessions or a clinical shift and may not function as a program student outside of these settings. The term "function" includes but is not limited to performing skills such as ultrasound, gait training, and electrotherapy modalities.

Students functioning as a therapy aide/extern or working/volunteering in other patient care disciplines are prohibited from performing program-specific patient care skills or interventions unless those skills are allowed as part of the job descriptions for the position they are functioning in. If requested to perform program-specific skills or interventions outside of the current job description, the student is to decline the request and communicate the incident to the Program Director. For example: a PTA student who is working as a therapy aide in a facility may not perform skilled physical therapy interventions even if the student has demonstrated these skills in the program.

Program Policies and Procedures

Student Privacy and Confidentiality

Student privacy and confidentiality are respected at all times. All communication regarding academic and clinical performance are conducted in faculty offices and/or other private rooms. Conversations are confidential, with each faculty member using discretion with the information shared with others.

Practical Examinations

Privacy screens are used to separate groups and minimize noise. Practical performance and grades are not shared with students until everyone has completed their practical. The course faculty will notify students when the grades are available and/or for specific concerns regarding student performance.

Student Academic File

Academic files are maintained in electronic format and include but are not limited to the following information: transcripts, program application, and advisement notes.

Student Program File

Program files consist of program-specific information such as but not limited to:

- a. Student counseling/meeting sessions with program faculty
- b. Signature pages from program handbooks
- c. Clinical documentation: CPR verification, clinical orientation checklist, and other related clinical documentation
- d. Test remediation/practical remediation forms
- e. Reference release forms
- f. PTA CPI training certificate
- g. Completed skills checklist from program courses

Location: program files are maintained by program faculty in a locked cabinet within each faculty member's office:

- a. Freshman files: maintained by ACCE/freshman-level faculty
- b. Sophomore files: maintained by Program Director and/or sophomore-level faculty

The program will maintain student files (academic and program) in accordance to College policy and in a locked file cabinet in the Program Director's office.

Medical Records

Student medical records are maintained by an outside contracted vendor, Illinois Work Injury Resource Center (IWIRC). Upon request from a clinical facility, the program ACCE may need to send specific student information to that facility.

Clinical Setting

For new clinical instructors, the ACCE provides information regarding confidentiality and privacy of student performance and also explain FERPA rules.

Standards of Ethical Conduct for the PTA

(source: www.apta.org)

As part of developing professional behaviors, PTA students are expected to follow these standards throughout the program and are assessed during classroom and lab activities but also during clinical experiences.

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

Standard #1

Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

- 1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

Standard #2

Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

- 2A. Physical therapist assistants shall act in the best interests of patients/clients over the interests of the physical therapist assistant.
- 2B. Physical therapist assistants shall provide physical therapy interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.
- 2C. Physical therapist assistants shall provide patients/clients with information regarding the interventions they provide.
- 2D. Physical therapist assistants shall protect confidential patient/client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

Standard #3

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

- 3A. Physical therapist assistants shall make objective decisions in the patient's/client's best interest in all practice settings.
- 3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapy interventions.
- 3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.
- 3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.

- 3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

Standard #4

Physical therapist assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other health care providers, employers, payers, and the public.

- 4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative, or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).
- 4C. Physical therapist assistants shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.
- 4D. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority, subject to law.
- 4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
- 4F. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

Standard #5

Physical therapist assistants shall fulfill their legal and ethical obligations.

- 5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.
- 5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

Standard #6

Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

- 6A. Physical therapist assistants shall achieve and maintain clinical competence.
- 6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.
- 6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

Standard #7

Physical therapist assistants shall support organizational behaviors and business practices that benefit patients/clients and society.

- 7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.
- 7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.
- 7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.
- 7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.
- 7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients/clients.

Standard #8

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

- 8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, or underinsured.
- 8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.
- 8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapy services.
- 8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

Values-Based Behaviors

(Source: <http://www.apta.org>)

In addition to the ethical standards, there are eight values-based behaviors which should be demonstrated by the student upon completion of the program and are assessed throughout the program. The following table provides definitions and a sample indicator which describe the actions the PTA would perform.

Values-Based Behavior	Sample Indicator
Altruism The primary regard for or devotion to the interests of the patient/client, assuming responsibility of placing the needs of the patient/client ahead of the PTA's self-interest.	Providing patient/client-centered interventions.
Caring and Compassion The desire to identify with or sense something of another's experience, a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.	Actively listening to the patient/client and considering the patient/client's needs and preferences.

Values-Based Behavior	Sample Indicator
<p>Continuing Competence The lifelong process of maintaining and documenting competence through ongoing self-assessment, development, and implementation of a personal learning plan, and subsequent reassessment.</p>	Identifying strengths and limitations in knowledge, skills, and behaviors through self-assessment and feedback from physical therapists and others and developing and implementing strategies to address the limitations.
<p>Duty The commitment to meeting one’s obligations to provide effective physical therapy services to individual patients/clients, to serve the profession, and to positively influence the health of society.</p>	Demonstrating behaviors, conduct, actions, attitudes, and values consistent with the roles, responsibilities, and tasks of the PTA.
<p>Integrity The adherence to high ethical principles or standards; truthfulness, fairness, doing what you say you will do, and “speaking forth” about why you do what you.</p>	Adhering to applicable laws regarding scope of work, payment policies and guidelines, institutional policies and procedures, and APTA policies, positions, and guidelines to ensure optimal patient/client care and fiscal management.
<p>PT/PTA Collaboration The PT/PTA team works together, within each partner’s respective role, to achieve optimal patient/client care and to enhance the overall delivery of physical therapy services.</p>	Educating the PT as needed about the roles, responsibilities, and appropriate utilization of the PTA in the PT/PTA team using available resources (e.g., state licensure/practice rules and regulations, etc.).
<p>Responsibility The active acceptance of the roles, obligations, and actions of the PTA, including behaviors that positively influence patient/client outcomes, the profession, and the health needs of society.</p>	Identifying strengths and limitations in knowledge and skill and working within limitations of personal ability.
<p>Social responsibility The promotion of a mutual trust between the PTA, as a member of the profession, and the larger public that necessitates responding to societal needs for health and wellness, wellness, and injury prevention strategies in the community.</p>	Advocating for patient/client needs in the clinical setting.

Professional Conduct

In addition to program-specific policies, the PTA student is also expected to adhere to the Health Careers policy on Professional Conduct, which can be found in the Health Careers Policies and Protocols section of this handbook.

The Policy for Professional Conduct is to assure a standardized professional image for all Health Careers programs students and to promote a recognizable image across all program settings. Any violation will be handled immediately to avoid compromising ICC’s use of the clinical site for future students.

In accordance with these expectations, when participating in classroom experiences, laboratory exercises, and/or when assigned to clinical sites, students in all Health Careers programs must adhere to the following Policy for Professional Conduct. Failure to adhere to the policy will result in dismissal from the PTA program.

Appropriate professional conduct is a significant component of the PTA program and students are expected and required to be reliable and competent, exercise sound judgment, act with a high degree of personal integrity, represent themselves and ICC in a respectful manner, and observe all rules and regulations of the clinical sites to which they are assigned. Students also have a responsibility to protect the welfare and safety of the patients/clients for whom services are being provided. Students placed at clinical sites must realize the privilege of this experience, its responsibilities, and the reflection on ICC and its numerous health career programs.

This policy is in addition to the Student Code of Conduct outlined in the *College Catalog*. Program-specific attendance policies and program-specific clinical/fieldwork expectations/attire/conduct will take precedence over the general health careers conduct guidelines presented here.

Core Performance Standards

Core Performance Standards (Appendix C) are nonacademic criteria, essential functions, or skills and abilities necessary for students to perform or demonstrate to meet program curricular requirements. Students must be qualified and able to perform or demonstrate independently the skills and abilities indicated, upon application, admission, and while enrolled within the academic program. Core Performance Standards may assist in identifying necessary accommodations or modifications for a student to meet program requirements. A student who recognizes potential difficulties with meeting the Core Performance Standards must communicate his/her concern to the Program Director, for possible referral to Access Services or other appropriate resources. The student is responsible to provide official documentation of a disability to request reasonable and appropriate accommodations, as needed. Determination of reasonable and appropriate accommodations or modifications is conducted on an individual basis.

Participation and Role Playing

Students are expected to participate in classroom and lab activities as both the “PTA” and “patient” in order to:

1. Apply and understand therapeutic interventions and data collection methods.
2. Understand and practice the role of the PTA and patient.
3. Activities may include but are not limited to:
 1. Massage or other hands-on techniques
 2. Palpation techniques
 3. Therapeutic exercise
 4. Modalities and electrotherapy
 5. Respectful exposure of appropriate body parts
 6. Field trips
 7. Simulated patient/therapist scenarios: each student is expected to serve as a practice subject (patient simulator) for other students while in the program.

If a student objects to or is unable to participate in an activity, the student:

1. Should have a legitimate reason and submit a written request for reasonable accommodation to faculty.
2. Must notify program faculty of any condition or reason they are unable to participate in a technique or meet core performance standards prior to the demonstration or practice of the skill. Additional information and/or verification from the student's health care provider may be needed to honor the student's issues.

Academic Honesty/Integrity

Academic honesty/integrity consists of truthful representation in all academic and clinical contexts. All members of the academic community, students and faculty have a responsibility to ensure that academic honesty/integrity is maintained.

PTA faculty have responsibility for:

1. Upholding and enforcing principles of academic honesty and integrity and informing students of these principles.
2. Minimizing opportunities for academic dishonesty in their courses.
3. Confronting students accused of academic dishonesty in a way that respects student privacy.
4. Affording students accused of academic dishonesty the right to appeal any resulting disputes (as directed in the *ICC Student Handbook*).
5. Assigning an appropriate grade to a student who engages in academic dishonesty.
6. Reporting all instances of academic dishonesty to the PTA Program Director and/or Dean of Health Careers.
7. Protecting the anonymity of any student reporting an incident of academic dishonesty to the extent permitted by due process required for the accused and other legal requirements.

PTA students have responsibility for:

1. Refraining from cheating and plagiarism.
2. Refusing to aid any form of academic dishonesty.
3. Notifying faculty about observed incidents of academic misconduct (note: anonymity of a student reporting incident of academic dishonesty will be protected).
4. Signing to agree or comply with Academic Honesty and Integrity Policy.

Academic dishonesty refers to forms of lying and/or cheating on academic assignments and exams. Examples of academic dishonesty include but are not limited to:

1. Sharing information in the preparation of an assignment or paper, unless approved by instructor.
2. Submitting the same paper for two different courses with slight or no modification.
3. Submitting the same paper by two different students.
4. The illegitimate uses of written material or obtaining of information from other students while an examination is in progress.

Plagiarism is receiving credit for work which is not your own. This includes copying another student's work or copying information from a book or article. Any information that is copied from another source must be cited appropriately in the assignment. Deliberate acts of plagiarism are considered serious offenses within the college community.

Clinical Practice dishonesty occurs when a student uses poor judgment and unprofessional behavior in the clinical setting. Examples of clinical practice dishonesty include but not limited to:

1. Falsifying patient billing and documentation records.
2. Charging more treatment minutes than was provided.
3. Documenting and charging for a treatment which was not provided.
4. Covering up mistakes/errors and not reporting to clinical instructor.
5. Not having proper identification, such as clinical badge.

Students may be dismissed from the program for the following actions:

1. Explicit use of profanity;

2. Falsifying or altering records – cheating on exams, quizzes, or other program-related work (practicals, assignments, etc.);
3. Abusing, stealing, or destroying any property on the College or clinical education site premises;
4. Violating confidentiality policy;
5. Possession of guns or weapons on campus or at the clinical education site premises;
6. Violating or falsifying health/incident forms (including not reporting properly);
7. Willfully disregarding College or clinical education center policies;
8. Failure to maintain satisfactory academic grades and/or clinical performance;
9. Failure to follow and maintain attendance policies;
10. Failure to follow and maintain classroom safety policies;
11. Smoking/tobacco use in prohibited areas of campus or clinical education site;
12. Unprofessional or unsafe patient care despite recommendations of clinical faculty or instructor;
13. Sexual harassment (see College policy);
14. As part of process of chemical impairment policy implementation;
15. Representing self as an ICC student to patients during nonscheduled clinical times;
16. Theft of any kind;
17. Violating hospital or clinical education center policies;
18. Inappropriately obtaining and/or distribution of classroom or program materials;
19. Violation of Social Networking Policy;
20. Unsafe and/or unethical behaviors;
21. Not submitting medical/health documents (e.g., CPR, TB, etc.).

Consequences of Academic Dishonesty

Regardless of how alleged acts of academic dishonesty are brought to light, faculty and instructors retain the responsibility and the authority to investigate all allegations, although PTA Program Director and/or Dean of Health Careers may lead these investigations. Because the consequences for academic dishonesty can be severe, the decision to penalize a student for such infractions must be the result of a thorough review. The procedures to be used for adjudicating suspected acts of academic dishonesty are determined by the nature of the misconduct and the seriousness of the offense. Acts of academic dishonesty will result in disciplinary action and/or dismissal from the program or college. Violation of Academic Integrity form may be completed.

If a student is ever in doubt about an issue of academic dishonesty or has any hesitation about a contemplated course of action, the student should consult a faculty member. The penalties for academic dishonesty can negatively affect the student's educational experience.

For additional information, refer to student disciplinary procedures as outlined in the *ICC Student Handbook*.

Additional Student Responsibilities

PTA students have additional responsibilities due to the sensitive and confidential role they assume during their education. These additional responsibilities include:

Personal and Professional Ethical Behavior

- a. Be accountable for own actions. The student is to inform the program faculty and clinical instructor of any error or accident that occurred in the clinical course.
- b. Follow the Standards of Ethical Conduct for the Physical Therapist Assistant, Values-Based Behaviors, and Guide for Conduct of the PTA as written by the American Physical Therapy Association.

Maintaining Confidentiality

It is the responsibility of every student to maintain the confidentiality of patient information, personnel information, and competitive information regarding a clinical agency's plans and operations.

During clinical experiences, students may learn of certain personal matters pertaining to nature of illness, financial background, family life, etc., of a patient. This information should not be discussed with anyone outside the agency, among employees of the hospital, or among students unless information is required directly for the care of the patient or as a learning tool within the educational setting.

In addition to patient information, students are expected to use the utmost discretion concerning other confidential information such as that pertaining to hospital employees or operation of the hospital. Unauthorized disclosure of patient information may result in civil and/or criminal liability under federal or state laws.

Examples of maintaining confidentiality include the following but are not limited to:

- a. Discuss information related to patients/clients as appropriate in the classroom and clinical settings.
- b. Read medical records of only assigned patients/clients. Students must obtain CI's permission to read medical records other than those of their assigned patients/clients.
- c. Destroy program written assignments containing patient information at the end of clinical experiences.
- d. Understand and abide by patient confidentiality and privacy rules, such as Health Insurance Portability and Accountability Act (HIPAA).
- e. Do not discuss sensitive matters covered in class (such as patient examples) with others not affiliated with the program or outside the classroom setting. Failure to maintain confidentiality will result in disciplinary action.
- f. Protect data produced by the facility electronic medical record system and include printed materials, communication, and information displayed on electronic devices (such as a computer terminal).
- g. Obtain written consent from the patient if any patient information, images, or pictures are used in course assignments.

Violations of these responsibilities may subject the student to disciplinary actions in accordance with the procedure as outlined in the *ICC Student Handbook* and *PTA Program Student Handbook*.

Patient Privacy and Confidentiality

Education of students regarding patient privacy and confidentiality and HIPAA training are included within the curriculum. Students are to refrain from using patient names while discussing any patient related issue during class or when posting information on discussion posts. During orientation at the clinical site, the clinical instructor reviews patient privacy and confidentiality policies specific to the facility.

Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act requires patient information to be kept confidential:

- Protects individuals' medical records
- Gives patients more control over their health information
- Limits the use and release of health records
- The law gives patients more rights about how their personal and health information is used and gives them opportunities to restrict the use (and pursue legal action if rights are violated).

Protected information includes:

- Name, address, and phone
- Dates (birth date, admission date, discharge date, date of death)
- Fax number
- Email address
- SSN & driver's license number
- Medical record number
- Health plan beneficiary number

Above information may be disclosed only to appropriate personnel for purpose of treatment, payment and operation of health care.

Highly confidential information (must have patient's authorization for release) consists of:

- Mental health notes/treatment/disability
- Alcohol and drug abuse
- HIV/AIDS; venereal disease
- Genetic testing
- Child abuse or neglect/adult abuse
- Sexual assault

Use of Electronic Devices

All personal electronic devices (e.g. smart devices) shall be placed on silent mode during class/lab time, unless otherwise allowed.

As allowed by the instructor, personal electronic devices such as cell phones, tablets and laptops may be utilized during designated class time for **class-related purposes only**. Other related and permitted activities may include but not limited to:

- a. Use of e-books
- b. Use of relevant websites
- c. Taking notes during class

Personal electronic devices (e.g. smart devices including phone and watches) must be turned off and put away during testing activities.

If a faculty member questions a student's use of an electronic device, the faculty member reserves the right to request that the student discontinue use of the device for the remaining of the class/laboratory session. If the problem continues, the student will be required to meet with the faculty member and Program Director to determine an appropriate action plan.

Personal (non-emergency) use of electronic devices during assigned clinical is prohibited. This applies to any personal electronics devices including, but not limited to cell phone, tablets, smart gadgets, and laptops.

Cell Phone Use

Outside communication while in a classroom or lab is considered a breach of integrity and will be interpreted as receiving or providing outside help with assignments and/or exams and may result in dismissal from the program. While faculty understand that emergency situations may occur, the student should talk with faculty to discuss options.

Cell phones are to be silenced (turned off or muted), put away, and out of sight during all class and lab sessions unless otherwise specified. If, during lecture or lab, a cell phone rings, bleeps, or vibrates, faculty has the right to request the student to turn the phone off and place it in the possession of the

instructor until the end of class. The phone will be returned after class. These policies also apply to texting, photographing, or recording with the cell phone.

Video/Audio Taping and Photographing

The student may not record the instructor or class content or take pictures of any program material or equipment without written permission from faculty. If permission is granted, additional information will be obtained as well as consent. Violation of this policy may result in dismissal from the program. In situations in which a student has a specific need to record classroom content, they must go through Access Services for a formal request for accommodations. If faculty or other College personnel take pictures or videotape the student for educational purposes, written consent will be obtained.

Social Networking Policy

The program has a Facebook page and periodically posts information about the program, as well as pictures taken of program-related activities (e.g., lab, field trips, etc.). If you have a request to not be included with these posts, please notify the faculty.

Students need to recognize that they are on the brink of entering a profession and should use good judgment about what they post in public forums (e.g., Facebook) at all times. The preservation of patient and client confidentiality is of utmost importance; students found to have breached this confidence are not only subject to possible dismissal from the program but may find themselves open to legal action as well. Students should avoid all discussions involving faculty, clinical instructors, other students and health care providers, and patients. Students must refrain from discussion of problems, issues, or negative experiences encountered either on campus, in the clinical facility, or in hospital departments on any social network.

Classroom Etiquette

Food is not permitted in the classroom during didactic or laboratory activities; drinks are permitted. Food is allowed in the student lounge. Students are expected to participate with classroom and laboratory housekeeping duties as assigned. Faculty will clarify duties and responsibilities during the appropriate course.

Email Etiquette

1. Include a subject line

Include a descriptive subject line to catch the reader's attention. Saying "Questions" could mean anything. If instead you said, "Questions about Chapter 11," the recipient will know the topic of the email.

2. Keep it short

With email, keep words to a minimum. Remember, less is better.

3. Avoid using ALL CAPS

With the Internet, all CAPS means you are SHOUTING at someone. To emphasize words, use *asterisks* around them.

4. Use of attachments

Do not send large attachments as they can take a long time to download, especially on older computers. Make sure that the person at the other end can open the type of file you are sending.

5. P-r-o-o-f-r-e-a-d

Always run a spell check on your emails then proofread. An email with grammatical and spelling mistakes may make as bad an impression as a faulty resume.

6. Be careful what you say

Follow the "Golden Rule." Do not assume that your email will be seen only by the recipient and remember emails can be forwarded any number of times. Always ask yourself, "Would I say this

to a person's face?" If no, rewrite or don't email it. Emails are always stored on a mainframe somewhere and you can never truly delete an email address.

7. Reply promptly

This makes a good impression, even if it's just to acknowledge you received an email.

8. Pay attention to formatting

Use caution with formatting to make text look more attractive. Some users might have computers that cannot read certain kinds of formatting (font, size, color, etc.), so they will just receive the mail as gibberish.

9. Reply to or forward an email to which you are referring

When you want to refer to something in an earlier email, forward the earlier email and add your comments within the message. This is called a thread. This way, people receiving the email will know the context in which they should read your email.

10. Respect other people's privacy

You wouldn't go through another person's desk or mail; you shouldn't read their email either.

11. Be careful with sarcasm and humor

Without face-to-face interaction, your joke/comment can be seen as an insult or criticism.

12. Email address

Double check email addresses to be certain it's going to the right person.

13. Salutation and signature

- a. Always include a salutation; it is appropriate to include "hello, hi, etc." when you send an email.
- b. Always "sign" your name at the end. It can be a specific signature, initials, etc. Not everyone will know your email address, and you want your reader to know who you are.

14. Blackboard posting rules

- a. No use of patient, facility, or clinical instructor names. Instead, use the pronoun "my patient, my CI, etc."
- b. No inappropriate language — if you wouldn't say it, don't email it. As appropriate, the instructor (moderator) will remove your post. If this continues to be a problem, you will meet with faculty or Program Director to discuss and develop a correction course of action.
- c. It's okay to disagree with a post, but don't "attack" that person.
- d. Double check spelling and grammar.
- e. Treat others as you want to be treated.

Health and Medical

Basic Life Support (BLS)

Students are required to submit proof of current BLS certification which must be maintained until graduation from the program. This certification may come from formal classes offered by hospitals, community health agencies, the American Red Cross, the American Heart Association, Illinois Central College (HLTH 041), and other sources. Certifications through online sources are not accepted.

Medical Insurance

Students are required to have medical insurance while in the program (per ICC policy) and are financially responsible for any medical care, treatment, or examination needed for any issues that arise while on campus or during clinical education experiences.

Medical Conditions

Program faculty do not review physical examination records, and it is the student's responsibility to notify program faculty of any medical conditions and/or medications which may affect performance in the classroom, laboratory, or clinical settings. While not mandated, the student is strongly encouraged to notify program faculty prior to each semester and, as appropriate, inform clinical faculty of any pertinent medical conditions which may affect performance. If the student develops a health or medical condition during the program, or is taking prescription/nonprescription medication which may affect academic or clinical performance, they may continue in the program provided that the student:

1. Submits a signed, written statement from their health care provider verifying the nature of the medical condition, any limitations and duration of restrictions, and confirmation of the student's ability to return to and continue in the program to the faculty member and/or Program Director.
2. Notifies program faculty and, as appropriate, clinical faculty.
3. Meets all didactic and clinical objectives and requirements.
4. If absent for two or more consecutive clinical days, provides a release from the health care provider before returning to clinical education experiences.

Any condition that restricts the student's ability to perform or meet program objectives or necessitates alternate assignments may result in an alteration of the student's graduation date until such time all assignments are completed. Students' options include: 1) program withdrawal with request for readmission, or 2) continuation in the program sequence with possible extension of the education period, or 3) return to class or clinical with documentation from the student's health care provider.

Clinical agencies reserve the right to determine if a student may practice in their facility while under a physician's care.

Accommodation for Lactation or Breastfeeding

Illinois Central College will provide a readily available, private space suitable for the lactating or breastfeeding student use. It is the student's responsibility to discuss this need with the Program Director, so that such space may be provided.

Physical Examination

A physical examination by a physician, or other health care professional as allowed by law, is required upon admission to the program. The following documents need to be submitted to Illinois Work Injury Resource Center (IWIRC) by the designated date:

1. Signed physical examination form and
2. Complete immunization record. Up to date immunizations or records need to include:
 - MMR (measles mumps, rubella)
 - Tetanus
 - Current 2-step TB test
 - Hepatitis B. (3-injection series)
 - Varicella immunity
 - Flu (seasonal)

The student will NOT be allowed to participate in clinical education until this requirement is met, unless a waiver for specific conditions is signed.

Readmitted students must have a completed physical examination form within two years including verification of immunization on file before attending clinical courses. It is the student's responsibility to review the immunization record to confirm immunization requirements are met.

Lockers

Lockers are available at the Peoria campus for students to use during the duration of enrollment in the program. The College is not responsible for stolen, lost, or misplaced items. For more information, or to obtain a locker, please contact the Campus Bookstore.

Program Withdrawal

Elective Course Withdrawal by Student

When necessary to withdraw from a course or courses, the student may do so at any time until 75% of the class has elapsed. Withdrawals are accepted online, by mail, by fax, or in person at the East Peoria Campus (L211) or the Peoria Campus, Arbor Hall. For more information, please see the *ICC Student's Rights and Responsibilities* handbook.

Students withdrawing from the program are urged to meet with the Program Director prior to withdrawing to explore opportunities for success and/or options for readmission. Students who withdraw are expected to complete the "student withdrawal form" (will be provided) and submit it to the Program Director.

Withdrawal for Nonattendance

Students who are identified as a nonattender by their instructor may be withdrawn from the class at midterm. Students recorded as nonattenders will be notified by mail that they have been administratively withdrawn from the class without refund of tuition. Instructors have individual and often varying policies regarding nonattendance withdrawals. The student should not assume they will be withdrawn if they never attend or stop attending a class.

If space is available, students may reenroll in a class from which they have been withdrawn with instructor approval (see *ICC Student Handbook*, "Late Enrollment"). Nonattendance without an official withdrawal constitutes a failing or unsatisfactory grade. Students are financially responsible for tuition and fees for all classes not officially dropped by the appropriate refund date. For more information, please see *ICC Student's Rights and Responsibilities* handbook.

Program Readmission

Definitions:

Program Reapplication: this is a situation in which a student was unsuccessful in a PHTA course (less than "C" grade) in the first fall semester. The student will not progress in the program and will be eligible to reapply to the program. When accepted, this will be the student's second attempt.

Program Readmission: this is a situation in which a student was unsuccessful in a PHTA course (less than a "C" grade) in the second (spring) or later semester. The student will not progress in the program but after meeting certain criteria, may be able to rejoin a cohort group.

Program Withdrawal: this is a situation in which a student voluntarily withdraws him/herself from the program by "dropping" any currently enrolled PHTA classes. If the student meets certain criteria, they may be considered for readmission; otherwise, the student may be required to reapply to the program.

Program Reapplication

A student who has failed any program course during the first semester course must complete the entire application process and reapply for program admission the following year.

In the event that reapplication involves repeating a PHTA course, both grades will be recalculated in the student's grade point average; however, the most recent course grade will be used towards the completion of the program requirements. As needed, the student may need to complete an Independent Study course with a learning plan developed.

For students receiving financial aid, any repeat courses will apply towards the maximum credit hours. It's the student's responsibility to consult the financial aid office for more information.

As part of reapplication to the program, the student must also adhere to the application policy of the College and the PTA program.

A readmitted student must have a recent physical examination, new criminal background check, and updated immunizations, as appropriate, before resuming the program. It is the student's responsibility to assure that all health requirements are met.

Program Readmission

A student who has failed a PHTA program course in the second or later semester may be eligible to be readmitted to the program only once during the entire PTA program. For these students, they will have one of two options:

- 1) Reapply to the program with a learning plan developed for those courses already completed with a "C" or better grade. OR
- 2) Complete a comprehensive exam of covered material to date and pass with an 85% or greater score. There will be no repeat (second attempt) option with this exam. If they are successful, they will be granted readmission into the program. If the minimum score is not achieved, the student will not be eligible for readmission and will need to reapply to the program.

More details on this exam will be provided during discussion meetings with the program director.

Readmission Guidelines include:

- 1) readmission is based on space available;
- 2) date of request with a written request to the program director;
- 3) have a minimum of 2.0 (or higher) overall GPA;
- 4) is not guaranteed in any semester;
- 5) if space allows, students are readmitted in order of dated request, and if multiple requests exist for same date, then readmission is based on the highest GPA.
- 6) if the student is not readmitted within one year, the student will be required to repeat the entire PTA program sequence from the beginning and reapply to the program.
- 7) if the student is readmitted, the student will enroll in PHTA 255 (Independent Study), with a learning plan developed including specific objectives and expectations.

In the event that readmission may involve repeating a PHTA course, both grades will be recalculated in the student's grade point average; however, the most recent course grade will be used towards the completion of the program requirements. For students receiving financial aid, any repeat courses will apply towards the maximum credit hours. It's the student's responsibility to consult the financial aid office for more information.

As part of being readmitted to the program, the student must also adhere to the readmission policy of the College and the PTA program.

A readmitted student must have a recent physical examination, new criminal background check, and updated immunizations, as appropriate, before resuming the program. It is the student's responsibility to assure that all health requirements are met.

Demonstration of Prior Learned Skills and Knowledge

The student who fails a program course or withdraws from the program and seeks readmission (within one year) will be required to demonstrate retention of previously learned skills and knowledge. To meet this requirement, the student will have a learning plan which will include auditing prior PHTA courses. More information will be provided to the student during discussion(s) with the program director.

Program Complaint Procedure

The PTA Program welcomes comments, suggestions, ideas, and constructive criticism as part of continuous and systematic program evaluation and improvement. Any complaint or concern about the PTA Program or one of its policies, faculty, staff, or students is requested to be in writing. For student complaints outside the scope of the PTA program, it must be addressed through the Grievance Procedure as outlined in the College *Student Handbook*. As appropriate, the complaint/concern will be delivered to the Program Director or the Dean of Health Careers for timely follow-up.

If the nature of the concern falls into the possibility of a formal complaint to the program's accrediting body, contact the Commission for Accreditation of Physical Therapy Education (CAPTE) to discuss the nature of the complaint and to determine what procedures should be taken. CAPTE can be reached by phone at (800) 999-2782 and/or email at accreditation@apta.org.

Complaints/concerns about a particular individual (faculty, staff, or student) should be addressed with that individual first. If the person with the complaint feels the situation remains unresolved, that person should meet with their advisor or Program Director and submit a written statement of their concern. If further action is necessary, the complaint/concern will be taken to the Dean of Health Careers for further review and follow-up.

A. Students

Students who feel they have a legitimate complaint concerning an issue not covered under the Formal Grievance Process (<https://icc.edu/student-feedback/formal-grievance/>) and/or within ICC's *Student Rights and Responsibilities* handbook, may appeal to the Program Director or the ACCE, if the issue is related to clinical education. If a satisfactory solution to the problem cannot be reached, the following procedure will be used:

Procedure:

1. The student should take their complaint to the Program Director, Dean of Health Careers, Vice President of Student Success, and finally Vice President for Academic Affairs, in that order.
If the complaint is related to the PTA Program Director, the student Should take their complaint to the Dean of Health Careers, Vice President of Student Success, and finally the Vice President of Academic Affairs, in that order.
2. The Program Director will request written documentation of each concern before further action is taken. It is the student's responsibility to provide the requesting party with written verification of their concern.
3. Records of complaints and any action taken will be retained in electronic and/or hard copy by the PTA Program Director and maintained in the PTA Program Director's office for one year after resolution.
4. There will be no retaliation against the student for filing a complaint.

B. Clinical Site

Clinical Faculty:

Individuals (such as clinical instructors and center coordinator) who feel they have a grievance concerning a student should first attempt to address the concern with the student. If the situation remains unresolved, the following procedure will be followed:

Procedure:

1. The clinical instructor (CI) should consult with the facility's Center Coordinator of Clinical Education (CCCE) to discuss the nature of the issue and action taken to resolve the issue. If the CCCE is not available, the CI should contact the program ACCE.
2. If a satisfactory solution cannot be reached, the complaint should be taken to the Program Director, Dean of Health Careers, Vice President of Student Success, and finally Vice President for Academic Affairs, in that order.

3. If the clinical faculty has a grievance specific to the PTA Program, they should first address the concern with the ACCE and then with the Program Director. If further discussion is needed, the Dean of Health Careers will be contacted.
4. Records of complaints and any action taken will be retained in electronic and/or hard copy by the PTA Program Director and maintained in the PTA Program Director's office for one year after resolution.
5. There will be no retaliation against the clinical site, clinical faculty, or persons involved when filing a complaint.

Other Individuals:

Individuals (such as patients, staff, or other facility personnel) who feel they have a grievance concerning a student should first attempt to address the concern with the student. If the situation remains unresolved, the following procedure will be followed:

Procedure:

1. The student's CI or CCCE should be contacted to discuss the nature of the issue and action taken to resolve the issue.
2. If a satisfactory solution cannot be reached, the complaint should be taken to the ACCE and/or Program Director to discuss the complaint and determine an action plan.
3. As indicated, the complaint will be taken to the Dean of Health Careers, Vice President of Student Success, and finally Vice President for Academic Affairs, in that order, for a resolution.

C. Community

Individuals (such as employers of graduates, and the general public) in the community who do not have a formal affiliation with ICC or the PTA program are welcome to provide comments. Feedback can be provided directly to the College with the link available on bottom of the College website: Info@ICC.edu. The following procedures will be used for investigation and resolution:

Procedure:

1. The complaint will be forwarded to the PTA Program Director who will assess the complaint and attempt to resolve the issue to the satisfaction of the person/organization. The Dean of Health Careers will also be notified of the complaint.
2. In the event of unsatisfactory resolution, the complainant will be taken to the following individuals in this sequence:
 - a. Dean of Health Careers
 - b. Vice President of Student Success and/or Vice President of Academic Affairs
3. All outside complaints will be reported to the Dean of Health Careers by the PTA Program Director and documented.
4. Records of complaints and any action taken will be retained in electronic and/or hard copy by the PTA Program Director and maintained in the PTA Program Director's office for one year after resolution.
5. There will be no retaliation against those that file a complaint.

Required Program Courses

Throughout the program as students meet with their advisor, the list of required courses (Appendix D) serves as an overview of the student's progress in meeting degree requirements. Student can also track their degree planning through their eService account.

Community Involvement

To promote social responsibility, PTA students are to participate in some type of community involvement activity. This requirement is initially shared with students during the incoming student program orientation. Details are reinforced in PHTA 112, Introduction to Physical Therapy. The specified number of hours and approved activities must be completed by the final semester as part of the course requirements for PHTA 222, Management and Administration for the PTA, as well as

meeting program requirements for graduation. If there are any questions, please see the Program Director.

Program Standards

Program Progression

A student must attain a grade of a “C” (78%) or higher in each PHTA course to pass the course and to progress through the program. In those courses with a patient-skills component, the student must also pass each practical exam, which includes meeting all critical safety elements and a minimum score of 78% (for 2023-2024, see addendum for grading scale).

Progression to Clinical Courses

For a student to progress to clinical courses, the student must pass other PTA program courses with a minimum “C” grade (78%). If a student has a “D” or “F” grade (<78%), the student will not progress to the clinical component of the program.

For all clinical courses, the student must attain a passing grade for each course to pass the course and progress in the program. See Clinical Education section for specific information pertaining to clinical education courses.

Learning Management System

All PHTA courses are web-supplemented using Canvas Course Management System. It is the student’s responsibility to be familiar with using Canvas and access the course site on a regular basis. If assistance is needed, the student can contact the Academic Support Center for assistance.

Attendance

Regular attendance at all class meetings, laboratory sessions, and clinical education experiences is essential to the learning process and is expected of all students. Excessive absence may hinder the student from successfully completing course objectives and may result in a failing grade. Personal appointments (e.g., physician, dentist, etc.) should be scheduled at times other than during assigned learning experiences, including class, laboratory, and clinical. It is the student’s responsibility to be aware of attendance policies and make-up procedures for each course or instructor. It is the student’s responsibility to provide to their instructor prior notification of absence for illness or participation in College-sponsored activities. It is also the student’s responsibility to contact instructors regarding option of make-up work for content missed. In the event of prolonged absence due to illness, accident, or hospitalization, it is the student’s responsibility to discuss any specific concerns with the program director.

Absences

Except for extenuating circumstances, the student’s final grade will be reduced due to absences. When the number of absences is three or more, the student’s final course grade will be reduced by one full letter grade. It is the student’s responsibility to contact the course instructor before the start of class and explain the reason for the absence. The student is responsible for obtaining materials from the missed class session. The following two-tier system will be used related to absences:

Tier 1: after 2 absences, especially if there is poor communication from the student, the course faculty will follow up with the student and provide a reminder of the absence policy.

Tier 2: after the 4th absence, the course faculty will communicate with student and again, explain that grade may be lowered per program policy. If absences continue after absence #4, the student will be required to meet with faculty and/or the Program Director to discuss a plan of action for improvement.

The course instructor of record will keep track of attendance and related communications.

The instructor reserves the right to ask that a student leave the class or lab in the event of illness and/or have the student follow additional requirements, such as wearing a mask or following social distancing.

Tardiness

Students are expected to be present at the beginning of class, return from break at the scheduled time, and remain in class until the end of the class until dismissed. If a student is going to be late or needs to leave early, it is the student's responsibility to notify the course faculty in a timely manner. If a student is tardy for a scheduled examination, additional time will not be given. Three tardies are equivalent to one absence and the following two-tier system will be used related to tardies:

Tier 1: after 2 tardies, the course faculty will follow up with student on reasons for being tardy and remind student of the tardy policy and grade reduction.

Tier 2: after 4 or more tardies, the course faculty will communicate with student and again, explain that grade may be lowered per program policy. If tardies continue, the student will be required to meet with faculty and/or the Program Director to determine a plan of action for improvement.

The course instructor of record will keep track of tardies and related communications.

Grading: For the 2023-2024 academic year only: there will be two grading scales. See addendum for this information.

The final course grade is calculated from a combination of exams, quizzes, homework, projects, and/or a final exam for specific subject areas contained within a course. Predetermined percentages or category weights may be utilized and will be announced at the beginning of each course. An incomplete grade (I) may be given, by arrangement of faculty and program director, only when fully justified by serious circumstances such as prolonged illness, accident, or hospitalization. Incomplete grades are not given for reasons such as, but not limited to, unjustified failure to complete the required coursework by stated deadline, failure to meet end of the semester requirements, or failure to appear for a final exam.

The percentage weighting of each course is listed in the specific course syllabi and there is no rounding up of grades. For example, a grade of 82.90% will not round up to 83% and is recorded as 82%.

Classroom Grading:

93-100% =	A
84-92% =	B
78-83% =	C
66-77% =	D
0-65% =	F

Students must attain at least 78% of the total points in each course in order to earn a "C" in that course. In classroom and laboratory courses, grades are determined from:

- a. Assignments
- b. Quizzes and examinations (written and practical)
- c. Final exam

Students can obtain their grade any time during the semester on course Learning Management System (Canvas) site.

When a student has repeated incidents of failing grades, unsatisfactory, unacceptable or unsafe practice, or unprofessional or unacceptable conduct in the classroom or clinical setting, the following procedure will be used:

1. The incidents will be documented by the program faculty or clinical instructor.
2. The student will meet with the involved faculty member. A counseling form will be completed and placed in student's file with the student given a copy.
3. If the student does not show improvement in accordance with established action plan, the problem will be reviewed again with the student, the involved faculty, and the Program Director present.

The Health Careers Dean may also be involved, as necessary. Continued failure to comply with the conditions set forth in these discussions and documentation may result in an unsatisfactory grade and dismissal from the program.

Quizzes and Examinations

For those courses with quizzes and examinations, a minimum 78% score is required to pass the quiz or examination.

If a student scores <78% on a quiz, he/she is encouraged to meet with the course faculty to review the quiz. Formal remediation is not required.

If a student scores <78% on an examination, he/she is **required** to meet with the course faculty to discuss their performance and complete an Exam Remediation Form (Appendix E). Please see the Written Examination Remediation section for more details.

If a student has a question about a posted grade for an assignment, quiz, or exam, the student must address it with that course faculty within one week after the grade is posted.

Absence

If a student is absent on the day of the quiz/exam, the student must contact the course faculty prior to the scheduled quiz/exam. Unless extenuating circumstances prevail and the faculty is not contacted, a make-up option will not be allowed and a grade of zero (0) will be recorded.

Tardy

If a student comes late to class when a quiz/exam is already in progress, it will be at that course faculty's discretion whether to allow the student to enter and take the quiz/exam. However, the student will not be given additional time to complete the quiz/exam. If the quiz/exam is not taken as scheduled, the student must complete it after class and it will be considered "late" with the score adjusted.

Make-up Option

The student is responsible for contacting the course faculty to make arrangement to make up any missed quiz/exam. Missed quizzes must be completed prior to the next class; written and practical examinations must be scheduled within 24 hours of the absence and completed within one week. Make-up options are given at the discretion of the course faculty and the quiz/exam may be different from the initial version taken by other students.

Score Adjustment

For all quizzes and exams, the final score will be reduced by 5% for each scheduled class day the activity is past due. However, this will be evaluated on an individual basis at the discretion of the course faculty.

Electronic Examinations

For any electronic exam (e.g., midterm and final on the LMS (Canvas), it will be proctored by program faculty or other assigned person. For most situations, these will be completed on campus during the scheduled time frame. If a student is absent or late, the same above-mentioned quiz/exam policies are followed. However, a missed electronic exam must be rescheduled within 24 hours. The student is responsible for initiating this option.

Written Examination Remediation

Failure to demonstrate the minimal level of knowledge on an exam (<78% score) will result in the student completing a Written Exam Remediation Form (Appendix E). Upon completion of this form, the course faculty will review it and determine if the student has met the minimal level of knowledge covered on the exam. This form must be completed within the time frame specified and will be maintained by the course faculty with other course materials. The student must also meet with the course faculty to discuss their completed remediation.

The original exam score will remain as the grade of record with no additional points for completion of the remediation plan. Since the remediation activity involves the students reviewing the original exam, the student must remain on campus to complete the form. The student will, however, be able to use any course materials and resources to complete the form. It is not permitted to use other students or the PTA tutors to complete the remediation.

If the student does not complete this activity within the required date, the student will not be allowed to site for the next quiz/exam and will be required to meet with program faculty regarding progressing in the program.

Grade Appeal Procedure

The purpose of the grade appeal procedure is to afford the student the opportunity to appeal a grade if the student feels that the grade is not representative of their performance according to the instructor's specified grading standards or system. It is the intent of this procedure to afford students a fair and equitable process by which to appeal a grade while protecting faculty rights and the integrity of the grading system. For detailed information on this procedure, please see the steps as outlined in the *College Student Handbook*.

Skills Competency

Throughout the program, students will be tested on many skills which must be demonstrated to competency (Appendix I). For courses with a patient-skills component, students will be provided with a list of skills which need to be practiced and demonstrated to competency. This list is referred to as the "skills checklist" and includes the components to pass each skill including critical safety elements. Skills checks (specific skill) are due by the date as outlined in the course outline and points may be awarded as determined by that course faculty. Please see course information for specific details. If the skill check is not completed by the due date, the student will not progress to the practical exam and the initial practical exam score will be entered as a "0" and considered their first attempt. Upon completion of the practical examination, the maximum score the student can receive is 75%, provided all criteria to pass the practical have been met. The student will be required to meet with the course faculty to determine a course of action to improve their performance and/or their progression in the program.

The process is sequential in which the peer assessment (Level 1) must be completed prior to progressing to faculty assessment (Level 2) which must be passed before being allowed to take the practical exam (Level 3). At the beginning of each course, the course faculty will provide the skills checklist, explain how they are utilized in the course. The same list is used for both peer and faculty assessments, and it is the student's responsibility to complete the checklist and turn in by the required date.

As the student progresses in the program, he/she will have numerous opportunities to practice and develop minimal competency for many physical therapy skills. The Skills Competency Ladder illustrates the steps for accomplishing this.

Skills Competency Ladder

There are three levels of skill competency required prior to the student being considered safe and competent to progress in the program and to practice these skills in the clinical setting.

1. **Level 1- Peer Assessment:** the student will practice skills with his/her lab partner(s) and provide feedback for improvement. Level 1 must be completed prior to faculty assessment.
2. **Level 2- Faculty Assessment:** once the peer assessment has been completed, the student will need to have the skill checked off by faculty. Level 2 must be passed for the student to progress to the practical examination. There are 2 attempts allowed for faculty check off. If the student is unsuccessful with 2 attempts, the student will be required to meet with the course faculty regarding action plan for success and/or progression in the program.
3. **Level 3- Practical Examination:** All courses with a patient-skills component have a practical examination in which the student will demonstrate the skill(s) with a patient scenario.

Skills Competency Ladder

Step	Description
Read	The student must read assignments, review course notes and materials to come into lab with a general understanding of what will be covered that day.
Demonstration	The course faculty will demonstrate the skill during the lab.
Lab Practice	The student will practice the skill in lab with a partner under supervision of faculty. Because no two people (such as patients or clients) will respond alike, students will rotate partners on a regular basis.
Practice With a Different Partner	During scheduled lab times, the student will continue to practice the same skill on a different partner. As questions arise, this is a good opportunity to ask faculty questions.
Level 1: Peer Assessment	The student will perform peer assessment(s) with each skill. Message to the peer: Be meticulous in your assessment! Offer constructive criticism so your partner learns the correct method. Peer assessment will be documented on the skills checklist.
Level 2: Faculty Assessment	Faculty will complete assessment checks on the skills and provide feedback on the student's performance. Level 2 must be passed for the student to progress to the practical examination.
Level 3: Practical Exam	Practical exams incorporate multiple skills applied to a patient scenario within a single testing session. Prior to the practical exam, the student will be provided with performance expectations, practical score forms, and the criteria and critical safety elements to pass the practical. Faculty will provide feedback on the student's performance when all students have completed the practical examination.
Clinical Education Courses: Application in the Clinical Setting	Once in the clinic, the student will work with the Clinical Instructor (CI) to practice physical therapy skills. The CI will be provided with a list of skills covered and tested to competency throughout the program.

Through observation and questioning of students during lab practice, faculty will determine if the student meets the minimal level of competency and performance expectations through demonstration of the following, which include but are not limited to:

1. Participate in lab activities as both the "PTA" and "patient" unless otherwise specified.
2. Appropriate professional behavior(s) expected by the PTA.
3. Safe body mechanics and positions for self and partner.
4. Demonstrate critical thinking skills by providing appropriate answers to faculty questions which include, but are not limited to, rationale, contraindications/indications, precautions, equipment use, and the technical elements of the skill.
5. Meeting critical safety elements.
6. Adhering to appropriate infection control principles.

Missed Lab Session

If a student misses a lab which requires demonstration or competency of a skill, the student must attend the next scheduled PTA skills lab or schedule a time to meet with faculty to practice the skill in order to meet the competency requirements.

Requirements to Skills Competency

Level 1: For peer assessment, each skill must be checked off with a score at least 75%. Additionally, critical safety elements noted by asterisk (*) must be met regardless of performance with other criterion. The score is not entered as part of the student's course grade but rather is used to determine if the student is ready to progress to Level 2.

Level 2: For faculty assessment, the student must score at least 75% and meet all critical safety elements to progress to the practical examination. For scores less than 75% or if critical safety elements are not met, the skill must be repeated and retested by faculty. The score is not entered as part of the student's course grade but is used to determine if the student progresses to Level 3 (practical examination). If the student is unable to demonstrate competency with two attempts, this is considered failing and the student will not progress to practical examination. The initial practical examination score will be entered as a zero (0), and the student will be required to meet with faculty and/or the Program Director to discuss options to meet competency requirements and progressing in the program.

Practical Examinations

Practical examinations are the third level (Level 3) of the skills competency ladder. All program courses with a patient-skills component have a practical examination in which students demonstrate competency of selected skills with a patient scenario. As part of each practical examination, students are expected to follow the clinical dress code and have the necessary clinical equipment (e.g., name badge, gait belt, etc.). The specific requirements will be explained by the course instructor.

Practical performance will be scored using the practical examination grading form, which includes an itemized list of components specific to the skill being tested and critical safety elements and is part of the overall course grade (Quizzes and Examinations category). Results of the practical exam will be discussed only after all students have completed the practical exam.

Requirements to Pass Practical Examination

In order to pass the practical examination, the student must:

1. Meet all the indicated critical safety elements. Each practical contains critical safety elements which must be met and are noted by an asterisk (*) on the practical grading form. Failure to meet one or more of these criteria will result in a failing score regardless of the overall practical examination score.
2. Receive a 78% or better score on performance. If a student scores less than 78% or does not meet the critical safety elements, this is considered "failing" and the practical must be repeated.
3. Each practical examination must be passed as part of the requirements to pass the course and progress in the program.

Critical Safety Elements

"Critical Safety Elements" associated with practical exams are those criteria used to determine competency and safety of skills/interventions in the technical education courses of the PTA Program. Each criterion is indicated by an asterisk (*) on the practical exam form and must be met regardless of overall practical score.

While the course faculty will provide specific information for each practical, examples of items considered critical safety elements include but are not limited to the following:

1. Provides an understanding of indications, precautions, and contraindications related to the skill/intervention being performed.
2. Demonstrates safety for self and student partner (patient) while performing the skill/intervention.
3. Recognize when a skill/intervention should be modified, adjusted, not provided, or stopped based on patient's verbal and nonverbal response.
4. Perform the skill/intervention on the correct side or body part/region.
5. Proper guarding of and attending to the patient.
6. Demonstrates proper body mechanics.
7. Correct use of equipment, such as a gait belt and locking the wheelchair.
8. Recognize when a treatment should not be provided.
9. Demonstrate professional behaviors and sensitivity, as outlined in APTA Code of Ethics and Values-Based Behaviors.
10. Maintain privacy and confidentiality.
11. Accurate documentation of therapy interventions provided.

Repeat Practical Exam Policy

When a student is unsuccessful on the practical examination, they will be notified by course faculty within the established time frame (as determined by faculty) following the practical examination. A minimum score of 78% is required to pass the practical on the whole but can also be required for each section for those practicals which have multiple skills (e.g. in PHTA 118). For those scores <78%, the student is required to remediate the skill(s) to demonstrate minimal competency of the failed skill(s). When possible, the remediation and retesting of the skill will be completed by a different faculty.

Using the Skill Proficiency Remediation Form (Appendix F), the course faculty will outline the remediation plan for the student to complete to be allowed to repeat and demonstrate competency of the failed skill(s). The remediation plan will consist of specific mentoring of the failed skill(s) by faculty prior to the student being allowed to retest. The time frame to complete the activity will also be outlined within the remediation plan but is generally within one week of the original practical date. Remediation and retest options to demonstrate competency will occur outside of normal scheduled class time.

Unless extenuating circumstances prevail, if the student does not meet the time frame to retest or communicate with faculty regarding remediation, this will be considered failing and a grade of "0" will be entered and the student will not pass the course or progress in the program.

In order to demonstrate competency of the failed skill(s) the student must:

1. Meet the critical safety elements as indicated for the specific skill.
2. Demonstrate the skill(s) as outlined in the remediation plan.
3. Receive a 78% or better score on retest opportunity.

If a student receives at least a 78% score on the retest, this is considered passing and the student's initial practical score will be adjusted to reflect a 78% score. Regardless of overall performance with the retest option, a 75% score is the maximum score the student can receive.

Repeat Limits to Demonstrate Competency

If the student does not score at least 78% on the retest, the student will be allowed one additional opportunity (3 attempts total) to demonstrate competency. If after a third retest opportunity the student is still unsuccessful in demonstrating minimal competency, this is considered failing and a grade of "0" will be entered into the gradebook, and the student will not pass the course or progress in the program.

Written Assignments

Due dates for written assignments are indicated on each course outline.

All written work must be neat and legible or it may be returned to the student to be rewritten or redone. Program faculty will provide students with guidelines and expectations, which may include rubric(s) for particular assignments.

1. All papers written should be typed and double spaced using 12-point font and one-inch margins. If the faculty has modifications to this standard for a particular course or assignment, students will be notified of the expectations.
2. Unless otherwise indicated, all papers should follow APA Guidelines. Students can obtain assistance from the Academic Support Center.
3. All papers will be graded for content as well as grammatical quality (sentence structure, spelling, etc.). Please refer to the grading rubric for each assignment.
4. No pencil-written work will be accepted unless specified by assignment or by faculty.

Late assignments

Assignments not turned in by the due date (and at the start of the class period) are considered late and acceptance of the late assignment is at the discretion of the faculty. If late work is accepted, points will be reduced by 10% for each calendar day the assignment is past due. Assignments turned in later than one class session after due date will not be accepted and a grade of zero (0) will be entered. For extenuating circumstances, this will be reviewed by the course instructor to determine appropriate action.

Children

Children are not allowed in the classroom or lab during scheduled class times or other times (e.g., such as open lab, practice time) unless otherwise discussed with faculty first. Under no circumstances are children allowed on facility site during clinical education experiences.

Lab Orientation

At the beginning of each semester, the course faculty will provide an orientation to the lab setting. Activities will include but are not limited to:

1. General lab clean-up
2. Emergency procedures (such as procedure for building evacuation)
3. Emergency evacuation routes
4. Location of closest campus phone
5. Location of first aid kit
6. Notification of faculty with equipment operation uses and/or malfunction
7. Procedure to check out equipment, if appropriate
8. Not using equipment not yet covered in lecture or lab
9. Review principles of infection control such as handwashing and use of alcohol rubs.

Classroom Safety and Lab Use

All students have a responsibility to maintain a clean lab and classroom. Students are not allowed in the lab when class is not in session. However, if a faculty member is available on campus and with faculty permission, students may use the lab. Students need to consult with faculty to discuss this option. Students may use the lab to practice skills on classmates but must refrain from using non-classmates (e.g., friends and family members). **Students may not use any electrical equipment when a faculty member is not present in the lab.** If additional practice time with electrical equipment is desired, options must be discussed with faculty. If a student is in violation of safety issues, the student will be required to meet with the faculty or Program Director to discuss the situation and determine a course of action.

Dress Code for Lecture and Lab Sessions

Lab clothes are required throughout this program. Lockers may be used to store clothes but should be taken home periodically for cleaning. Unless specified, students are expected to dress for lab, including proper footwear. Faculty will outline appropriate lab clothing and footwear.

For class and lab sessions, items such as ball caps, hoodies (pulled up), and sunglasses are not permitted. Students who violate these issues will be required to meet with faculty and/or the Program Director and determine a course of action.

Clinical Education

Student Status

Students participating in clinical experiences are not considered employees of the clinical site, and will not receive compensation for services provided under the direction and supervision of the CI. Students are not allowed in the clinical site in a student capacity except during clinical hours.

Clinical Placement and Schedules

Clinical placements are determined by the program Academic Coordinator of Clinical Education (ACCE) and may change at any time. In the event a clinical experience is cancelled, the ACCE will work to reassign the student to another facility.

Every effort is made to honor student preferences for the type of practice setting for the final clinical course but is not guaranteed. By the completion of the program, students will have a variety of experiences and complete one inpatient experience (such as hospital based or long-term care facility) and one outpatient experience. Occasional exceptions to this may exist and are guided by program goals and the academic needs of the student.

Clinical placements are based on several criteria including but not limited to placement in the program (freshman or sophomore level), type of experience needed, clinical instructor experience, and facility availability. While driving distance is considered, it is not a primary criterion for placement.

The clinical schedule (hours worked) is determined by the clinical facility and confirmed by the ACCE. Students are expected to follow the clinical instructor's schedule and may include but are not limited to: early or late hours, weekends, and/or holidays. Students are not permitted to alter the clinical schedule without ACCE involvement. If such an activity occurs without the ACCE knowledge, the student may be suspended from the experience and/or dismissed from the program.

Employment and the Clinical Facility

In order to provide students with unique and fair learning experiences, students will not be allowed to participate in clinical experiences at a clinical site in which they have previously been employed within the department of physical therapy, are currently employed, or have already committed to employment as a PTA upon graduation. The student should meet with the ACCE if there are any concerns regarding conflicts of interest.

Travel Expectations

While current clinical facility locations are located in Illinois, students should expect to travel up to 90 minutes, one way, to the assigned clinical site. This time will vary based on other circumstances such as inclement weather or traffic conditions. The student is responsible for any costs related to travel to/from clinical experiences.

Affiliation Request

If a student has a request for a clinical experience at a facility not already established with the program, the student should discuss this option with the ACCE first. Students are not to contact agencies/facilities to arrange clinical experiences.

Clinical Costs

The student is responsible for all costs related to clinical education and may have additional costs specific to a clinical facility. These costs include but are not limited to travel and housing expenses, uniforms, medical/health including access to and accepting emergency or other medical care, and any additional requirements of the facility.

Clinical Course Layout

There are 3 clinical courses for 640 hours.

PHTA 130: This course includes an introduction to the clinical setting under direct personal supervision by qualified CIs. Students will participate in and observe a variety of patient care interventions used in a physical therapy practice setting.

Placement in curriculum: end of freshman year, spring semester

Schedule: one clinical rotation for 3 weeks, full time

Hours/week: 40 hours/week; 120 hours

PHTA 230: This course is a progression of PHTA 130 in which the student develops the ability to initiate treatment interventions and increase clinical problem solving and the understanding of rationale and outcomes. The student will treat more complex patients with continued direct personal supervision by qualified CIs.

Placement in curriculum: sophomore year, end of fall semester

Schedule: one clinical rotation for 6 weeks, full time

Hours/week: 40 hours/week, 240 hours

PHTA 232: This course is a progression of PHTA 230 in which the student develops consistent proficiency with all aspects of a full-time PTA's patient care workload, under general supervision of qualified CIs. This course is the terminal clinical education experience as it occurs after all program coursework is completed.

Placement in curriculum: sophomore year, end of spring semester

Schedule: one clinical rotation, 7 weeks

Hours/week: 40 hours/week (full-time) 280 hours

Liability Insurance

The College provides liability insurance coverage for students enrolled in clinical education courses. The cost is covered under Health Careers fees.

Transportation and Parking

Transportation to the clinical facility and related parking fees, as appropriate, are the responsibility of the student. The student should have a contingency plan for transportation in case of car problems or inclement weather. Appropriate parking areas at each facility will be identified and students are expected to follow parking rules and procedures for the assigned clinical facility.

Clinical Attendance Policy

Students are expected to report to the clinical facility on time, properly dressed, and prepared to carry out clinical assignments. The academic calendar is published well in advance to allow planning for personal events. The student must contact both the program ACCE and CI by a telephone call of any absence. The student is required to make up any missed clinical hours at a mutually agreed upon time which must occur during the experience time frames. The program ACCE must also be notified and agree to established make-up plan for final approval.

For students completing a school-based experience, missed clinical days such as during school holidays (but the College is open) are known in advance. The ACCE will develop a plan to schedule these missed days.

More than one missed clinical day will result in an incomplete (I) grade; however, extenuating circumstances will be evaluated by program ACCE.

Inclement Weather

Under normal circumstances, College closure is announced through the ICC's MyAlert system and other media such as the College website, Facebook pages, and local news outlets.

If the College is closed prior to start of the clinical day, the student should not attend clinic. However, the student needs to notify the clinical instructor of their absence. The student will not be required to make up these missed clinical hours.

If the student is already at the clinical site and the College closes, the student is to use their judgment whether to remain at the clinical site or leave. Student safety is a priority, and it may be safer to remain in the clinic until the weather situation passes, or it may be safer to leave the clinical site. The student will not be required to make up these missed clinical hours, but the student must notify the ACCE as soon as possible.

In the event that the College is not closed, and the student chooses to not attend clinic due to adverse conditions in their geographical area, the student needs to contact the ACCE and their clinical instructor about their absence. The student will be required to make up these missed clinical hours.

Clinical Dress

Dress, grooming and personal cleanliness standards contribute to the professional image of the individual, program, and healthcare discipline. Without exception, students are expected to adhere to the dress policy during assigned clinical activities. Students may be permitted to wear otherwise specified attire as required by agency or department policy.

1. **Clinical uniform** must be clean, neat, wrinkle-free, and of proper fit and length.
2. **Undergarments** must be of a color and design that will not show through the uniform.
3. **Photo ID** must be worn with the uniform (arrangements for securing photo ID will be announced).
4. **Shoes** must be low-topped white or black leather walking shoes, tennis shoes, or uniform shoes (closed toe and heel; no colored stripes or insignias).
5. Neutral nylons or white/black above-the-ankle socks are permitted.
6. **Cell phone or pager use is not permitted** during clinical experience; it is recommended that devices be left in secure place and not be carried on person.
7. **Jewelry** is limited to a wedding band, watch, and no more than two small post earrings per ear. Visible body piercing jewelry (rings or studs in nose, tongue, lips, eyebrows, etc.) is not allowed.
8. **Tattoos**, if visible, must be covered.
9. **Hair** must be clean, neat, and worn away from the face to maintain asepsis. Long hair must be tied back at all times for the safety of the student and patient. Male students must keep beards and mustaches trimmed, neat, and clean.
10. **Makeup** should be used in moderation. **Perfume, cologne, and aftershave** should be used sparingly or not at all. Deodorant is recommended to control body odor.
11. **Artificial nails (including gel and shellac)** are not allowed; long nails must be trimmed.
12. Mouthwash, and breath freshener/mints are recommended to control body odor, cigarette breath, or halitosis. **Gum chewing** is not permitted.
13. **Smoking/use of tobacco products** is prohibited, and students must ensure that clothing and hair do not smell of tobacco.
14. **Gloves** should be worn when working with blood and body fluids; standard precautions should be adhered to at all times.

Accident Reports

If there is an accident or injury to a student during a clinical session, the student must immediately notify the CI and ACCE, who will discuss the issue further and complete the required documentation. College-related documentation will be maintained in the student's program file. Any further actions will depend on the nature of the incident. Please see the Health Careers Policies and Protocols for specific procedure and forms for exposure to blood or body fluids.

Student Supervision

PTA students may be supervised by a licensed PTA or PT. When a licensed PTA is the clinical instructor, a PT must be onsite for the duration of the clinical education experience. Students are not allowed to provide patient interventions when a PT is not onsite. If the assigned CI is absent, the facility must provide an alternative person to supervise the student. If the student arrives at the clinical facility and there is not a PT onsite, the program ACCE is to be notified immediately to discuss the situation.

Clinical Grading

1. The ACCE makes the final grade determination for all clinical education experiences.
2. Program faculty will have communication with the student and CI during each rotation through an onsite clinical visit, email correspondence, or phone or other electronic communication.
3. The PTA Clinical Performance Tool (PTA CPI) is the evaluation tool used for all clinical courses.
4. Clinical performance is formally discussed at certain points during each experience using the PTA CPI.
 - 4a. For PHTA 130, there is no formal mid-term evaluation with the PTA CPI (due to short duration). However, the PTA CPI is used for the final evaluation. Please see the PHTA 130 syllabus for more details on clinical grading.
 - 4b. For PHTA 230 and 232, the PTA CPI is used at the midterm and final evaluation points.
5. Both the CI and the student will complete the PTA CPI at the midterm and final points of the experience. The student should notify the ACCE if the student is in disagreement with or there are significant discrepancies with the scoring.
6. Each course needs to be passed for the student to progress in the program. See each course syllabus for the criteria to pass that specific course.

Performance Expectations for Clinical Courses

(CPI) Performance Dimensions and Rating Scale Anchors*

Advanced Beginner Performance Level

The student requires:

- a: 75-90% direct supervision from CI for simple/ non-complex conditions
- b: 100% direct supervision from CI for new/complex conditions

Intermediate Performance Level

The student requires:

- a: <50% direct supervision from CI for simple/non-complex conditions
- b: 50-75% direct supervision from CI for new or complex conditions

Advanced Intermediate Performance Level

- a: The student is independent with simple/non-complex conditions with supervision of the clinical instructor.
- b: The student requires <25% supervision from CI for new/complex conditions

Entry Level Performance Level

The student is independent with simple or complex conditions with general supervision of the clinical instructor.

**Please refer to CPI for full definitions of Performance Dimensions and Rating Scale Anchors.*

Definitions for Degree of Supervision from the Clinical Instructor:

Direct supervision: The clinical instructor (CI) is physically present and immediately available for direction and supervision of tasks related to patient/client management. The direction and supervision is continuous throughout the time the tasks are performed.

General Supervision: The CI is physically present and immediately available for direction and supervision of tasks related to patient/client management. The direction and supervision is less than continuous and determined by the level of patient/client complexity.

(Source: Supervision definitions modified from APTA, Levels of Supervision HOD P06-00-15-26)

In order to receive a **passing grade** for the course, the student must meet the following criteria:

1. On the PTA CPI, the following minimum thresholds must be met by the end of each course:

Course	CPI Criteria Number	CPI Criteria Number
PHTA 130	#2, 3, 5: near or at Intermediate Performance Level	# 1,4, 6-16: near or at Advanced Beginner Performance Level
PHTA 230	#1, 2, 3, 5; near or at Advanced Intermediate Performance Level	#4, 6-14: near or at Intermediate Performance Level
PHTA 232	For all criterion: Midterm point: near or at Advanced Intermediate Performance Level Final: near or at Entry-Level Performance.	

2. Turn in clinical assignments by established dates. Failure to submit all required materials by the due date will result in a zero (0) score and may result in an incomplete (I) or failing (D or F) grade, unless extenuating circumstances prevail.
3. Complete the required number of clinical education hours for each experience.

When a student has repeated incidents of unsatisfactory, unacceptable, or unsafe practice, or unprofessional or unacceptable conduct in the clinical setting, the following procedure will be used:

1. The incidents will be documented by the CI and/or ACCE.
2. The student will meet with the ACCE to discuss the issue; a counseling form (Appendix G) will be completed and placed in student's file. A copy of the form will be provided to the student.
3. If the student does not meet the criteria in accordance with the established plan of action, the problem will be reviewed again with the student and involved faculty with the Program Director also present. As needed, the Dean of Health Careers may also be involved.

Continued failure to comply with the conditions set forth in these discussions and documentation may result in a failing grade and dismissal from the program.

Repeat Option

If a student does not meet the criteria to receive a passing grade (at least 75%) for the initial experience, the student will receive an **incomplete (I) grade** with one repeat option offered to the student. This clinical experience must be repeated at a different clinical site and may occur after the semester ends and/or when the ACCE has established a repeat experience. The student must meet all of the established criteria to receive a passing grade of the repeat experience to remain in and progress in the program. If the student receives a non-passing grade for the repeat clinical experience, an

additional repeat is not permitted, and the student will not progress in the program and will be dismissed.

Patient Rights

Patients have the right to know that they are being treated by a student and may refuse treatment by the student. The clinical instructor has the responsibility to obtain patient consent for treatment provided by the student and to introduce the student as such. Additionally, students are required to introduce themselves to patients, staff, and others as a "Student Physical Therapist Assistant" at all times and receive informed consent from the patient prior to treatment. Should a patient pursue their risk-free right to refuse treatment from a PTA student, this should be graciously acknowledged. It is the student's responsibility to coordinate with the CI an alternative plan for the patient's care.

Clinical Facility Rights

Any clinical facility has the right to refuse or terminate a current clinical schedule to students and faculty. Any issues or concerns should be directed to the ACCE.

Termination of a Clinical Experience

A clinical experience may be terminated for any of the following reasons, but not limited to:

1. Unsatisfactory performance; including unsafe behaviors, attendance issues, or behavioral concerns.
2. Health or medical status that is detrimental to the successful completion of the clinical experience.
3. Determination that continuance in the experience is not in the best interest of the site, ICC, or the student.

When the CI and/or ACCE recommend a student be withdrawn from a clinical experience as a result of one of the situations listed above, the following procedure should be followed:

1. The CI will document the incident(s) and notify the ACCE immediately.
2. The student will meet with the CI and/or CCCE and ACCE. A written document will be drawn up by the ACCE or program faculty defining the problem(s) with an action plan and given time frames. This document will be reviewed with the student and he/she must sign the document to acknowledge it has been reviewed with him/her. Failure to comply with the conditions set forth in the action plan may result in additional clinical requirements or a clinical failure with dismissal from the clinical experience.

If a student is removed from the clinical setting, the ACCE, in consultation with the Program Director, reserves the right to determine whether the student will be counseled/coached, tutored in problem areas, rescheduled in another site, or recommended to be dismissed from the program. Students have the right to appeal this decision following the appropriate appeals processes for the College. Clinical agencies and/or faculty have the right to remove a student from the clinical site but not from the program.

Additional Clinical Education Information

Students are expected to carry out treatment interventions which they have learned and practiced and/or demonstrated with competency in the classroom. The CI has a list of covered topics and/or skills the students has learned to date (Appendix I). For treatment interventions not yet covered or demonstrated in the classroom, students may participate with these activities under the direct supervision of their assigned CI or other appropriate personnel (e.g. another PTA or PT).

It is the student's responsibility to provide clinical contact information to family or spouse/significant other so they can be reached in case of emergency. Personal calls are not allowed except for emergency situations. Smoking, use of cell phones, eating, or drinking in the patient treatment areas are not permitted during clinical sessions.

Students are expected to act professionally and ethically in the clinical setting. If questions about ethics occur while in the clinical facility, the student should contact the ACCE.

Per College policy, students must meet required physical, immunization, and other requirements to participate in clinical experiences.

The student is responsible to follow all other facility policies and meet any additional requirements as specified by the facility.

Program Appendices

Health Career Policies and Protocols

Recommended Course Sequence

Year 1

Summer 1

Course	Credit Hours
PHTA 100	.5
BIOL 140	4
HLTH 121	2
Total	6.5

Fall 1

Course	Credit Hours
ENGL 110	3
PHTA 111	5.5
PHTA 116	5
HEOCC 200	3
Total Fall 1	16.5

Spring 1

Course	Credit Hours
PSY 110	3
COMM 110 or 113	3
PHTA 112	1.5
PHTA 118	6
PHTA 130	1.5
Total Spring 1	15

Total first year: 38

Year 2

Summer 2

Course	Credit Hours
PHTA 216	4
Total	4

Fall 2

Course	Credit Hours
PSY 202	3
Math or second lab science	3-4
PHTA 218	6
PHTA 230	2.5
Total Fall 2	14.5-15.5

Spring 2

Spring 2	Credit Hours
Humanities	3
PHTA 222	2.5
PHTA 220	5.5
PHTA 232	3
Total Spring 2	14

Total second year: 32.5-33.5

Program Total: 70.5-71.5

PTA Program Curriculum Layout

Note: the layout is normal program layout. Any modifications will be communicated to students (i.e. changes due to pandemic state) as needed.

Fall 1

	8:00 8:50	9:00 9:50	10:00 10:50	11:00 11:50	12:00 12:50	1:00 1:50	2:00 2:50	3:00 3:50	4:00 4:50
MONDAY	PHTA 116 ←—————→ Lecture 8:00-8:50	PHTA 116 Lab 9:00-11:50			Lab access in B118 till 3:30 pm				
TUESDAY	PHTA 111 ←—————→ Lecture 8:00-9:15	PHTA 111 Lab: 9:30- 1:15			Lab access in B118 till 3:30 pm				
WEDNESDAY	PHTA 116 ←—————→ Lecture 8:00-8:50	PHTA 116 Lab 9:00- 11:50							
THURSDAY	PHTA 111 ←—————→ Lecture 8:00-9:15	PHTA 111 Lab: 9:30-1:20			Lab access in B118 till 3:30 pm				
FRIDAY		←—————→ PHTA 116 Lab 9:00- 11:50							

Spring 1

	8:00 8:50	9:00 9:50	10:00 10:50	11:00 11:50	12:00 12:50	1:00 1:50	2:00 2:50	3:00 3:50	4:00 4:50
MONDAY	PHTA 118 ← Lecture 8:00-9:15	PHTA 118 Lab 9:30-12:50							
TUESDAY									
WEDNESDAY	PHTA 118 ← Lecture 8:00-9:15	PHTA 118 Lab 9:30-12:50							
THURSDAY		PHTA 112 Hybrid ← 9:00-10:50							
FRIDAY	PHTA 118 ← Lecture 8:00-9:15								

Summer 2

	8:00 8:50	9:00 9:50	10:00 10:50	11:00 11:50	12:00 12:50	1:00 1:50	2:00 2:50	3:00 3:50	4:00 4:50
MONDAY	PHTA 216 ← Lecture 8:00-8:50	PHTA 216 Lab 9:00-11:50			Open lab access (faculty must be present) →				
TUESDAY									
WEDNESDAY	PHTA 216 ← Lecture 8:00-8:50	PHTA 216 Lab 9:00-11:50			Open lab access (faculty must be present) →				
THURSDAY									
FRIDAY	PHTA 216 ← Lecture 8:00-8:50	PHTA 216 Lab 9:00-11:50			Open lab access (faculty must be present) →				

Fall 2

	8:00 8:50	9:00 9:50	10:00 10:50	11:00 11:50	12:00 12:50	1:00 1:50	2:00 2:50	3:00 3:50	4:00 4:50
MONDAY		Lab access in practice ← room, 118			← PHTA 218 Lecture 12:00-1:50	PHTA 218 Lab 2:00-4:50			→
TUESDAY		Lab access in practice ← room, 118			← PHTA 218 Lecture 12:00-1:50	PHTA 218 Lab 2:00-4:50			→
WEDNESDAY									
THURSDAY		Lab access in practice ← Room, 118			← PHTA 218 Lecture 12:00-1:50	PHTA 218 Lab 2:00-4:50			→
FRIDAY									

Spring 2

	8:00 8:50	9:00 9:50	10:00 10:50	11:00 11:50	12:00 12:50	1:00 1:50	2:00 2:50	3:00 3:50	4:00 4:50
MONDAY		Lab access in practice room, 118			PHTA 220 ←—————→ Lecture 12:00-1:50	PHTA 220 Lab 2:00-4:50			
TUESDAY		PHTA 222 ←—————→ Lecture 9:30-11:15	Hybrid course: days/dates TBA		PHTA 220 ←—————→ Lecture 12:00-1:50	PHTA 220 Lab 2:00-4:50			
WEDNESDAY									
THURSDAY		PHTA 222 ←—————→ Lecture 9:30-11:15			PHTA 220 ←—————→ Lecture 12:00-1:50	PHTA 220 Lab 2:00-4:50			
FRIDAY									

Core Performance Standards & Criteria of Admission and Progression

Physical Therapy is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. Based on these requirements the following list of "Core Performance Standards" has been developed. Each standard has examples of activities that a student will be required to perform while enrolled in the Physical Therapist Assistant Program. These standards are a part of each physical therapist assistant course and of the professional role expectation of a physical therapist assistant. The Performance Standards should be used to assist in determining whether accommodations or modifications are necessary for a student to meet program requirements. A student who identifies potential difficulties with meeting the Performance Standards should communicate his/her concerns to the Program Director. The student has the responsibility to identify and document any disability and to request reasonable and appropriate accommodations as needed. All students must be otherwise qualified and able to perform independently in all areas. Determination is made on an individual basis as to whether any accommodations or modifications can be reasonably made.

Core Performance Standards		
CORE STANDARD	PERFORMANCE STANDARD	EXAMPLES OF REQUIRED ACTIVITIES (NOT ALL INCLUSIVE)
Critical Thinking:	Critical thinking ability sufficient for safe clinical judgment	<ul style="list-style-type: none"> * Address problems or questions to the appropriate person(s) at the appropriate time(s). * Adhere to policies and procedures including, but not limited to, safety and infection control. * Use sound judgment in decision making and consult with the physical therapist, as appropriate. * Function effectively under stress and maintain composure. * Adapt to changing environment and inherent uncertainties. * Respond appropriately to emergencies and take appropriate action. * Recognize patient goals and plan of care from the physical therapy evaluation. * Organize and prioritize patient care needs and job responsibilities.
Interpersonal Behavioral and Social Skills:	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds	<ul style="list-style-type: none"> * Establish rapport with patients, families, and colleagues. * Allow mature, sensitive, and effective relationships with patients and fellow workers (interpersonal skills). * Function effectively under stressful situations and time constraints. * Adapt to changing environments (flexible schedules, emergency conditions). * Display compassion, professionalism, empathy, integrity, and concern for others. * Maintain patient confidentiality and abide by guidelines set forth in the Health Information Portability and Accountability Act. * Accept criticism and reflect upon provided feedback to improve performance and practice. * Adhere to the policies and procedures required by academic and clinical settings. * Able to resolve conflict in an effective and efficient manner.

Core Performance Standards

CORE STANDARD	PERFORMANCE STANDARD	EXAMPLES OF REQUIRED ACTIVITIES (NOT ALL INCLUSIVE)
Communication:	Communication abilities sufficient for interaction with others in verbal and written form	<ul style="list-style-type: none"> * Communicate in English to patients of all age levels in order to: converse, give instructions, relieve anxiety, gain their participation for therapy sessions. * Read the patient's medical chart and/or therapy plan of care. * Demonstrate basic computer literacy skills. * Document patient responses to therapy interventions.
Mobility:	Physical abilities sufficient to move from room to room and maneuver in small spaces	<ul style="list-style-type: none"> * Assist all patients according to individual needs and abilities in moving, turning, and transferring from various surfaces without injury to self, patient, or others. * Be able to lift and carry 50 pounds. * Exert up to 100 pounds force or push/pull. * Must be able to walk and stand for extended periods of time without the use of an assistive device (such as walkers, canes, etc.) or use of a wheelchair. * Move from room to room and maneuver in small spaces. * Perform instruction by manual demonstration, as appropriate. * Must be able to lift and move supplies and equipment to shelves.
Motor Skills:	Gross and fine motor abilities sufficient to provide safe and effective care	<ul style="list-style-type: none"> * Apply manual resistance for strengthening exercises. * Physically be able to administer emergency care, including performing CPR, as needed. * Use hands repetitively, have manual dexterity and sufficient fine motor function.
Hearing:	Auditory abilities sufficient to monitor and assess patient needs, and to provide a safe environment	<ul style="list-style-type: none"> * Demonstrate auditory acuity (with correction as needed) that includes hearing muffled voices (through surgical mask) with extraneous background noise. * Hear a patient talk in a normal tone from a distance of 20 feet. * Hear monitor alarms, emergency signals, and cries for help. * Discern soft sounds, such as those associated with taking a blood pressure, with/without background noise. * Auditory ability sufficient to hear verbal communication from patients and others; includes ability to respond to emergency signals. * Auditory acuity to be able to recognize and respond to soft voices, auditory timers, equipment alarms, and devices used for measurement of blood pressure and breath sounds.
Visual:	Visual ability sufficient for observation and assessment necessary in the operation of equipment and care of patients	<ul style="list-style-type: none"> * Observe the patient in order to assess the patient's condition and/or needs from a distance of at least 10 feet. * Can see numbers, letters, calibrations, etc., of varying sizes located on equipment or other signage (such as patient room numbers or patient ID bands). * Set, adjust and read dials on physical therapy equipment. * Visual acuity to acquire information from electronic medical records or written documents. Near and far vision of 20/40 or better, with or without correction.

Core Performance Standards

CORE STANDARD	PERFORMANCE STANDARD	EXAMPLES OF REQUIRED ACTIVITIES (NOT ALL INCLUSIVE)
Tactile:	Tactile ability sufficient for patient assessment and operation of equipment	<ul style="list-style-type: none"> * Perform palpation, tactile assessment, and manipulation of body parts to insure proper body placement and alignment. * Manipulate dials, buttons, buckles, cords or other needed equipment (such as an oxygen tank). * Comfortable working in close physical proximity to patient.
Smell:	Tolerate odors to allow care of patient	<ul style="list-style-type: none"> * Tolerate noxious odors, perfumes, and other body odors from wounds or skin conditions.
Mathematical Skills:	Ability to perform basic mathematical calculations	<ul style="list-style-type: none"> * Calculate range of motion of a joint using a goniometer. * Determine amount of force to apply with exercise and/or other physical therapy interventions. * Determine girth measurement.

Adapted version of document taken from Evaluation Instruments in Nursing, Bower, Line & Denega, National League for Nursing: New York, p. 71, 1988. (Copyrighted material – reprinted by permission of the National League for Nursing.

REQUIRED COURSES TO GRADUATE

ASSOCIATE IN APPLIED SCIENCE DEGREE - Physical Therapist Assistant

XXX Catalog

Minimum Hours Required 70.5

STUDENT: _____

ID# _____

GENERAL EDUCATION REQUIREMENTS

	SEM. HRS. COMPLETED	CURRENTLY ENROLLED	NEED TO COMPLETE	WAIVERS/ SUBSTITUTION
SEM HRS.				
English				
ENGL 110 3				
COMM 110 3				
Social Science				
PSY 110 3				
Math and/or Laboratory Science				
MATH or SCIENCE 3				
BIOL 140 4				
Humanities				
Elective 3				
Program Requirements				
*Physical Therapist Assistant Requirements				
PHTA 100 0.5				
PHTA 111 5.5				
PHTA 112 1.5				
PHTA 116 5				
PHTA 118 6				
PHTA 130 1.5				
PHTA 216 4				
PHTA 218 6				
PHTA 230 2.5				
PHTA 220 5.5				
PHTA 222 2.5				
PHTA 232 3				
Other Requirements				
HEOCC 200 3				
PSY 202 3				
HLTH 121 2				
*Students must attain a (C) grade in all general education and PHTA courses.				

PTA Program Written Exam Remediation Form

Student Name: _____

Course: PHTA Exam: _____ Date: _____

For each missed test/exam question, complete the exam analysis and remediation. Use back of form if needed.

Missed Test/Exam Question Number	Lack of Knowledge (poor retention, inadequate notes, comprehension of material, application of knowledge)	Language Skills (didn't understand the question or available answers, did not know the vocabulary, slow reading speed)	Exam Panic (decreased concentration, mental block, forgot exam techniques)	Exam Skills (didn't read the question, didn't consider all choices, changed answer, inadequate answer, careless/clerical error)	Correct Answer	Justification for answer: Why is it the correct answer? Cite source (may not be notes)
Total for This Exam						Comments:

**PTA Program
Skill Proficiency Remediation Form**

If at any time a student fails to demonstrate proficiency of a new skill or a previously learned skill in a successful manner in the lab or practical examination, the student is required to remediate and demonstrate the skill with 100% accuracy following remediation plan as outlined.

Name: _____ Date: _____

SKILL TO BE REMEDIATED (attach additional documentation as needed):

CONCERNS:

___ Safety ___ Technique ___ Knowledge ___ Other:

Signature & Date of Faculty

Signature & Date of Student

REMEDICATION: Remediation activities are determined by the course faculty and discussed with the student. Activities may include but not limited to review of course materials, guided practice, direct instruction and demonstration. The student should refer to the course and/or lab objectives for expectations. Failure to demonstrate proficiency will result in the student not passing the course or progressing in the program.

REMEDICATION ACTIVITY Attempt #1 (attach additional documentation as needed):

DEADLINE for COMPLETION of Remediation #1 & Demonstration of Skill: _____
___ Successful Remediation ___ Unsuccessful Remediation

Comments:

Signature & Date of Faculty

Signature & Date of Student

REMEDICATION ACTIVITY Attempt #2: (attach additional documentation as needed):

DEADLINE for COMPLETION of Remediation #2 & Demonstration of Skill: _____
___ Successful Remediation ___ Unsuccessful Remediation

Comments:

Signature & Date of Faculty

Signature & Date of Student

Student

Date

**ILLINOIS CENTRAL COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM**

Student Counseling Session Form

Problem discussed with student:

Student's statement of the situation:

When and how the problem should be solved (as agreed by student):

Consequences if the problem is not resolved:

Other Comments:

(Signature of student)

(Signature of instructor)

**PTA Program
Reference Release Form**

1. Information released to: (example: scholarship committees, potential employer, etc.)

2. Information to be released

_____ all information as requested

_____ grades and/or participation in PTA classes

_____ clinical experiences

_____ professional behaviors

3. Information needed for: (example: financial aid, job/employment etc.)

Complete the following:

_____ has my permission to release the information as
requested above.
[fill in name(s)]

Signature: _____

Date: _____

In effect until _____
(date)

Clinical 1 Didactic Topics and Skills Covered

Prior to Clinical 1 (PHTA 130), the following didactic topics have been covered and students have been tested to competency (either through skills checklist or practical exam) on the following:

Year 1, Fall Semester

PHTA 111	Topics	Skills Tested to Competency
	Principles and techniques of: asepsis, sterile technique, infectious diseases, and blood borne pathogens	Gait Training and Assistive Devices
	Vital signs: BP, Pulse, respiration	Superficial Heat Application
	Anthropometric system: height, weight, BMI, etc.	Cryotherapy Application
	Pain rating and scales	Soft Tissue and Massage Techniques
	Body mechanics	Universal Precautions and Isolation Techniques:
	Positioning and draping techniques	Handwashing, Asepsis, and Sterile Technique
	Wheelchairs Management: Operating, seating (basic), etc.	Sterile Dressing Change
	Transfer techniques	Pain Assessment/Scales
	Gait and Assistive Devices	Anthropometric Characteristics
	Therapeutic heat and cold	Introduction to Integumentary Integrity
	Theory and application of physical agents	Wheelchair Management: operation, mobility skills, and proper seating/positioning
	Principles and application of massage and manual techniques	Transfer Activities: Sit-stand, pivot transfers, mat to/from w/c
	Hydrotherapy	Positioning & Draping
	Bariatric Rehabilitation	Bed Mobility
	Communication Skills	Body Mechanics
		Vital Signs
		Patient Education
		Communication Skills

Year 1, Fall Semester

	Topics	Skills Tested to Competency
PHTA 116	Structural characteristics, functions, and components of the following: a. Skeletal system b. Articular system c. Muscular system d. Nervous system e. Integumentary system Laboratory application of: locations, actions, palpations, and functions of the elements of the musculoskeletal system. Structures, components, and functions of the central and peripheral nervous system: a. Principles of voluntary and reflex movement b. Concepts of central nervous system control of muscle action	UE Bony Prominence and Muscle Palpation LE Bony Prominence and Muscle Palpation Spine Bony Prominence and Muscle Palpation Passive ROM: Extremity and Cervical Spine

Year 1, Spring Semester

	Topics	Skills Tested to Competency
PHTA 112	Introduction to patient education and learning styles History of the physical therapy profession The role of the American Physical Therapy Association Types of physical therapy personnel Legal and ethical issues in physical therapy Patient-centered interprofessional collaboration Patient-focused communication Culture diversity and related issues Consumer and professional literature and introduction to evidence-based practice Introduction to health care reimbursement Patient advocacy and community service Patient-care documentation	N/A

Year 1, Spring Semester

	Topics	Skills Tested to Competency
PHTA 118	Orthopedic and arthritic conditions a. Pathologies b. Physical therapy interventions c. Common surgeries Therapeutic activities a. Range of motion exercises b. Principles of osteokinematics and arthrokinematics Therapeutic exercise a. Active exercises b. Strengthening exercises c. Stretching exercises d. Concepts of eccentric and concentric exercises Postural: analysis and interventions Goniometry Measurements a. extremity b. spine/trunk Manual muscle testing a. extremity b. spine/trunk Peripheral Joint Mobilizations (didactic: all; Lab: focus on Grade 1 and 2 Mechanical traction: cervical and lumbar Sacroiliac dysfunction and introduction to muscle energy techniques Patient-care documentation related to orthopedic conditions Other topics: a. Hand conditions b. Sport-medicine (introduction) interventions for orthopedic conditions c. Taping d. Common orthopedic tests completed by the physical therapist e. Fractures f. Soft tissue injuries g. Temporomandibular Joint Dysfunction h. Complex Regional Pain Syndrome i. Thoracic Outlet Syndrome	LE/UE Special Tests Flexibility Assessment Isotonic/Isometric Exercises Concentric/Eccentric Exercises Open/Closed Chain Exercises Resistive Exercises and techniques Posture Analysis and Common Interventions LE/UE Goniometry Neck and Trunk Goniometry LE/UE MMT Neck and Trunk MMT Mechanical traction: cervical and lumbar Documentation Other: Communication skills Patient education

Clinical 2 Didactic Topics and Skills Covered

Prior to Clinical 2 (PHTA 230), the following didactic topics have been covered and students have been tested to competency (either through skills checklist or practical exam) on the following:

Year 2, Summer Semester

	Topics	Skills Tested to Competency
PHTA 216	Thermal Ultrasound	Ultrasound
	Athermal: Pulsed Ultrasound	
	Short-wave Diathermy	
	Basics of electricity and electrical safety	Electrical safety
	Transcutaneous Electrical Nerve Stimulation	Transcutaneous electrical nerve stimulation
	High voltage galvanic stimulation	High voltage galvanic stimulation
	E-stim for muscle reeducation: innervated and denervated (NMES, Russian Stimulation)	E-stim for muscle reeducation
	Interferential current	Interferential Current
	Microrcurrent	Other: Documentation Communication Skills Patient education
	Biofeedback	
	Pain theories	
	Peripheral nerve injuries and pathologies	
	Iontophoresis/Hyfbresis	Iontophoresis
	Laser therapy	

Year 2, Fall Semester

	Topics	Skills Tested to Competency
PHTA 218	Normal Motor Development	
	Motor Control and Learning (Introduction)	
	Developmental Reflexes	Developmental Reflexes
	Dermatomes	
	Myotomes	
	Neurological Testing	Sensation assessment
	Superficial and deep sensation	Common DTR
	Deep Tendon Reflexes Testing (DTR)	
	Neuro muscular tone	
	Assessment related to integumentary integrity	Skin integrity and skin checks
	PNF	Proprioceptive Neuromuscular Facilitation [PNF] (Diagonals and Techniques)

Topics

Facilitatory and Inhibitory Techniques

Neurological conditions including:

1. spinal cord injury
2. stroke
3. Traumatic brain injury
4. Multiple Sclerosis
5. Parkinson's disease
6. Transverse myelitis
7. Emergency action: such as autonomic dysreflexia

Pediatric conditions:

1. Cerebral Palsy
2. Spina Bifida
3. Duchenne's Muscular Dystrophy
4. Juvenile RA
5. Developmental delay and toe walkers
6. Fetal Alcohol Syndrome

Lower extremity and spine orthotics

Balance and common balance tests

Fall Risk and Prevention

Vestibular Rehabilitation

Coordination Assessment and Interventions

Normal and Pathological Gait

Skills Tested to Competency

Facilitatory and Inhibitory Techniques

Therapy interventions as related to neurological conditions (gait, transfers, etc)

Interventions for common pediatric diagnoses (exercises, education, etc.)

Don/Doff of AFO and TLSO

Common balance tests: Berg, Tinetti, etc.

Fall risk assessment and related therapy interventions

Coordination issues: interventions

Principles of normal gait, abnormal gait and related therapy interventions

Other:

Vital Signs

Patient Education

Communication

Clinical 3 Didactic Topics and Skills Covered

Prior to Clinical 3 (PHTA 232), the following didactic topics have been covered and students have been tested to competency (either through skills checklist or practical exam) on the following:

Year 2, Spring Semester

	Topics	Skills Tested to Competency
PHTA 222	Reimbursement for PT services Administrative responsibilities of the physical therapist assistant Continuous quality improvement in physical therapy Employment preparation Ethical and legal issues related to physical therapy Patient advocacy and Community Service Interaction with other health care disciplines Preparation for licensure examination Laws related to the provision of physical therapy services a. Physical Therapy Practice Act b. American Disability Act Evidence-based practice and research	N/A
PHTA 220	Peripheral vascular diseases a. thrombophlebitis b. varicose veins c. arteriosclerotic disease d. thromboangiitis obliterans e. Raynaud's disease f. Homan's sign g. intermittent claudication and rest pain h. related conditions i. emergency responses Endocrine system conditions Diabetes Hypo vs. hyperglycemia Safety measures related to diabetes Lymphedema Lower Extremity Amputation and prosthetics Cardiac conditions	Homan's sign, blanching (nail bed test) LE: Prosthetic Education LE: Below knee amputee limb wrapping Cardiopulmonary assessment with calculation of: maximum and target heart rate (and percentage) respiration rate

Topics

Pulmonary conditions

Secretion Removal:

a. Postural Drainage

b. Cough

Normal aging process

Changes – normal aging and older adults

Urinary system

Aquatic therapy

Wound care

Integumentary system

Oncology

Burns

Pregnancy

Common (simple) conditions related to men and women's health

Skills Tested to Competency

Breathing exercises

Rate of Perceived Exertion (Borg and Modified Borg Scales)

Airway clearance: postural drainage (intro), cough techniques

Cognition, arousal, & mentation assessment

Changes on each system as related to normal aging

Review of infection control, removal, disposal and application of a new sterile dressing

Other:

Vital Signs

Communication

Documentation

**ICC PTA Program
Grading Scale for 2023-2024 academic year
Addendum**

For the academic year, 2023-2024 there will be two grading scales as the program transitions between the current one and new one.

For the Class of 2024 (cohort starting Fall 2022), the current grading scale and established passing percentage will remain in place as follows:

Classroom Grading:

93-100%	=	A
84-92%	=	B
75-83%	=	C
66-74%	=	D
0-65%	=	F

For the Class of 2025 (incoming cohort Fall 2023), the new grading scale will be used:

Classroom Grading:

93-100%	=	A
84-92%	=	B
78-83%	=	C
66-77%	=	D
0-65%	=	F

For those earning a final course grade of 77% or lower, this is considered not passing for the course.

For full details on the grading process, please see the grading section of the PTA Program Handbook.

ACKNOWLEDGEMENT OF UNDERSTANDING

I, the undersigned, have read and understand the changes related to the grading scale for the 2023-2025 academic year.

Student Signature _____ Date _____

Printed Name: _____

STUDENT COPY

Informed Consent to Act as a Simulated Patient

I, undersigned, have read and understand the *Participation and Role Playing Policy*, and understand there is some risk of injury resulting in my participation. If I have any pre-existing conditions or injuries that may make me susceptible to injury, I will report such conditions or injuries to the instructor prior to the activity and/or remind faculty as needed.

Printed Name

Signature/Date

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PROGRAM COPY

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PROGRAM COPY

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Students are required to carry personal health care insurance at all times while enrolled in a Health Careers Department program at Illinois Central College (ICC). In addition to carrying personal health care insurance, ICC requires all students enrolled in a health career program to complete drug screening, background check/fingerprinting, physical examination and immunizations as explained herein.

Drug screening and background check/fingerprinting, submission of physical examination, and up-to-date immunizations MUST be successfully completed prior to student start of academic health career program. No student will be permitted on clinical without being 100% compliant. Compliance is monitored. Any student not in compliance will not be allowed to enter or continue in the health career program. These records must remain or be maintained current for the duration of the student's enrollment in any health career program at Illinois Central College.

Students' medical records (drug screening, background check/fingerprinting, physical examination, and immunization records) are maintained on file at Illinois Work Injury Resource Center (IWIRC). Required drug screening and background check/fingerprinting must be performed at IWIRC. It is recommended that required physical examination and required immunizations be completed at IWIRC; however, the student may choose his or her own healthcare provider and submit the documents to IWIRC.

Illinois Work Injury Resource Center (IWIRC)

736 SW Washington Street, Suite 2A
(Washington and State Street)
Peoria, Illinois 61602

Phone: (309) 497-0300
Hours: Monday - Friday, 7:30 a.m. - 5:30 p.m.

The student is responsible for all fees incurred. ICC will bill the student for the cost of drug screening (\$44) and fingerprint/background check (\$36), both performed at IWIRC. Payment for physical examination and immunizations conducted at IWIRC must be paid at time of service. Payment to IWIRC may be by debit card, credit card, or money order (no cash accepted). Please note – prices are subject to change at any time.

Maintain copies of your records. It is recommended you keep a copy of all information submitted.

Questions? Contact ICC Health Careers Department: phone (309)690-7530 or email:
Healthcareerinfo@icc.edu.

DRUG SCREENING

As per the Federal Drug Free Workplace Act of 1988 and the Drug Free Schools and Campuses Act Amendments of 1989, Illinois Central College (ICC) is committed to maintain a safe and healthy academic environment. In compliance with existing state and federal law, ICC prohibits the use, sale, distribution, manufacture and/or possession of drugs including controlled substances. Even though the Illinois Cannabis Regulation and Tax Act (effective January 1, 2020) allows for persons over the age of 21 to use cannabis, no person shall use or possess any cannabis product, marijuana, or any substances containing THC (tetrahydrocannabinol), recreational or medicinal, while on any college property or while participating in an ICC Health Careers Department program and its associated clinical experience.

ICC adheres to all policies of clinical facilities with which the College affiliates for student clinical education. Students admitted to a health career program must have a current negative drug screen prior to beginning program. It is recommended the drug screen be completed within 10 days of receiving this information.

At time of service, the student will sign consent for drug screen provided by Illinois Work Injury Resource Center (IWIRC).

1. The student will provide a urine specimen for the drug screen. The specimen itself will be collected at IWIRC, under that facility's procedures and control.
2. If the initial drug test indicates a positive result, the student will be given an opportunity to refute the results. The student may also have the same specimen retested, at the student's expense. A second test must be done within 48 hours of receiving the results, at the student's expense.
3. If the positive test is not due to justifiable prescription drug use, the student must withdraw from the health career program for a minimum of one semester. The student must be retested (expense paid by student) proving drug free before he/she will be admitted into a health career program.

NOTE: A student will not be able to complete the health career program if he/she cannot be placed in a clinical site due to a failed drug screen.

4. If the testing facility determines that a student has tampered with a sample during the testing, the student will be immediately dismissed from the program and will not be considered for readmission to an ICC Health Careers Department program.
5. Students shall be subject to the drug testing policy and rules of the facility providing the clinical education experience, which may require additional drug testing, in compliance with that facility's policies and requirements.
6. Students shall also be subject to additional testing as required by ICC, on a for cause basis or as deemed necessary for the administration of student clinical education experiences.
7. A student in the program who has tested positive may be dismissed from the program. Whether any student may remain in the program will be determined at the sole discretion of ICC.
8. Student health information will be maintained at IWIRC. All reasonable efforts will be made to maintain confidentiality of results. Results will be shared with the ICC Health Careers Department assistant, who monitors student health compliance. Students will forfeit course/program admission if this requirement is not met or if drug screen result is positive.
9. A student not in compliance will not be allowed to enter or continue in the program. While enrolled in an ICC Health Careers Department program, ICC will continuously monitor individual student compliance.

The student is responsible for all costs incurred, and the amount will be billed to the student's ICC account.

It is recommended that students keep a copy of all information submitted. Program director/faculty are not allowed to accept student health records or information.

DRUG SCREENING FAQs

Why do I need a drug screen?

As part of the clinical affiliation agreements, healthcare facilities require drug screenings for students who utilize their sites for learning opportunities.

When do I have to complete the drug screen?

Students who do not have results that have cleared before the first day of clinical will not be permitted to begin their clinical rotation.

Will I have to repeat the drug screen?

You may have to repeat the drug screen depending on the facility you are assigned for clinical rotations. Timeframes and expiration may vary from site to site.

Where do I go to get the drug screen?

IWIRC. Drug screens completed by any other vendor will not be accepted. If the clinical site provides the drug screen as part of the onboarding process, you should not obtain your own drug screen and you should follow the protocol as directed by the clinical site.

Who views my drug screen results?

Drug screen results are maintained confidentially between IWIRC and the ICC Health Careers Department assistant who manages clinical compliancy. Drug screen results may be shared with the Dean of Health Careers, Program Director, or external clinical facilities for placement purposes only.

What if I fail the drug screen?

Any student who tests positive for a prohibited drug will be given the opportunity to contest the results. If the failure is due to justifiable prescription drug use, specific prescription documentation must be provided. If the positive test is not due to justifiable prescription drug use, the student:

1. Must withdraw from the health career program for a minimum of one semester.
2. Must be retested (expense paid by student) proving drug free before he/she will be admitted into a health career program.

NOTE: A student will not be able to complete the health career program if he/she cannot be placed in a clinical site due to a failed drug screen.

What is a negative dilute?

Dilution is the process of reducing the concentration of drug or drug metabolites in the urine sample. This is accomplished by adding fluid to the sample or by drinking large amounts of fluid to dilute the specimen, called "internal dilution." Drug testing laboratories routinely test samples to detect dilution.

A dilute specimen can be caused by two circumstances. The first circumstance is caused by an individual diluting the urine with water, or other liquid, by actually pouring it into the specimen at the time of collection. The second method of obtaining a dilute specimen is by consuming too much fluid, especially liquids that contain diuretics, prior to collection (e.g., coffee, soda pop, medications, etc.). This may be inadvertent or may be on purpose on the part of the donor.

A student whose drug screen result is dilute negative will be required to complete another drug screen at their own expense.

BACKGROUND CHECK/FINGERPRINTING

At the request of clinical agencies who accept students from the College, students enrolled in an ICC Health Careers Department program will be required to submit to a criminal background check and fingerprinting. Students may not use similar reports on file at other agencies to satisfy this requirement. Failure to consent to release information or to cooperate appropriately with regard to the process shall result in the student not being able to enter or progress in the health career program. Criminal history background information is defined as information collected by criminal justice agencies on individuals consisting of identifiable descriptions and notations of arrests, detentions, indictments, or other formal charges, and any dispositions; including sentencing, correctional supervision, and releases.

Policy

Illinois Central College (ICC) is committed to providing a safe environment for students, patients cared for by students, and employees. Therefore, ICC will conduct a criminal background check and fingerprinting of all students who will be enrolled in an ICC Health Careers Department program. The fingerprinting will be conducted at Illinois Work Injury Resource Center (IWIRC), Peoria, Illinois. The student is responsible for costs incurred and will be billed by ICC.

Students may be withdrawn from course and program if this requirement is not completed or results are disqualifying. Students who have disqualifying convictions may have the option to obtain a Health Care Worker Waiver.

Procedure

1. Student will be provided the authorization form for the fingerprint/background check from the Health Careers Department assistant. The student must complete the authorization, providing all necessary biographical information.
2. Consent will be provided at time of service, at IWIRC, to complete background check/fingerprinting. Results will be made available to select ICC Health Careers Department employees.
3. Omission of required information, or false or misleading information provided by the student, on the criminal background check or in any communication with the College may result in disciplinary action or dismissal from the health career program at ICC.

Dealing with Disqualifying Convictions

1. Fingerprint/background check results will be kept confidential and will be maintained separate from the student's admission/academic file.
2. The Health Careers Department assistant will access the electronic report.
3. A student who has a disqualifying conviction will be notified. No messages regarding the results will be left on answering machines or with other individuals.
4. A student with a disqualifying conviction must withdraw from health career program courses. The student may independently choose, without advice from college, to submit an application for a Health Care Worker Waiver: http://www.idph.state.il.us/nar/WAIVER_APPLICATION.pdf. A waiver is not guaranteed, nor does a waiver guarantee subsequent certification or professional licensure.
5. A student with a disqualifying conviction, who is unable to present or obtain a Health Care Worker Waiver prior to start of an academic term, will be withdrawn from enrolled health career program courses and will not be permitted to pursue a health career. Academic advisers at ICC will offer assistance to redirect the student to another career path.

For more information regarding Health Care Worker Background Check, go to:
<http://dph.illinois.gov/topics-services/health-care-regulation/health-care-worker-registry>

PHYSICAL EXAMINATION AND IMMUNIZATIONS

Illinois Central College (ICC) recognizes the following regarding students enrolled in Health Careers Department programs. These facts are taken directly from the recommendations of the Advisory Committee on Immunization Practices (ACIP) for Health Care Workers and the Hospital Infection Control Practices Advisory Committee (HICPAC). These facts led to the guidelines currently in place under the CDC and recognized by OSHA. These facts also provide the basis for ICC's policy regarding Health Careers student immunizations.

Enforcement of this policy allows ICC to fulfill contractual obligations required by health care facilities that provide clinical learning experiences for Health Careers students.

- Because of their direct contact with medical patients or infective material from medical patients during clinical experiences, Health Careers students are at risk for exposure to and possible transmission of vaccine-preventable diseases during clinical experiences.
- The risks for percutaneous and permucosal exposure to blood and blood products are often highest during the professional training period: therefore, vaccination should be completed during training and prior to students having any contact with blood.
- Optimal use of immunizing agents safeguards the health of both health care workers and those in training and protects patients from becoming infected through exposure to infected care providers.
- Any health care worker who is susceptible can, if exposed, contract and transmit certain vaccine-preventable diseases. Therefore, all medical institutions should ensure that those who work within their facilities are immune to those diseases for which immunization is strongly recommended in ACIP/HICPAC guidelines.

POLICY STATEMENT

In order to adhere to CDC/OSHA recognized guidelines, it is the policy of Illinois Central College that all enrolled Health Careers students will comply with physical, immunization, and tuberculosis requirements as detailed in the attached document. No exceptions will be made to this policy and no waivers given except in the event of pregnancy and breastfeeding. In those instances, a temporary reprieve will be granted for immunizations during the duration of the pregnancy and or breastfeeding if and only if a student is able to provide medical documentation of such condition. In addition, a student requesting a temporary reprieve of immunization requirements due to pregnancy or breastfeeding must prove that their immunizations are up to date through the onset of the condition.

Physical Examination:

Physical examination performed by a healthcare provider expires after 24 months. The examination must remain current for the duration of the student's enrollment within the health career program.

See attached form to have health care provider complete and sign - submit completed physical examination form to IWIRC.

Immunizations:

Immunizations are required for students enrolled in Health Careers Department programs, and must be maintained current for duration of the student's enrollment within a health career program.

Documentation of immunizations must be submitted to IWIRC. Additional immunizations/titers may be contractually required by specific agencies for student clinical experiences. Additional immunization costs are the student's responsibility.

REQUIRED IMMUNIZATIONS

Student must complete immunizations at IWIRC, or provide documentation of the following completed immunizations to IWIRC, to participate in assigned clinical experiences.

Seasonal Flu Vaccine (Influenza)

Flu vaccine is a seasonal vaccine. Students must submit documentation of evidence of receiving a flu vaccine. *Likely to be administered after October 1st of each academic year.*

Tuberculosis Testing

(2-step TB Skin Test: 2 separate TB skin tests/read 1-2 weeks apart)

Students must show proof of a 2-step tuberculin skin test in the past along with an annual 1-step test thereafter following the 2-step. If students have NOT had a 2-step tuberculin skin test, one must be completed prior to the start of the health career program. Once the 2-step test is completed, a 1-step tuberculin skin test is required every year thereafter while the student is enrolled in a health career program.

Tdap

Students are required to submit proof of a current Tdap vaccination within 10 years of the start of their respective health career program.

MMR

Students must submit proof of 2 MMR vaccine injections in the past or show immunity to Measles, Mumps, and Rubella in the form of a laboratory titer.

(If born before Jan. 1, 1957: Exempt from the MMR requirement at this time)

Varicella (Chickenpox)

All students must show evidence of immunity to the varicella (chickenpox) virus. Evidence of immunity may include documentation of two doses of varicella vaccine or blood tests that show you are immune to varicella (immunity to varicella test).

Hepatitis B

The 3-injection Hepatitis B vaccine series is REQUIRED. Students must show proof of at least the first injection in the series prior to the start of the health career program. Students must then follow through with the remaining injections in the series and provide proof of the injections.

(1st vaccination ■ 4 weeks, 2nd vaccination ■ 5 months, 3rd vaccination)

COVID

Student must adhere to college policy and assigned clinical agency policy. May require documentation of having received vaccine, or test weekly. Note: while in the clinical setting, student is required to abide by affiliated hospital/healthcare facility/agency safety policies/protocols.

PHYSICAL EXAMINATION FORM

RETURN THIS FORM TO:

IWIRC Illinois Work Injury Resource Center
736 SW Washington Street, Suite 2A
Peoria, Illinois 61602

Phone: (309) 497-0300
Hours: Monday - Friday, 7:30 a.m. - 5:30 p.m.

TO BE COMPLETED BY STUDENT (PLEASE PRINT)

ICC Health Careers Program: _____

Name: _____

ICC Student ID #: _____

TO BE COMPLETED BY HEALTH CARE PROVIDER PHYSICAL EXAMINATION

Allergies (drug, latex, environmental, food): _____

DOB: _____ SEX: _____ HT: _____ WT: _____ BP: _____ Pulse: _____ Resp: _____ Temp: _____

Eye Exam (Snellen Chart) Rt. _____ Lt. _____ Glasses Contacts (please check one if exam with corrected vision)

Are there abnormalities of any of the following (please check Yes or No):

Head, ears, nose, throat	<input type="checkbox"/> Yes <input type="checkbox"/> No	Hearing/use of device?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Eyes, visual acuity	<input type="checkbox"/> Yes <input type="checkbox"/> No	Respiratory/lungs	<input type="checkbox"/> Yes <input type="checkbox"/> No
Integumentary/skin	<input type="checkbox"/> Yes <input type="checkbox"/> No	Cardiovascular	<input type="checkbox"/> Yes <input type="checkbox"/> No
Gastrointestinal/rectal	<input type="checkbox"/> Yes <input type="checkbox"/> No	Neurological	<input type="checkbox"/> Yes <input type="checkbox"/> No
Genitourinary/Pelvic	<input type="checkbox"/> Yes <input type="checkbox"/> No	Musculoskeletal	<input type="checkbox"/> Yes <input type="checkbox"/> No
Metabolic/endocrine	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Current medical condition or history of the following illnesses (please check and comment if applicable):

- Rheumatic Fever _____
- Hepatitis _____
- Diabetes _____
- Kidney/Urinary condition _____
- Epilepsy/Seizures _____
- Seizure-free for 6 months? Yes No Date of Last Seizure _____
- Heart Disorder/Attack/Disease _____
- Tuberculosis/Asthma/Other respiratory disorder or disease _____
- Varicosities _____
- Mental Illness/Condition (diagnosed) _____
- Abnormal Menstrual History/Pap/Pelvic _____
- Skeletal or muscular injury/condition _____
- Abdominal or Inguinal Hernia _____
- Other current medical condition: _____

Please list current prescription and frequent-use OTC medications: _____

Please list surgical procedures/dates: _____

Do you have any recommendations, precautions, or limitations for this student in their role in patient contact? Yes No

If Yes, please comment: _____

Based on your findings, should this student be restricted from patient contact? Yes No

VERIFICATION: Your signature below indicates that you have completed the Physical Examination Form and that this student is able to participate in the Health Careers Department program at Illinois Central College.

Healthcare Practitioner's Signature _____ Print Last Name: _____

Clinic/Office Name and Location _____

Date: _____ Telephone Number (_____) _____

HEALTH INSURANCE/FINANCIAL RESPONSIBILITY WAIVER

Students are required to carry personal health care insurance at all times while enrolled in a Health Careers program. Students are financially responsible for any and all expenses resulting from injury, illness, and positive drug screenings occurring during classroom, clinical, and/or laboratory courses.

I understand that I am responsible for maintaining my own major medical health insurance throughout the course of being enrolled in an Illinois Central College Health Careers Program. I further understand that I will be financially responsible for any medical care, treatment, or examinations that a clinical affiliate provides to me while in a student capacity at that facility.

By signing below, I am verifying that I either 1) carry major medical insurance or 2) will accept responsibility for the cost of any and all medical care, treatment, or examinations provided to me while in a student capacity at the program clinical affiliates.

PRINT Full Name: _____

Student ID Number: _____

Health Careers Program: _____

Signature: X _____ Date: _____

STUDENT CHEMICAL IMPAIRMENT POLICY AND PROCEDURES

Illinois Central College policy prohibits the illegal possession, use, or distribution of drugs and/or alcohol by students on College property or as a part of any College activity. Violators will be prosecuted in accordance with applicable laws and will be subject to disciplinary action by the College in conformance with College policy. (See the College Catalog and Student Rights and Responsibilities Handbook). In accordance with this policy, the following procedure has been developed to address issues unique to students enrolled in the College's Health Career Programs.

Procedure

All Health Careers students will be required to sign and adhere to the Illinois Central College Student Chemical Compliance Contract.

When a faculty member or a clinical agency representative observes a student engaging in behaviors or presents with signs that are often associated with drug or alcohol misuse or abuse, the following procedure, based on the belief that measures to be taken should be assistive rather than punitive, will be implemented:

1. Seek corroboration regarding the observed student behavior, if possible.
 - a. Should the impaired behavior occur at a clinical site, the faculty or agency representative will relieve the student from the clinical assignment.
 - b. Should the observed behavior occur on campus, the faculty member should use their discretion in allowing continued participation in the learning activity.
 - c. Immediately notify program director/coordinator and provide written documentation of observed behavior or physiologic characteristics of suspected chemical impairment as soon as possible.
 - d. Upon request, the student will undergo a drug screen and/or breath alcohol test according to expected time frame established by ICC employee. The drug screens and breath alcohol tests will be completed at the student's expense. A student who refuses to be tested or who otherwise fails to cooperate in required tests may be dismissed from the Health Careers program.
 - i. If the student is at a clinical site, the student will need to call a cab, friend, or family member to transport to:

Illinois Work Injury Resource Center (IWIRC)
736 SW Washington Street Suite 2A
Peoria IL 61602
(309) 497-0300
Open · M-F 730AM - 530 PM
 - ii. Should IWIRC be closed, the student may go to these UnityPoint First Care locations:
 - a. UnityPoint Clinic First Care - Barring Trace
3915 Barring Trace
Peoria, IL 61615 · (309) 689-3030
Open · 8AM - 8PM daily
 - b. UnityPoint Clinic First Care - Peoria Heights
1120 E. War Memorial Drive
Peoria Heights, IL 61616 · (309) 685-4411
Open · M-F 8AM - 6PM, Sat 9AM - 4PM
 - c. UnityPoint Clinic First Care - East Peoria
2535 E. Washington St.
East Peoria, IL 61611 · (309) 694-6464
Open · M-F 8AM - 6PM

2. Upon receipt of written documentation, a conference consisting of, but not limited to, the involved student, faculty member and/or agency representative, Program Director/Coordinator, Dean of Health Careers and Dean of Student Services or their designee will be held. The purpose of the conference is to present and discuss documented observations of behavior(s) and test results.
3. If results are negative, Illinois Central College will be responsible for costs incurred by the student. If results are positive, the student will be responsible for costs incurred.
4. A student who tests positive for illegal drugs and/or alcohol will be administratively withdrawn from the Health Careers program.

Eligibility for Professional Licensure/Certification

Students should understand that the use/abuse of drugs and alcohol is prohibited by laws and standards in the health professions, and that a person with a history of such use/abuse may be denied certification or licensure, or placed on a probationary status. Faculty will assist students with providing required documentation for professional licensure application process.

Students and faculty are reminded of the professional ethical responsibility of reporting knowledge of substance use/abuse by healthcare personnel.

STUDENT CHEMICAL COMPLIANCE CONTRACT

I, _____, agree to undergo a drug screen and breath alcohol test upon request and, if needed, a comprehensive substance use/abuse evaluation by a mental health professional selected from the approved list of accredited agencies provided by the Program Director/Coordinator.

I understand that the payment for the drug screening and breath alcohol test, evaluation, treatment and follow up care will be my responsibility. If treatment is recommended, I must complete the individualized plan determined by the evaluator and follow all procedural steps of the Illinois Central College Chemical Impairment Policy. Written evidence of my treatment program, ability to return to the health program (evidence of exhibiting positive student behaviors), and my follow up care plan will be submitted to the Program Director/Coordinator.

I further understand that random drug screens and breath alcohol testing may be a part of my treatment and follow up program.

Date: _____

Student Signature:

Agree _____

or

Disagree _____

Program
Director/Coordinator/
Faculty Signature: _____

Witness Signature: _____

AUTHORIZATION FORM FOR STUDENT CHEMICAL IMPAIRMENT TESTING

Student's Name: _____

Student ID#: _____

Date: _____

Requested Service: (circle all that apply)

- Alcohol and Drug Testing: Non – DOT
- Urine Drug Screen: Collection with results
- Breath Alcohol Test

Purpose: (circle one)

- Reasonable Suspicion
- Random

Billing Information:

If Positive for chemical impairment, please bill:

Student or submit to student's personal health care insurance company

If Negative for chemical impairment, please bill:

Illinois Central College
Attn. Risk Management Room 236A
1 College Dr.
East Peoria, IL 61635
(309) 694-5398

Printed name of ICC
Authorized Employee: _____

Signature of ICC
Authorized Employee: _____

COMMUNICABLE DISEASE PROCEDURE

Illinois Central College places a high priority on safety and the need to prevent the spread of dangerous chronic communicable diseases on its campus. This procedure is designed to promote the health and regular attendance of students. The College is committed to protecting the civil rights of individuals while preserving the health and safety of all students, therefore, strict confidentiality must be maintained.

Communicable diseases may be referred to as “contagious, infectious or transmissible to others.” Students are reminded not to come to campus or participate in class, labs, or clinical/internships if feeling ill or experiencing any symptoms of illness. Students identified with an acute communicable disease or exposed to a communicable disease that places others at risk may need to quarantine for a recommended period of time until symptoms subside and temperature is normal without fever-reducing medication.

Students with identified **chronic** communicable diseases may not be excluded from the College as long as, through reasonable accommodation, the risk of transmission of the disease and/or the risk of further injury to the student is sufficiently remote in such setting so as to be outweighed by the detrimental effects resulting from the student's exclusion from the College. Whenever possible, the College will attempt to assist students in continuing their pursuit of educational goals. Placement decisions will be made by using these objectives in conjunction with current, available public health guidelines concerning the particular disease in question. Individual cases will not be prejudged; rather, decisions will be based upon the facts of the particular case. The determination of whether a student with a chronic communicable disease may attend college shall be made in accordance with procedures implemented by the College.

Procedure in the event of potential risk to others:

1. The College shall respect the right to privacy of any student who has a chronic communicable disease. The student's medical condition shall be disclosed only to the extent necessary to minimize the health risks to the student and to others. The number of personnel aware of the student's condition will be kept at the minimum needed to assure proper care of the student and to detect situations in which the potential for transmission of the disease may increase. Persons deemed to have "a direct need to know" would be provided with appropriate information; however, these persons shall not further disclose such information.
2. The program director/coordinator shall investigate, as the situation warrants, the health status of any student known to have a communicable disease. In addition, the health status of any student in a Health Careers program identified to the program director/coordinator by public health officials as being strongly suspected of having a communicable disease will be investigated under proper guidelines identified by the public health officials. The program director/coordinator shall investigate and then refer the case to the Dean of Health Careers. As the situation warrants, a task force shall be formed and may include the following individuals: the Dean of Health Careers, Vice President of Human Resources, Program Director/Coordinator, Manager-Risk, Safety & Benefits, Vice President of Student Success, and the Coordinator of Public Relations and Public Information officer.
3. After reviewing the case and guidelines set forth by public health officials, the task force shall determine the appropriate action to be taken for the particular case based upon the following criteria:
 - a. The nature of risk
 - b. The duration of the risk
 - c. The potential harm to other parties
 - d. Possibility of transmission of the disease
4. The recommendation will include a summary of the findings relative to each of the above criteria, a description of the recommended attendance accommodations and specific description of the notifications suggested.
5. After a recommendation is made by the task force and an action set forth, the Vice President of Student Success will inform appropriate College officials of that recommendation and action.
 - a. During the notification procedure, all efforts shall be made to keep confidential the name of the person/persons involved.
 - b. Whenever a decision is made that might have an adverse effect on the educational placement of a student and the student disagrees with the decision, an appeal may be made to the President of the College for a review of that decision. The decision of the President shall be final.

CLINICAL TUBERCULOSIS (TB) EXPOSURE PROCEDURE

Due to the fact it can take several weeks to confirm TB, the clinical site will collect the names of those potentially exposed. The bacteria that cause TB are very slow growing and can take weeks to identify in the laboratory. The sputum smear is a fast laboratory result, but it is not specific for tuberculosis; other closely related bacteria can be smear positive also. Not all smear positive patients are diagnosed with tuberculosis. There are many more instances of ruled out TB that are not confirmed than there are actual instances of culture positive TB; people that are exposed are not necessarily infected.

Procedure in the event of exposure:

1. Report TB exposure at clinical site/fieldwork to Program Director/Coordinator. The Program Director/Coordinator will then notify the student(s) and ICC Risk Management (309-694-8911 or 309-694-5398).
2. Complete ICC Health Careers Student TB Exposure Report Form (see attached).
3. Obtain TB skin test at ICC IWIRC as soon as possible after the exposure is reported. Each exposed student (except those with documented positive reactors) will receive a baseline TB skin test. A baseline test is not required for anyone with a documented negative TB skin test within the preceding 3 months prior to the exposure.
 - a. If the TB skin test is negative, the test will be repeated 12 weeks after the exposure.
 - b. If the TB skin test is positive, reactions of 10 mm or greater or students who are experiencing symptoms suggestive of TB will be referred for a chest X-ray.

NOTE: THOSE WITH POSITIVE TEST RESULTS PRIOR TO EXPOSURE DO NOT REQUIRE SKIN TESTING OR X-RAYS UNLESS EXPERIENCING SYMPTOMS SUGGESTIVE OF TB.

These students do need to complete the ICC Health Careers TB Exposure Assessment Questionnaire.

Return forms to:

Program Director/Coordinator

and

Illinois Central College
Risk Management, Room 236A
1 College Drive
East Peoria, IL 61635
Phone: (309) 694-5398
Fax: (309) 694-8563

STUDENT TB EXPOSURE FORM

Student Name _____ Student ID _____
 Student Phone # _____ Program _____
 Date of Exposure _____ Time _____

Describe the circumstances surrounding the exposure:

Is this a confirmed case of TB? _____ YES, per the following:

Health Department Hospital MD

Date of the last TB Montoux Test _____

Results of last TB Mantoux Test: Negative Positive

If positive, date and results of most recent chest x-ray: _____

If the student has had a negative TB test within past three months, no immediate TB testing is needed. Follow-up TB test is required in 12 weeks.

Date TB Test Due _____ (Continue to Section B)

Section A

If over 3 months since last TB test, TB test should be done ASAP

Date Administered _____

Date Read _____ By: _____

Results: Negative Positive

If positive, refer to health department or personal physician for chest x-ray.

Section B

Follow-up 12 week testing

Date Administered _____

Date Read _____ By: _____

Results: Negative Positive

If positive, refer to health department or personal physician for chest x-ray.

TB EXPOSURE ASSESSMENT STUDENT QUESTIONNAIRE

Name: _____ Student ID#: _____

Program: _____ Birthdate: _____

I. Have you recently experienced any of the following symptoms?

- | Yes | No | |
|--------------------------|--------------------------|-----------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Anorexia – loss of appetite? |
| <input type="checkbox"/> | <input type="checkbox"/> | Weight loss – other than dieting? |
| <input type="checkbox"/> | <input type="checkbox"/> | Night Sweats? |
| <input type="checkbox"/> | <input type="checkbox"/> | Low Grade Fever? |
| <input type="checkbox"/> | <input type="checkbox"/> | Cough – productive? |
| <input type="checkbox"/> | <input type="checkbox"/> | Spitting blood or bloody sputum? |

If “yes” to any of the above, please explain.

II. For any of the symptoms above, have you consulted a physician? Yes No III. Are you currently taking any TB medications? Yes No Have you taken any TB medications in the past? Yes No

If yes, when? _____

For how long? _____

IV. When did you have your last TB Skin Test (PPD)?

Where? _____

Was the test: Negative Positive V. When did you have your last chest x-ray? _____
(Date)

CLINICAL BLOOD AND BODY FLUID EXPOSURE

The following procedure must be followed after an accidental exposure to blood or body fluids in a clinical setting. This procedure is to be followed by all Illinois Central College Health Careers students in any clinical location. **NOTE: Dental Hygiene students are to follow Dental Clinic procedure as noted in Dental Hygiene student handbook.**

1. In the event of a needle stick, force the wound to bleed if possible by squeezing. Then wash the exposed area thoroughly with soap and water. In the event of mucous membrane exposure (eye, nose, mouth, etc.), flush mucous membranes with water as soon as possible.
2. **IMMEDIATELY notify ICC clinical supervisor. Notify ICC Risk Management, (309) 694 5475 and Program Director/Coordinator.** If the exposure occurs at a facility where no ICC clinical supervisor is present, notify the facility personnel and follow their instruction. **It is the student's responsibility to adhere to the ICC procedure.**
3. Complete the facility's incident report and the ICC Student Exposure Report Form provided. The ICC clinical supervisor should complete the applicable portion of the form and send the completed form to ICC Risk Management at the address/fax listed on the back of the form. If no clinical supervisor is present, it is the student's responsibility to obtain a copy of the facility's incident report that was completed and send a copy of it to ICC Risk Management at the address/fax listed in item 10.
4. A blood sample is typically drawn from the student and the patient who is the source of the exposure. The blood from the student and the source is tested for HIV, Hepatitis B, and Hepatitis C.
5. If **off-campus** and blood can be drawn at the clinical facility request blood draws there. In this instance, a copy of all the results should be sent to the student's personal physician AND an additional copy of all the results need to be sent to ICC Risk Management at the address/fax listed in item 10.
6. If **on-campus** or at a facility where a blood sample cannot be drawn, **YOU MUST NOTIFY THE PROGRAM DIRECTOR/COORDINATOR IMMEDIATELY** to arrange for the student and the source to have blood drawn.

During morning or afternoon clinical students may go to any of the Peoria or East Peoria Unity Point First Cares, or call Risk Management at (309) 694-5398 for assistance.

During evening hours please send student and source to:

Unity Point/Proctor First Care
3915 W. Barring Trace
Peoria, IL 61615
(Across Route 150 from Sam's Club)
Hours: 8am-8pm
Phone: 309-689-3030

The facility should forward ALL lab results to the student's personal physician and to ICC Risk Management at the address/fax listed in item 10.

7. Payment:
 - a) ICC will cover the entire cost of the source's blood work.
 - b) **The student is financially responsible for any medical care, treatment or examination that was provided to the student at that facility.** (Signature of an Acknowledgement of Health Insurance / Financial Responsibility form is required.)
8. The program director/coordinator will contact the student approximately a week after exposure to make sure the student has received blood work and the source's blood work and also to give post-exposure counseling from the facility in which the exposure occurred. The student should then follow-up with their personal physician for the appropriate follow-up treatment. **Follow-up treatment and laboratory testing with the student's personal physician is HIGHLY recommended in all occurrences.**
9. **The student is ENTIRELY responsible for obtaining all follow-up treatment and for all medical bills associated with the follow-up treatment.**
10. **Mailing Address/Fax Information:**

Illinois Central College
Risk Management 236A
1 College Drive
East Peoria, IL 61635
Phone: (309) 694-5398
Fax: (309) 694-8563

STUDENT EXPOSURE REPORT FORM

Student Name:		ICC Student ID#:	
Program:		Phone Number:	
DOB:		Gender:	
Date/Location of Exposure		Time:	
Date Exposure Reported:		Time:	
Student's Personal Physician:			
Description of exposure incident, including details of where, when, how, as well as the route of entry and areas of body affected:			
What type of personal protection was being used?			
Name the person to whom you were exposed (if known):			
List names of witnesses to the incident (and contact information):			
Describe factors contributing to the incident:			
Dates of Hepatitis B Vaccinations:	#1	#2	#3
Locations of Hepatitis B Vaccinations:	#1	#2	#3
Student Signature:			

Supervisor's Section:

Supervisor's description of the exposure:	
What action was taken?	
Did unsafe conditions or actions contribute to the incident? If yes, please explain in detail.	
What follow up or specific corrective action has or will be taken to prevent a recurrence?	
ICC Supervisor's Signature:	Date:

PLEASE SEND THIS COMPLETED REPORT TO:

Illinois Central College
Risk Management Room 236A
1 College Drive
East Peoria, IL 61635
Phone: (309) 694-5398
Fax: (309) 694-8563

DENTAL HYGIENE CLINIC EXPOSURE PROCEDURE

Student: _____

- HIV
- Hepatitis B Antibodies
- Hepatitis C

Source: _____

- HIV
- Hepatitis B Antigen
- Hepatitis C

Billing information for Student:

Please bill student's personal health insurance

Billing Information for Source:

Illinois Central College
Attn: Risk Management Office 236A
1 College Dr.
East Peoria, IL 61635
Phone: (309) 694-5398
Fax: (309) 694-8563

Please send the source's results to Illinois Central College Risk Management at the above address.

Authorized By _____

If exposure occurs in the evening hours please send student and source to:

Unity Point/Proctor First Care
3915 W. Barring Trace
Peoria, IL 61615

(Across Route 150 from Sam's Club)

Hours: 8am-8pm

P: 309-689-3030

During morning or afternoon clinical students may go to any of the Peoria or East Peoria Unity Point/Proctor First Cares, or call Risk Management at (309) 694-5398 for assistance.

ACCIDENT/INCIDENT/INJURY REPORTING PROCEDURE

A student who is injured during a clinical/fieldwork experience should:

1. Notify clinical/fieldwork instructor and program director/coordinator.
2. The instructor/supervisor completes the clinical facility incident report.
3. The instructor/supervisor completes the ICC Health Careers Student Accident/Injury Report.
4. The instructor notifies ICC Risk Management (309) 694-5398.
5. If medical attention is needed the student may choose to receive care at the clinical facility or from the student's personal physician, with the student responsible for any and all medical expenses resulting from the injury.
6. If the student is injured while in on-campus laboratory activity, the student is to notify the instructor immediately. The instructor will complete the ICC Health Careers Student Accident/Injury Report. The student is responsible for any and all medical expenses resulting from the injury.

ACCIDENT/INCIDENT/INJURY REPORT**** PRINT LEGIBLY & COMPLETE ALL SECTIONS OF THE FORM ****

Person's Information			
Name of Individual Involved:	DOB:	Sex: <input type="checkbox"/> M <input type="checkbox"/> F	Phone #:
ID #:	Classification: <input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Visitor		
Accident/ Incident/ Injury Information			
Date of Occurrence:	Time of Occurrence: _____ <input type="checkbox"/> a.m. <input type="checkbox"/> p.m.	Facility Location (Building and Room #):	
Body Part Injured: (Be specific Left or Right/Upper or Lower)			
Description of Accident, Incident, or Injury in Detail:			
Witness Name: _____ Witness Phone: _____ <i>(Additional space is provided on back of the form.)</i>			
Treatment:			
Other Action Taken (person transported to hospital, Sent to IWIRC etc.):		Transported by: Signature X_____	
Campus Police called: <input type="checkbox"/> Yes <input type="checkbox"/> No			
Officer's Name:			
Injured Person Refused Attention: <input type="checkbox"/> Yes <input type="checkbox"/> No			
Injured Person's Signature:			
Staff Information			
Person Completing this Report:		Phone #:	
		Date Report Completed:	

-over-

Additional Space (if needed) to describe Accident, Incident, or Injury:

Follow-up Information	
Staff Member Conducting Follow-up:	Date:
Follow-up Comments:	

**** RETURN ALL COMPLETED REPORTS TO BOTH:**

RISK MANGEMENT & BENEFITS
East Peoria Campus, Room 236A
Fax# (309) 694-8563

and

CAMPUS POLICE
East Peoria Campus, Room 105A
Fax # (309) 694-5242

PROFESSIONAL CONDUCT POLICY

in Classrooms/Laboratory/Clinical/Fieldwork Sites

This policy for professional conduct is to assure a standardized professional image of all Health Careers Program students and to promote a recognizable image across all Program settings. Any violation will be handled immediately so as to not affect ICC's use of the clinical site for future students.

In accordance with these expectations, when participating in classroom experiences, laboratory exercises, and/or assigned to clinical sites, students enrolled in Programs must adhere to the following **Professional Conduct Policy**. This policy is in addition to the **Student Code of Conduct outlined in the College catalog. Program-specific attendance policies and program-specific clinical/fieldwork expectations/attire/conduct will take precedence over the general Health Careers conduct guidelines presented here.**

Appropriate professional conduct is a significant component of the Health Careers Programs (the "Program") of Illinois Central College. Students of the Programs are expected and required to be reliable and competent, exercise sound judgment, act with a high degree of personal integrity, represent themselves and Illinois Central College (the "College") in a respectful manner, and observe all rules and regulations of the clinical sites to which they are assigned. Students also have a responsibility to protect the welfare and safety of the patients/clients for whom services are being provided. Students placed at clinical sites and in clinical must realize the privilege of this experience, its responsibilities, and the reflection on Illinois Central College and its numerous health career programs.

The Professional Conduct Policy includes, but is not limited to:

1. Being prepared for the learning environment and actively participating in appropriate ways that will ensure learning of key components.
 - a. Be on time.
 - b. Refrain from excessive absenteeism.
 - c. Remain in assigned area of clinical experience, leaving only with permission.
2. Providing competent and reliable services to patients/clients using sound judgment and discretion. Students are expected not leave patients unattended and/or release patients without prior approval from a qualified staff member (if applicable).
3. Demonstrating respect and courtesy to patients/clients and their families
4. Demonstrating respect and courtesy to peers/classmates, instructors, college staff, supervisors, and all other members of the health care provider team in classroom, labs, and clinical sites.
5. Cooperating with all faculty, staff and peers without insubordination.
6. Providing safe care and/or services on a non-discriminatory basis.
7. Wearing uniform, name badge, student ICC patch at all times at clinical/fieldwork sites for student to be identified as an ICC Health Careers student. The student is allowed to identify himself or herself as a student ONLY during assigned clinical hours.
8. Wearing of uniform, student ID name badge and student patch is prohibited on non-assigned, nonclinical days, during outside employment, or in other facets of personal life. The ICC student ID should only be worn during ICC academic related activities.
9. Demonstrating and maintaining professional behavior by not exchanging personal contact information with patients/clients, not communicating with patients/clients outside of the clinical experience, and/or not accepting gifts from clients/patients.

10. Performing procedures and/or services only authorized by ICC faculty and/or ICC delegated supervisor in accordance with accepted professional standards.
11. Observing the rules of classroom/laboratory and clinical facility regulations including but not limited to:
 - a. Proper use of equipment and other property.
 - b. Not removing equipment or other property from facilities.
 - c. Not distributing, possessing and/or being under the influence of illegal drugs or controlled substances.
 - d. Not distributing, possessing and/or being under the influence of alcohol.
 - e. Complying with all current health requirements, drug testing, and criminal background check requirements.
 - f. Not possessing or using any type of weapon.
 - g. Complying with cell phone or other electronic device (iPod, iPad, etc.) usage consistent with the policies of classroom syllabi, laboratory rules, and clinical site regulations.
 - h. Refraining from smoking and the use of tobacco products, including e-cigarettes, at all clinical/fieldwork sites. Student will adhere to the College smoking policy on College premises.
12. Maintaining the confidentiality of patient/client information in accordance with recognized professional and institutional rules; without unauthorized release and/or misuse of patient/client information or institutional data.
13. Maintaining proper dress, appearance, hygiene, and decorum in accordance with the standards set by the clinical site, Program and professional standards **including but not limited to**:
 - a. Hair clean. In direct patient care, hair shoulder length or longer must be pulled back for safety and to prevent the spread of infection.
 - b. Mustaches and beards must be clean, well-trimmed, and neat.
 - c. Fingernails trimmed and clean. No polish, artificial nails including wraps, decorative printing, shellac, extensions, decals, or jewels. Nail length is limited to ¼ inch above the fingertip.
 - d. Makeup that is conservative and appropriately complements professional appearance.
 - e. Offensive body odor and poor personal hygiene are not acceptable. Smoke odors are not allowed.
 - f. Perfume, cologne, aftershave colognes, scented lotions, and smoking by-products should be avoided altogether as some individuals may be sensitive.
 - g. Jewelry that undermines the professional image or creates a safety hazard is prohibited. Wearing an excessive amount of jewelry is prohibited. Jewelry must be removed from facial and tongue piercing or replaced with a very small clear stud. Earrings should be small studs, with no more than two piercings per ear worn.
 - h. Wristwatches with a second hand are appropriate.
 - i. Clothing will be clean, neatly pressed, properly fitted, and in good repair. Extreme styles and appearance, including low cut tops, tops that expose the abdomen, and short skirts/shorts that when seated expose the upper thigh are not acceptable for classroom, laboratory, or clinical settings. Clothing which is too tight or too loose fitting negatively impacts the professionalism of the students and should be avoided. Undergarments will be worn at all times but will not be exposed during normal movement. Pant hem lines must not touch the ground.
 - j. Student uniforms will consist of the Program's designated scrub color when scrubs are required as Program uniforms.
 - k. Stockings or socks will be worn with Program uniforms.

- I. Leather or impervious shoes that are white will be permitted. Open-toe shoes are not permitted. Casual sandals (flip flops, sport sandals, etc.) and slippers are not permitted.
- m. Tattoos will be concealed and covered to maintain a professional appearance. If a tattoo is unable to be covered by clothing, it is covered by a bandage.

The penalty for violating the Professional Conduct Policy will result in disciplinary action according to college policy, discipline up to and including suspension or dismissal from the Program or College. Due to the sequential design of the curriculum in most Health Careers Programs, any period of suspension or dismissal may result in a delay in program completion. *The student may provide a written appeal of the disciplinary action according to College policy.*

All Health Careers Programs require completion of current health requirements, drug testing, and fingerprint background check, as a condition of program participation. Drug testing will precede clinical experience in all cases and will be required prior to admission to some Programs. Positive results on a drug screen or misrepresentation regarding drug use will lead to immediate dismissal from, or non-admittance to the Program.

Positive fingerprint background checks revealing non-waiverable offense will lead to immediate dismissal or non-admittance to the Program. Offenses requiring a waiver may be permitted if waiver is issued prior to admission to the Program.

ACKNOWLEDGEMENT

I acknowledge receipt of the Health Careers **Professional Conduct Policy**. I have read and understand the statement and agree to abide by the standards and rules set forth therein. I understand that failure to abide by the **Professional Conduct Policy** may result in my suspension or dismissal from the Program. I understand that I will not receive a refund of tuition or fees or book, supplies, instruments, or equipment purchased should I be dismissed from the Program due to violating this policy.

Student Signature _____

Printed Student Name: _____
First Last

ICC Student ID # _____

Date: _____

SOCIAL NETWORKING POLICY

Professional behavior is expected as outlined in the standards of each healthcare profession. Students should avoid all discussion of personalities, etc. involving college faculty, clinical instructors, other students, doctors, hospital personnel, and patients. Students must refrain from discussion of problems, issues, or negative experiences encountered either on campus, in the clinical facility, or in hospital departments on any social network.

The following are guidelines that should be followed when creating blogs, commenting on a blog, creating a LinkedIn profile, using Facebook, Twitter or other social sites, and/or engaging in any other social networking, including contributing to or through any of the other online media.

PERSONAL EXPRESSION

Personal blogs and social networking contain the views of a particular student, not the views of the college and/or clinical education/ healthcare setting. However, readers may not immediately appreciate this concept and a student may be held liable as representing the views of the college (program) and/or clinical education setting. Therefore, students must refrain from discussing and sharing personal views and photos related to their clinical experiences and healthcare settings while using social networking sites.

PROTECT CONFIDENTIAL INFORMATION

When posting blogs and/or contributing to, or through, any social networking site, students must refrain from disclosing confidential, proprietary, sensitive or specific information of the clinical educational setting, healthcare agency, and/or third parties.

BE RESPECTFUL AND EXERCISE COMMON SENSE

All blogs and social networking contributions must comply with this Health Careers policy. When posting a blog and/or contributing to, or through, any social networking site, be respectful of others. Assume faculty, other students, co-workers, hospital personnel, patients, and potential future employers are reading your blogs and contributions.

The Health Careers Program will determine, in its sole discretion, whether a particular blog or social networking use violates the policy. As with college policies, violations may result in disciplinary action.

ACKNOWLEDGEMENT

I have read and agree to comply with the terms of this policy and my responsibility to Illinois Central College, Health Careers, and program, abiding by respectful social networking. I understand that any violation may result in disciplinary action.

Student Signature

Printed Student Name:

First

Last

ICC Student ID #

Date:

UNDERSTANDING OF PROGRAM POLICIES

I, undersigned, have read and understand the policies as stated in the Health Career Program Handbook. As a Health Careers student, I accept the responsibility to abide by policies as outlined.

I understand that if I have not complied with requirements, I will not be allowed to start or remain in the health career program, and I will be asked to withdraw from enrolled program courses.

STATEMENT OF CONFIDENTIALITY

I, undersigned, have read and understand Confidentiality and accept my responsibility to maintain confidentiality, including avoiding any disclosure within social media, as a Health Careers student in the health care setting.

CORE PERFORMANCE STANDARDS & CRITERIA OF ADMISSION AND PROGRESS

I, undersigned, have read the Core Performance Standards & Criteria of Admission and Progression and hereby represent that I can effectively and safely perform the competencies listed.

ACADEMIC WORK

I, undersigned, understand during my enrollment as a Health Careers student, give my permission to the program faculty and coordinator/director to use my academic work from courses within the program for education purposes, curriculum design and improvement, and program accreditation. I understand that my name will be removed from the academic work prior to its use.

Student Signature _____

Printed Student Name: _____
First Last

ICC Student ID # _____

Date: _____