

# Salt Lake Community College

**School of Health Sciences  
Division of Health Professions  
PHYSICAL THERAPIST ASSISTANT PROGRAM**

## **STUDENT HANDBOOK 2024-2025**

*(Last updated August 2024)*



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# Part One: General Information

## Introduction

Welcome to the Physical Therapist Assistant Program! By entering this program, you have chosen to enter a dynamic and challenging field which will bring you some of the most rewarding experiences available. This handbook will be a guide for you as you progress through the program and should be used with the [Salt Lake Community College Catalog](#) and the Code of Student Rights and [Responsibilities](#). College-wide policies and practices are found in the catalog and the student code. Information specific to the Physical Therapist Assistant Program is contained in this handbook.

## SALT LAKE COMMUNITY COLLEGE MISSION STATEMENT

Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

## SALT LAKE COMMUNITY COLLEGE VISION STATEMENT

Salt Lake Community College will be a model for inclusive and transformative education, strengthening the communities we serve through the success of our students.

## SALT LAKE COMMUNITY COLLEGE VALUES

- Collaboration – We believe we’re better when we work together.
- Community – We partner with our community in the transformative, public good of educating students.
- Inclusivity – We seek to cultivate an environment of respect and empathy, advanced by diverse cultures and perspectives.
- Learning – We learn as a college by building outstanding educational experiences for students and by supporting faculty and staff in their professional development.
- Innovation – We value fresh thinking and encourage the energy of new ideas and initiatives.
- Trust – We build trust by working together in good faith and goodwill to fulfill the College’s mission.

## COLLEGE-WIDE STUDENT LEARNING OUTCOMES (SLO)

1. Acquire substantive knowledge
2. Communicate effectively
3. Develop quantitative literacies necessary for their chosen field of study
4. Think critically
5. Express yourself creatively
6. Develop the knowledge and skills to be civically engaged
7. Develop the knowledge and skills to work with others in a professional and constructive manner
8. Develop information literacy
9. Develop computer literacy

## SALT LAKE COMMUNITY COLLEGE EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

The College is fully committed to policies of equal employment and nondiscrimination and works to prevent any form of exclusion from participation in, denial of benefits of, or subject any individual to discrimination, harassment, or prejudicial treatment on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, genetic information, disability, religion, protected veteran status,

expression of political or personal beliefs outside of the workplace, or any other status protected under applicable federal, state, or local law.

## PROGRAM HISTORY

Initial interest in expanding the Health Sciences programs at Salt Lake Community College began in 1990. A feasibility survey was done with a good response of need from Utah physical therapy professionals. The Utah State Board of Regents passed the Physical Therapist Assistant Program proposal in November 1992. The Commission on Accreditation in Physical Therapy Education (CAPTE) granted initial accreditation of the Salt Lake Community College Physical Therapist Assistant Program in November 1994. The first class of twenty-one students completed the Program in December 1994. Our program was last accredited in 2018 and received the highest rated review allowing for over 10 years between visits, with the next accreditation visit planned for spring of 2029.

## PROGRAM MISSION STATEMENT AND GOALS

The mission of the Physical Therapist Assistant Program is to provide comprehensive, quality educational training to students so that they will be able to respond to the rehabilitation needs of the patient/client in a variety of health-related, community and educational settings within the field of physical therapy. The Physical Therapist Assistant Program is student-focused to provide a broad and varied background of knowledge and skills required for an entry level Physical Therapist Assistant in order to serve people of diverse cultures, abilities, and ages under the direction and supervision of a physical therapist.

The Physical Therapist Assistant Program's goals are two-fold:

- First, to engage students in learning experiences necessary to acquire, synthesize, integrate and evaluate the knowledge, skills, and behavioral conduct necessary for successful performance of professional responsibilities.
- Second, to provide a firm base of general education encompassing spheres and facets of physical therapy practice and promote lifelong learning.

A strong emphasis will be placed on flexibility, adaptability, and problem solving. Clinical education will complement academic preparation to ensure the integration, comprehension, and application of physical therapy data collection and interventions.

## PROGRAM CURRICULUM PHILOSOPHY

The philosophy of the Physical Therapist Assistant program curriculum is based on the concept that human experience includes three vital dimensions - biological, psychological, and sociological. As bio- psychosocial beings, human development through the life cycle is influenced by a process of continuous adaptation to the environment and by the ability to change. Humans perceive and interpret the world from an individual viewpoint based on physical, mental, social, and cultural experiences.

The environment comprises a system of interacting and interdependent individuals and families with diverse cultural, moral, and spiritual values. The environment also includes factors of culture and surroundings which may promote or deter health. The environment is dynamic and constantly interacts with the individual.

Health is in a state of fluctuation. It attempts to maintain some form of homeostasis on a continuum. Health is based on the perceptions of the individual and not on the definition of an observer. Individuals have a right to develop their potential along the continuum toward wellness and self-actualization.

Learning is a life-long process of cultivating and developing talents and abilities in cognitive (mental processes), psychomotor (physical processes) and affective (behavior, perception and/or attitude) domains. The process of learning is a continuum. New information and skills are added to previous knowledge and experiences. Building on this foundation, the learner progresses from simple to complex processing, adapting to the changing needs of the environment.

Education should utilize the above concepts to involve the learner in an active process. The client has the right to quality health care and thus necessitates a high-quality educational program. The educational program would include assessment, planning, motivation, problem-solving, communication and collaboration aspects. Essential educational components should include a theoretical knowledge base, technical skills, ethical standards, and application to practice in the field of physical therapy. The goal of the educational process is to meet defined standards of competency for entry level physical therapist assistant practice in the field of physical therapy and under the direction and supervision of a licensed physical therapist.

Learning is best achieved in an interactive, adaptive environment which allows direct open communication. Learning is necessary for practical application of knowledge. Instruction must be an interactive process of adaptation to the needs and strengths of each class and each student.

The instructor's role is to provide support, direction, and creative learning experiences as advisor, facilitator, and role model. The instructor is responsible for assisting the student in acquiring knowledge and skills to become a competent professional. An open forum for questioning, commenting, and discussing must be available in a timely sequence with content presentation.

The student is responsible for maximizing learning experiences during formal education. This will help the student understand that physical therapy is a dynamic profession, providing the development of skills that can facilitate continued learning after the completion of the initial, formal education phase.

Additionally, true professionals must develop the ethical and social values requisite for professional responsibilities as physical therapist assistants. The curriculum introduces empathy, compassion, tolerance of ambiguity, the ability to motivate and inspire, clinical decision-making, critical thinking, and professional self-assessment. With these kinds of attributes, the physical therapist assistants will be able to participate in meeting society's changing healthcare needs.

Students will be guided in how to best learn, select the best alternative, and how to respond to change; they will not look for a single answer, but use diversity of thought to make a decision.

In the field of rehabilitation, excellent patient/client care involves a partnership with other members of the healthcare team. Communication skills are essential to the effective physical therapist assistant both in terms of client care as well as interaction with other disciplines, colleagues, and the public.

## PROGRAM GLOBAL STUDENT LEARNING OUTCOMES

By successfully completing the Salt Lake Community College Physical Therapist Assistant Program, the student will be able to perform the following under the general supervision of a physical therapist:

1. Demonstrate ethics, values, responsibilities, and a knowledge of the rationale and effectiveness of physical therapy treatment procedures consistent with the Standards for Ethical Conduct for the Physical Therapist Assistant, the Guide for Conduct of the Physical Therapist Assistant, APTA's Values



Based Behaviors for the Physical Therapist Assistant, applicable state and federal laws' ethical principles, and the scope of his/her abilities in the delivery of care.

2. Demonstrate patient/client management with patients/clients, caregivers, and families including interviewing for prior and current levels of function and general health status, and using the International Classification of Functioning, Disability and Health (ICF) to describe a patient's/client's impairments, activity, and participation limitations.
3. Demonstrate competence in implementing a comprehensive plan of care developed by a physical therapist which may include, but is not limited to, airway clearance techniques; application of devices and equipment; biophysical agents; functional training in self-care and in domestic, education, work, community, social and civil life, manual therapy techniques; motor function training; patient/client education; therapeutic exercise; and wound management.
4. Communicate an understanding of the plan of care developed by the physical therapist, review health records before carrying out the PT plan of care, monitor and adjust interventions in the plan of care in response to patient/client status and clinical indications, report any changes in patient/client status or progress to the supervising physical therapist, determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant, and contribute to the discontinuation of an episode of care planning and follow-up processes as directed by the supervising physical therapist.
5. Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care by administering appropriate tests and measures (before, during and after interventions) including aerobic capacity and endurance; anthropometrical characteristics; mental functions; assistive technology; gait, locomotion, and balance; integumentary integrity; joint integrity and mobility; muscle performance; neuromotor development; pain; posture; range of motion; self-care and civic, community, domestic, education, social and work life; and ventilation, respiration, and circulation.
6. Effectively educate others using teaching methods that are commensurate with the needs of the patient/client, caregiver, and healthcare personnel.
7. Respond effectively to patient/client and environment emergencies that commonly occur in clinical settings.
8. Complete accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
9. Demonstrate effective written, oral, and nonverbal communication with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.
10. Recognize and represent the roles and responsibilities of physical therapist assistants in the physical therapy delivery system including levels of authority and responsibility; planning, time management, supervisory process, performance evaluations, policies, and procedures; fiscal considerations for physical therapy providers and consumers; and continuous quality improvement.
11. Demonstrate knowledge of aspects of organizational planning and operation of the physical therapy service and accurate and timely information for billing and payment purposes.
12. Participate in continued development of physical therapy knowledge and skills, including the practice of reading and understanding professional literature.

(CAPTE Standards and Required Elements for Accreditation of Physical Therapist Assistant Education Programs, 1/2016)

## ESSENTIAL FUNCTIONS

Students enrolled in the Salt Lake Community College Physical Therapist Assistant (PTA) program must perform certain essential functions in order to participate safely in and to complete program

requirements. The following essential functions define the minimum cognitive, communication, motor, and behavioral/social abilities required for successful program completion as well as entry-level physical therapy practice.

Academic abilities to maintain at least a “C” in all PTA coursework except for “B” in PTA 1010 and BIOL 2320/2325.

Cognitive Abilities: Important cognitive skills for the successful physical therapy practitioner include the ability to recall and comprehend large amounts of information and to apply this information to a patient’s complex problems. The PTA student must have the ability to:

- a) Recognize and define problems, develop and implement solutions, and evaluate outcomes.
- b) Demonstrate critical thinking skills and appropriate clinical decision making with an ability to differentiate relevant from irrelevant information.
- c) Memorize, analyze, synthesize, and apply large volumes of technical information in classroom and laboratory environments.

Communication Abilities: Effective communication skills enable the physical therapy practitioner to obtain relevant information from patients and to effectively explain treatment procedures to patients, family members, and other health care professionals. The PTA student must have the ability to:

- a) Effectively process and comprehend written and verbal communications, in the English language, in any form of media at a level consistent with full participation in academic and clinical course work.
- b) Utilize appropriate and effective verbal, written, and non-verbal communication. This includes the proper use of standard medical terminology as appropriate.
- c) Respond appropriately, both verbally and in writing, in the English language when communicating with classmates and patients.

Participate in group and individual discussions, present oral and written assignments, and provide constructive feedback in the English language.

Motor Abilities: The practice of physical therapy requires that the practitioner possess the ability to perform basic data collection and therapy procedures that require specific physical skills and stamina. A PTA must also use visual, auditory, and sensory information in the observation and treatment of patients. The PTA student must have the ability to:

- a) Attend classes 30 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, skills laboratory, and clinical activities.
- b) Participate in occasional community-facing events representing and promoting the profession of physical therapy.
- c) Participate in clinical internships for 40 or more hours per week on a schedule that corresponds to the operating hours of the clinical setting in which you are placed.
- d) Lift a minimum weight of 10 pounds overhead and be able to move a 150-pound dependent person from one surface to another.
- e) Carry in your arms up to 25 pounds while walking up to a minimum of 50 feet.
- f) Exert 75 pounds of push/pull forces up to 50 feet and sometimes exert 150 pounds of push/pull forces from a standing or seated position.
- g) Lift from floor to waist 40 pounds.
- h) Able to stand frequently throughout the day up to 8-10 hours.

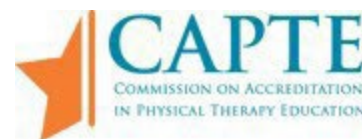
- i) Twist, bend, stoop, squat, kneel, crawl, and reach above shoulder level.
- j) Move from place-to-place and position-to-position at a speed that permits safe handling of classmates and patients.
- k) Stand and walk while providing support to a classmate simulating a disability or while supporting a person with a disability.
- l) Climb stairs and negotiate uneven terrain without stumbling or falling and without holding on to rails or other objects.
- m) Use hands to manipulate very small equipment (with knobs, dials, levers, and switches), palpate classmate's or patient's body structures, and safely guide a classmate's or patient's movement.
- n) Perform physical tasks while maintaining awareness of external factors including classmate/patient response, monitor displays, equipment function, and/or surroundings during all skills labs.

Behavioral and Social Abilities: The physical therapist assistant must demonstrate the ability to practice in a professional and ethical manner and possess the emotional stability to practice in a stressful work environment. The PTA student must have the ability to:

- a) Appropriately handle the physical, emotional, and mental challenges of a rigorous curriculum and diverse clinical practice environments.
- b) Demonstrate flexibility and willingness to adapt to changing environments or schedules.
- c) Demonstrate empathy, compassion, integrity, honesty, and concern for others of all cultures.
- d) Demonstrate the ability to respond appropriately to unpredictable or stressful situations.
- e) Demonstrate behaviors and attitudes that protect the safety and well-being of others, especially patients and classmates.
- f) Demonstrate professional, ethical, and legal behavior in all academic and clinical environments.

## ACCREDITATION STATUS

The Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706- 3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [www.capteonline.org](http://www.capteonline.org).



Above is the contact information for filing a complaint with CAPTE.

## CODE OF STUDENT RIGHTS & RESPONSIBILITIES

The Program adheres to the policies of prescribed conduct as listed in the Salt Lake Community College *Code of Student Rights & Responsibilities*, which can be obtained from Student Services, [or located on the SLCC website](#). [The Code of Student Rights & Responsibilities outlines institutional expectations for students, resources available for students, and disciplinary processes designed to foster ethically responsible behavior and protect the campus community.](#) . The Fair and Equitable Disciplinary Process is also located in the College Catalog.

Plagiarism is not acceptable in this program or at Salt Lake Community, as stated in the *Code of Conduct*. If you quote a source such as copying and pasting information or minimally rewording the information, you MUST cite/recognize the source in the same document. Note: Plagiarism is the use of ideas, facts, opinions, illustrative material, data, and direct or indirect wording of another scholar and/or writer without giving proper credit.

The Program follows the American Physical Therapy Association's *Standards of Ethical Conduct for the Physical Therapist Assistant* which is stated below in its entirety.

### Artificial Intelligence:

Artificial intelligence (AI) software, such as ChatGPT and Microsoft Copilot, will undoubtedly help us all in the profession of physical therapy to improve productivity. Countless AI productivity tools include not only chatbots like Google AI, but also voice, music, and video generators, grammar checkers, content-creating software, and even software to manage your schedule and email.

In our SLCC PTA program, we recognize the value of utilizing AI once in the profession of physical therapy, however, we are focused on our students learning the concepts and material while in the program. Unless an assignment specifically allows its use, generative AI is not allowed in the Physical Therapist Assistant Program and is considered a form of academic dishonesty. SLCC students are expected to adhere to the student responsibilities as indicated in the Code of Student Rights and Responsibilities statement on plagiarism. Plagiarism at SLCC is defined as: Presenting within one's own work the ideas, representations, or words of another person without customary and proper acknowledgment of that person's authorship is considered plagiarism. Students who are unsure of what constitutes plagiarism should consult with their instructors. Claims of ignorance will not excuse the offense. Based on this definition of plagiarism, the use of generative AI software content as your own violates academic integrity. If you use generative AI in your work, when permitted, you must indicate that you have done so.

If it has been discovered and determined that the AI policy has been violated, disciplinary action will be taken as determined on a case-by-case basis. Disciplinary actions may include but are not limited to, a verbal or written warning, a grade reduction on the assignment or in the class overall academic probation, or program dismissal.

In addition, many of our assignments are looking for students' own ideas, understanding, and application, whether that be critical thinking skills or reflection on a lab activity, speaker, concept, or idea. Be sure to review assignment instructions carefully to make sure you are following both the prompt and the assignment rubric.

## STANDARDS OF ETHICAL CONDUCT FOR THE PHYSICAL THERAPIST ASSISTANT

### PREAMBLE

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. Physical therapist assistants are guided by a set of core values (accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility). Throughout the document the primary core values that support specific principles are indicated in parentheses. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients and 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. The APTA Guide for Conduct of the Physical Therapist Assistant and Core Values for the Physical Therapist and Physical Therapist Assistant provide additional guidance.

## STANDARDS

**Standard #1: Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals. (Core Values: Compassion and Caring, Integrity)**

- 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 therapist services.

**Standard #2: Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients and clients. (Core Values: Altruism, Collaboration, Compassion and Caring, Duty)**

- 2A. Physical therapist assistants shall act in the best interests of patients and clients over the interests of the physical therapist assistant.
- 2B. Physical therapist assistants shall provide physical therapist interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.
- 2C. Physical therapist assistants shall provide patients and clients with information regarding the interventions they provide.
- 2D. Physical therapist assistants shall protect confidential patient and 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. (Core Values: Collaboration, Duty, Excellence, Integrity)**

- 3A. Physical therapist assistants shall make objective decisions in the patient's or client's best interest in all practice settings.
- 3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapist interventions.
- 3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient and 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 therapist services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient or client status requires modifications to the established plan of care.

**Standard #4: Physical therapist assistants shall demonstrate integrity in their relationships with patients and clients, families, colleagues, students, research participants other health care providers, employers, payers, and the public. (Core Value: Integrity)**

- 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 (eg, patients and clients, students, supervisees, research participants, or employees).

4C. Physical therapist assistants shall not engage in any sexual relationship with any of their patients and clients, supervisors, or students.

4D. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

4E. Physical therapist assistants shall discourage misconduct by physical therapists, physical therapist assistants, and other health care professionals and, when appropriate, report illegal or unethical acts, including verbal, physical, emotional, or sexual harassment, to an appropriate authority with jurisdiction over the conduct.

4F. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

**Standard #5: Physical therapist assistants shall fulfill their legal and ethical obligations. (Core Values: Accountability, Duty, Social Responsibility)**

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 and 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. (Core Value: Excellence)**

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 and clients and society. (Core Values: Integrity, Accountability)**

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 and 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 and clients.

**Standard #8: Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally. (Core Value: Social Responsibility)**

8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and 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 therapist services.*
- 8D. *Physical therapist assistants shall educate members of the public about the benefits of physical therapy.*

## CLASSROOM CONDUCT EXPECTATIONS

Professional conduct in the classroom optimizes the learning environment by showing respect for the instructors and classmates and demonstrates commitment to the physical therapist assistant program.

Students are expected to:

- Silence all wireless devices (not just place on vibrate) as well as keep them in purses/backpacks or on the desk when in class.
- Use approved technological devices in class for designated academic purposes when requested.
- Avoid rustling in backpacks or food items interrupting the classroom atmosphere.
- Avoid non-participative talking or other disruptive activities in class.
- Request and obtain instructor's permission before audio recording, digital recording, imaging, etc., in class.
- Be on time for all lectures and labs.

## PROFESSIONALISM AND BOUNDARY GUIDELINES

1. **Professional Interactions:** Students should strive to keep their interactions professional and centered around academic and cohort-related activities. This includes study groups, class projects, and cohort events.
2. **Respect for Boundaries:** Respecting personal boundaries and the comfort levels of peers is paramount. Students should avoid relationships that could create perceptions of favoritism, bias, or discomfort within the cohort.
3. **Focus on Academic Goals:** The cohort experience is designed to support academic success and professional development. Relationships that could divert focus from these objectives should be carefully considered for their potential impact on the individual's and the cohort's academic goals.
4. **Conflict of Interest:** Students should be mindful of potential conflicts of interest that personal relationships can create. If a personal relationship has the potential to impact professional responsibilities or cohort dynamics, it should be addressed proactively with the relevant academic advisors or administrators.
5. **Support and Resources:** The institution provides resources for students to help navigate personal and professional boundaries. Students are encouraged to seek guidance from their faculty advisors, academic advisors, counselors, or the student affairs office if they have concerns about relationships within their cohort.

Salt Lake Community College is committed to maintaining the campus community as a place of work and study free from abuse, intimidation and harassment, where everyone is treated with respect, dignity, and courtesy. Conduct which disrupts, interferes with the safety of others, adversely affects, or otherwise interferes with the lawful functions of the college, or the rights of an individual to pursue an education at the college may be subject to college discipline.

1. It is the policy of Salt Lake Community College to comply with all federal, state, and local authorities requiring nondiscrimination, including, but not limited to Title VI and VII of the Civil Rights Act of 1964, Executive Order No. 11246, 45 C.F.R. Part 90, the Civil Rights Restoration Act of 1987, Title IX of the



Education Amendments of 1990, the Americans with Disabilities Act, the Age Discrimination Act of 1975, Genetic Information Nondiscrimination Act of 2008, and Utah's Executive Order issued December 13, 2006.

2. The college is fully committed to policies of equal employment and nondiscrimination and works to prevent any form of exclusion from participation in, denial of benefits of, or subject any individual to discrimination, harassment, or prejudicial treatment on the basis of race, color, national origin, sex, sexual orientation, gender identity, genetic information, disability, religion, protected veteran status, expression of political or personal beliefs outside of the workplace, or any other status protected under applicable federal, state, or local law.
3. For more information or if you believe you have been subject to discrimination on the basis of sex, sexual orientation, or gender identity, please contact Salt Lake Community College's Title IX coordinator:

Title IX/EEO Office  
4600 S Redwood Rd.  
Technology Building Suite 222  
Salt Lake City, UT 84123  
(801) 957-4561  
[titleIX@slcc.edu](mailto:titleIX@slcc.edu)

4. For more information or if you believe you have been subject to discrimination on the basis of disability or need assistance with an accommodation, please contact:  
Accessibility and Disability Services (801) 957-4659

## GRADUATION REQUIREMENTS

The Associate of Applied Science (AAS) Physical Therapist Assistant degree will be awarded by the Physical Therapist Assistant Program, School of Health Sciences, Salt Lake Community College to those students who:

- Satisfactorily complete the minimum professional requirements: core-coursework, clinical education component of the core program, and a comprehensive exam (PEAT) in the testing center during their final semester of the program.
- Provide documentation of official application for graduation from SLCC Graduation office.
- Are recommended for the degree by Physical Therapist Assistant Program faculty.

## GRADING POLICY

Students are made aware of their scores on assignments, progression in courses, and final grades in courses, didactic and clinical, through the use of the college's online learning management system.

A minimum grade of "C" (77%) is required in each technical course to be eligible to graduate from the program. Technical courses must be taken in sequence. A "C" grade is necessary in all courses in a semester in order to progress from that semester to the next. See [Physical Therapy Assistant Program website](#) for pre-requisite requirements for each course. To graduate a minimum cumulative grade point average of 2.5 must be achieved in the core courses.

Students must achieve 77% on all exams and quizzes before class projects and assignments are computed into the course grade. Each course syllabus will identify the weighting of the exams and quizzes and are course specific.



Physical therapist assistant course grades are computed on the following scale:

95 - 100 = A	92 - 94 = A-	89 - 91 = B+
86 - 88 = B	83 - 85 = B-	80 - 82 = C+
77 - 79 = C	74 - 76 = C-	71 - 73 = D+
68 - 70 = D	67↓ = E	

## ASSIGNMENTS AND ASSESSMENT DUE DATES

See individual class syllabi for more information about expectations for late work within each class . Assessments such as examinations, skill check-offs, and practical exams are typically listed on the course’s Tentative Schedule.

## E-PORTFOLIO REQUIREMENT

Each student in the program will create an ePortfolio site. Instructors in every course will require you to put at least one signature assignment from the course into your ePortfolio site and accompany it with reflective writing. Your ePortfolio site will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio site will be a multi-media showcase of your educational experience and preparation for employment as a physical therapist assistant. See <https://slccbruins.sharepoint.com/sites/ePortfolio956>

## GRADE EXPECTATIONS

The “A” Student: (Outstanding, exceptional)

- Attends all classes and clinical assignments.
- Demonstrates interest by asking questions and finding out what he/she does not understand  
Achieves high test scores.
- Demonstrates a full, deep and precise understanding of the subject matter.
- Demonstrates the capacity to analyze and demonstrates critical thinking.
- Shows evidence of creative thinking.
- Hands in work of outstanding and exceptional quality according to criteria established for evaluation  
Is prepared for class having read the required assignment, and additional reading as well  
Has looked up unknown words.
- Goes beyond what is expected.
- Has highly developed communication and presentation skills.
- Is able to connect past learning with the present subject.
- Shows initiative, has the determination and self-discipline necessary for achieving “A” quality work.
- Performs work of outstanding quality
- Turns in papers that: demonstrate careful use of vocabulary, show correct use of evidence and quotations, have flow and coherence, exhibit fluid writing throughout with consistent presentation of ideas and elegance of expression. The reader of these papers should learn something significant and come away with a deeper understanding of the subject under consideration.

The “B” Student: (Above average)

- Rarely absent from class and clinical.
- Willingness to participate and demonstrates interest in class and clinical.
- Positive attitude and usually completes assignments.
- Demonstrates a good comprehension of the subject matter.
- Shows evidence of critical and creative thought.

- Hands in work that is of very good quality according to evaluation criteria.
- Is competent in communication and presentation skills.
- Is prepared for class, having read the assigned material, and is prepared to contribute to class activity.
- Participates in classroom discussion and asks questions for clarification.
- With encouragement, is able to connect past experience and learning with present learning Is willing to try new ideas and concepts.
- Has enough self-discipline to follow through with assigned material.
- Turns in work that is on time and consistently neat.
- Turns in papers that: demonstrate careful thought process, have some weak spots or flaws that do not significantly affect the importance of the work, show a much better than average understanding of the subject written about, make useful well-made points and gives value to the reader.

The “C” Student: (Average or typical)

- Meets minimum requirements for class and clinical internships
- Puts other priorities ahead of academic work.
- Is unable to physically keep up with the demands of high-level performance (due to lack of sleep, poor health and lifestyle habits, lack of interest, etc.).
- Prepares assignments consistently but with minimal effort.
- Hands in work that does not show attention to detail or completeness, which is sloppy or careless, and is at times incomplete or late.
- Is less willing to invest the effort required to excel.
- Does not contribute to class discussion.
- Needs vigorous prompting to connect past learning to present concepts.
- Is not visibly committed to class, expresses boredom through body language, participates without enthusiasm.
- May have exceptional ability but shows signs of poor self-management or bad attitude.
- May be diligent but simply average in academic ability.
- Demonstrates some concept of what is going on but has not mastered the material.
- Produces work that shows only what is absolutely necessary to complete the minimal.
- Turns in papers that: lack important elements and concepts, show evidence of thinness in argument, detail, and precision, have numerous grammatical errors, show an understanding of some concepts but no mastery of the subject matter.

(Adapted from “The Teaching Professor,” John H. Williams, Pepperdine University, CA)

## INCOMPLETE/WITHDRAWAL/DROP/DISMISSAL

Incomplete grades will be given only in extenuating circumstances, beyond the student's control, with appropriate documentation. All incomplete grades will require a course completion contract before being approved. An incomplete grade must be completed within one (1) year, providing there is available space in the class. The student who has an incomplete in a course will not be allowed to continue in the program until the course is completed successfully due to the sequential nature of the curriculum.

If the student receives an unsatisfactory grade in any course, unit of a course, skill check-off and/or practical examination, the course, unit of a course, skill check-off and/or practical examination must be repeated (limited to one repeat attempt) and a passing grade achieved before the student continues in the program.

All courses within the current semester must be successfully completed in order for a student to progress in the program unless written approval is given by the program coordinator. Any students who find themselves in need of an incomplete should discuss this with their course instructors and program coordinator.

If a student has repeated a course or unit one time and still is not successful in completing that course, unit, skill check-off, or practical examination, the student is dismissed from the program and is ineligible to return to the program.

The safety of the student, other students, and clients is paramount. Dismissal for unsafe practices may occur at any time during the academic semester. Dismissal is based on unsafe behavior demonstrated by the student as determined by the Physical Therapist Assistant Program faculty. Unsafe behavior is defined as: one potential life-threatening incident; or one incident contributing to the injury or death of another; or two or more incidents of unsafe practice identified at any time during the length of the program. An unsafe practice is determined by the supervising professors utilizing the [APTA code of ethics for a PTA](#).

Dismissal for unprofessional behavior is related to the failure to practice under the Standards of Ethical Practice of the Physical Therapist Assistant as stated in this handbook and the practice laws of the state of Utah; or failure to abide by the Policies and Procedures of Salt Lake Community College and the Program; or failure to abide by the Policies and Procedures of the clinical education sites. Falsification or omission of information required on documents is an additional example of unprofessional behavior.

Dismissal for unprofessional behavior includes but is not limited to:

- Failure to abide by the SLCC Code of Student Rights and Responsibilities or failure to respect the worth and dignity of clients, peers, health care team and faculty.
- Dismissal due to a clinical agency refusing to allow the student to return to the clinical site due to a breach of the Code of Conduct or any other offense identified by the clinical agency such as, but is not limited to, a positive criminal background and abandonment of client(s).
- Dismissal due to a clinical agency not allowing a placement of the student. Common reasons for this include but are not limited to issue with the student's criminal background check, failure to pass mandatory drug screening, and failure to receive required vaccination and testing.
- Dismissal due to any breach of a client's right of confidentiality or privacy by written or spoken form including copying of client medical records by hand or electronic methods with identifying personal information such as name (HIPAA).

## MILITARY LEAVE

A student called up for active duty or active service (not including the 2-week required annual training) in a branch of the United States Armed Forces (Army, Navy, Air Force, Marines, Coast Guard, National Guard or Reserve) in 'times of national emergency' and who requests a Military Activation Drop must:

Provide the College a completed "*Military Activation Drop Form*" found online at [www.slcc.edu/veterans](http://www.slcc.edu/veterans) along with their call up orders as soon as possible after receiving military orders. The notice need not include a statement of intention to return to the college. If military necessity renders it impossible to provide advanced notice, initiate a Military Activation Drop by providing notice at the first reasonable opportunity, in writing, personally signed, and with a copy of the military orders attached, to Salt Lake Community College Veteran's Services Office, STC 059, P.O. Box 30808, 4600 South Redwood Road, Salt

Lake City, UT 84130; or by FAX to (801) 957-4987 or by email to: [veterans@slcc.edu](mailto:veterans@slcc.edu). The “*Military Activation Drop Form*” and call up orders may also be provided by a designated family member should mobilization be immediate. **NOTICE:** If using educational benefits, the VA will determine if there is an over payment (Housing /BAH – Book Stipend) due to military call-up.

Students will receive an excused absence from each class for a two (2) week annual training. Students must work with faculty to coordinate due dates for make-up assignments/exams to be completed no later than two (2) weeks of return. Preference is to turn in assignments and complete exams prior to the absence, if possible. A required military annual training will not affect a student’s standing in the program.

Students absent over two (2) weeks and up to a year will receive a program withdrawal (in good standing). The student will be provided with admission preference into the next year’s cohort beginning with courses not completed.

Example--if withdrawn in the 4<sup>th</sup> semester of the program, student tuition will be returned (according to federal law) for that semester. Educational VA benefits will restart for a repeat of that 4<sup>th</sup> semester the following year.

Example--if returning before the 4<sup>th</sup> semester of the program, students may (and are advised to) audit courses previously taken again to be current with the material. Contact the SLCC Vet Services for tuition waiver opportunities for auditing.

Students deployed over one (1) and up to two (2) years will be given admission preference into the next year’s cohort but must begin with first semester courses. Contact the SLCC Vet Services for tuition waiver opportunities.

Students deployed over two (2) years will need to reapply to the program.

## JURY DUTY

Students will receive an excused absence from each class for a two (2) week period of jury duty. Students must work with faculty to coordinate due dates for make-up assignments/exams to be completed no later than two (2) weeks of return. Preference is to turn in assignments and complete exams prior to the absence, if possible. A required jury duty will not affect a student’s standing in the program.

- Students with jury duty for two (2) weeks and up to a year will receive a program withdrawal (in good standing). The student will be provided with admission preference into the next year’s cohort beginning with courses not completed.
  - Students may (and are advised to) audit courses previously taken again to be current with the material.
- Students with jury duty for one (1) and up to two (2) years will be given admission preference into the next year’s cohort but must begin with first semester courses.
- Students with jury duty over two (2) years will need to reapply to the program.

## SCHOOL OF HEALTH SCIENCE ACADEMIC APPEAL PROCESS

The School of Health Sciences Appeal Procedure (the Procedure) functions in accordance with the Salt Lake Community College Student Code of Conduct (the [Student Code](#)).

For the purposes of this procedure, business days are based upon the college's academic calendar and excludes weekends, holidays, and official college break periods and closures.

The following levels may be completed by students who have the right, as per the Student Code, to grieve a grade, warning (verbal or written), suspension, or dismissal received within a program of study.

**INFORMAL COMPLAINT:** Issues between students and a faculty/instructor, staff member, or administrator should be first discussed between those involved in the issue, if at all possible. For most issues it is anticipated that a resolution between the student and the faculty/instructor, staff member or administrator can be reached with an informal discussion of the issue. In the case that the student is unable to address the issue directly with those involved, or the issue is addressed but not resolved, the student may opt to escalate the concern through the following process.

**LEVEL ONE:**

- If a successful resolution is not forthcoming with the individuals directly involved, the student may choose to make an appointment with the program coordinator to address their concerns.
- The student is held to the standard within the program handbook regarding the process for appeal to the program coordinator.
- If the issue is with the program coordinator, and resolution was attempted and failed in the informal stage the student may move directly to level two.

**LEVEL TWO:**

- If the outcome of the program appeals process is not to the student's satisfaction, the student has (5) business days from their receipt of the outcome to submit a written appeal that includes a statement of the issue and any evidence in its support, the resolution sought, and the student's signature to the Associate Dean.
- The Associate Dean will request documentation and evidence from any faculty that may be involved in their investigation of student appeal request.
- The Associate Dean will notify the student through a formal letter within five (5) business days of their decision whether a conference with the student is warranted and if so, will schedule a conference date.
- If a conference is not warranted this letter will notify the student of the Associate Deans decision on the matter.
- If a conference is warranted a conference will be scheduled and the Associate Dean will notify the student through a formal letter within five (5) business days of completion of the conference of their decision to approve or reject the student's appeal.

**LEVEL THREE:**

- Within five (5) business days after the receipt of the formal letter from the Associate Dean, the student may submit a written appeal to the Dean of the School of Health Sciences.
- The Dean will review the appeal, all evidence, and render a decision to the student within ten (10) business days of receiving the formal letter from the student.

- The Dean will notify the student, in writing, of his/her decision to uphold, modify or dismiss the decision and possible sanction(s) imposed by the faculty member.

The decision of the Dean is final and cannot be appealed.

NOTE: The SLCC School of Health Science Appeal process, and the SLCC grievance procedures are separate and distinct from any formal legal proceedings. These procedures are designed to provide students with due process, procedural fairness, and developmental growth opportunities and ensure equal protection for all students. Due to this expectation, legal council is not assumed to be present during any scheduled meetings in the appeals process. If either party determines that legal council is necessary, this must be relayed during the scheduling of the meeting to provide adequate notice and allow for time to secure equivalent council if desired by both sides.

## TITLE 9

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Salt Lake Community College does not tolerate sex discrimination of any kind including sexual misconduct, sexual harassment, relationship/sexual violence and stalking. If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint, please contact Title IX Coordinator Cindy Cole, 801-957-4561 or [ccole58@slcc.edu](mailto:ccole58@slcc.edu).

## REPORTING INCIDENTS OF HATE OR BIAS

Salt Lake Community College (SLCC) is committed to fostering a safe and welcoming campus for all students, faculty, and staff; in turn, it is the responsibility of each person at SLCC to join in creating an environment in which others can thrive without fear of hate or bias.

Students may use the [Online Reporting Form](#). Students may also report incidents to a SLCC faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Center for Health and Counseling, 801-957-4268. For more information about Title IX, go to the following site: [What Does Title IX Mean For You?](#)

## RECORDS

The permanent record (transcript) of each student's academic achievement is kept in the Registrar's Office. Confidentiality of Records Policy follows the guidelines set forth by the Family Educational Rights and Privacy Act (FERPA). The college abides by this Act. Specifics are noted in the College General Catalog. A comprehensive record is kept on each Physical Therapist Assistant Program student for five (5) years after the student's graduation including admission application, immunization record, and other pertinent information such as grades, performance evaluations, which document the student's attainment of the Program Global Student Learning Outcomes. After 5 years an abbreviated record including student grades and program completion is maintained.

## ATTENDANCE

Students are expected to attend ALL class sessions. Full participation is expected in all classes. If a student cannot participate for reasons of health or other acceptable reasons, the faculty in charge of the class must be advised of the reason ahead of time and may result in the student losing professionalism points for lack of participation.

Absence without just cause is considered unprofessional behavior in a professional program. The only reasonable excuses are: death in immediate family, sudden severe personal/family illness verified by physician, or catastrophic accident verified. Appointments with physicians, dentists, etc., should be scheduled for non-class hours. Absences from class are not tolerated and will result in the loss of professionalism points, probation and potential dismissal from the program. Being late to class is disruptive and disrespectful. Ten minutes late is considered an absence with a loss of professionalism points.

Extended periods of illness or excessive absences (3 or more classes in a semester) will result in program probation. In extreme cases, withdrawal from the Physical Therapist Assistant Program may be necessary.

Readmission at a later date will be dependent upon individual circumstances and space availability.

## ADVISING

Program advising and career counseling is available through individual appointments with faculty or the Program Coordinator.

Once accepted into the Program, each student will be assigned a faculty advisor. The student will meet with the advisor at least once every term regarding his/her performance in the classroom and the clinical settings.

Faculty maintain regular office hours in which they are available for students to discuss their performance within a specific course. The faculty advisor is also available to assist with problems when requested, counsel with students whose conduct interferes with the learning process for self and/or others, and assist in the problem-solving process when the academic, behavioral, or clinical performance of the student is approaching an unacceptable level.

## DRESS CODE

The Physical Therapist Assistant Program is a professional program. Students are expected to dress in an appropriate professional manner in the classroom. Students are expected to wear at least “casual Friday” attire in the classroom. Physical therapist assistant students will be involved in hands-on learning experiences that require students to dress in lab clothes. For specified PTA labs, men are required to wear shorts/T-shirt and women to wear shorts and a tank top or halter top.

Additionally, nail length should be kept short for safety reasons. Nail polish may be inappropriate during certain times in the program (ex: testing pulse oximetry) and artificial nails are prohibited. For safety, hair should be tied back so as not to interfere with the performance of therapy techniques; no extreme hairstyles and color.

If a student is not properly dressed at the beginning of a class, he/she will be asked to leave, which will then be recorded as an absence.

The program has a specific dress code for practical examinations, on-site clinic participation, and clinical internships. Please locate this specific dress code under Part Two Clinical Education.

## FINANCIAL AID

Current information about the types of financial aid provided through Salt Lake Community College can be found in the current College General Catalog and on the College website, <http://www.slcc.edu/financialaid/>. External loans, grants, and scholarships are available to students with information obtained through the Financial Aid Office.

## STUDENT HEALTH

Success in the program depends on the maintenance of satisfactory PHYSICAL and EMOTIONAL health. A student may be asked to withdraw from the program if there is documented evidence to suggest the health of the student or the safety of patients/clients in the clinical or safety of fellow students and instructors in the academic setting may be threatened by the presence of the student in the program.

Falsification or omission of information required on the student's health record is grounds for dismissal of the student from the program.

As a student, you should strive to maintain optimum health. Your grades are affected if you are absent and missing the learning experiences. If situations arise in which your health or a client's health may be in danger, your instructor will be responsible for determining whether you may stay in the clinical area. These situations may include but are not limited to: back injuries, injuries requiring a cast, infectious diseases, draining wounds. In some cases, hospital/clinic policy may require you to remain at home.

## HEALTH AND WELLNESS SERVICES

Salt Lake Community College has a staff of health educators, social workers, massage therapists, and medical providers who can offer educational experiences, training, support and care to keep students well and to help students overcome illnesses should they become sick. Some services are free to students. Contact Center for Health and Counseling for additional information about specific services or visit [www.slcc.edu/chc](http://www.slcc.edu/chc).

## IMMUNIZATIONS AND CARDIOPULMONARY RESUCCITATION (CPR)

It is the student's responsibility to ensure immunizations and CPR certifications are current for the duration of the program. Current records are maintained on each student accepted into the program. Immunizations must be provided by a licensed facility and documented on an official form and uploaded into the COMPLIO documentation tracking system. Clinical agencies will not permit unprotected students to be placed due to patient/client and student safety factors. Students who allow immunizations, CPR certification and/or chest X-rays to lapse will not be allowed to continue in the program until documentation is provided. There is no grace period.

At the time of *application* to the Program, the student must present evidence of:

- MMR                                      Positive titer OR Proof of 2 previous vaccinations
- Hepatitis B                              Positive titer
  - Students who are in process of completing a Hep B series, will be allowed into the program under a probationary state, with the understanding that the Hep B series and titer will be completed at the earliest possible time frame.
- TB (PPD)                                Negative Quantiferon TB Goad test, which is repeated during the Spring Term depending on the clinical placement site



- Varicella Positive titer OR Proof of 2 previous vaccinations
- TDAP Within the last ten years and current through program
- COVID-19 Proof of completed series: SLCC no longer requires students be up-to-date on their COVID-19 vaccinations in order to register for classes. However, vaccinations help reduce the spread of COVID-19 and prevent serious disease. As such, the college strongly recommends all students, faculty, and staff maintain an up-to-date vaccination status. Students who are not up to date on their COVID-19 vaccine will be tested prior to each assigned session in the SLCC Pro Bono clinic.
- An influenza vaccine is required of all students participating in clinical internships. The student will be notified by the ACCE/program faculty when this vaccine requirement is to be completed.

CPR certification is required to practice in all healthcare facilities. Every student must be currently certified in CPR as a BLS Healthcare Provider through the American Heart Association, with documentation of skill demonstration (no online classes accepted). Evidence of certification, *which is valid through the duration of the Program*, is required at the time of *application*. A copy of the current CPR certification documentation must be kept on file.

### IMMUNIZATION/CERTIFICATION COMPLIANCE

Curriculums in Health Sciences include practical clinical/fieldwork experiences for students. Most clinical/fieldwork experiences are arranged off campus and require contractual agreements with facilities such as outpatient clinics, hospitals, long-term care facilities, funeral homes, etc. Contracts (verbal and written) are mutual agreements between parties. One mutual agreement is that all students must be compliant with immunization and certification requirements before placed.

### STUDENT RESPONSIBILITY

- Purchase a Complio account.
- Upload all immunization and certification paperwork to the correct file or location in Complio.
- Complete required immunizations and certifications by due dates set by the program and School of Health Sciences.

### ACADEMIC CLINICAL/FIELDWORK COORDINATOR RESPONSIBILITY

- Notify the student who is out of compliance in Complio.
- Mentor the student to become compliant with immunizations/certifications.
- Contact sites requesting acceptance of a student for the clinical/fieldwork if the student is working towards immunization compliance—such as with the Hepatitis B vaccination series.
- Refer the student to the Division of Health Professions office if any additional paperwork is required.
- Assure no student is placed at a clinical/fieldwork site until full compliance can be determined or they are cleared through the Division office.

### POSSIBLE REASONS FOR NONCOMPLIANCE

- Paperwork has not been uploaded or uploaded into the wrong area.
- Overdue dates for annual immunizations/certifications.
- Not completing paperwork with the Division office.

### WHAT TO DO IF SHOWING NONCOMPLIANT IN COMPLIO

- Contact your academic clinical coordinator immediately.

Students unable to complete clinical/fieldwork experiences cannot progress in the curricular sequence. Lateness in completing responsibilities for immunizations/certifications (as listed above) may trigger loss of a clinical/fieldwork site resulting in student dismissal from the program for lacking expected professional behavior.

## SCHOOL OF HEALTH SCIENCES STUDENT EXPOSURE CONTROL POLICY

Salt Lake Community College and the School of Health Sciences are committed to providing a safe and healthful environment to all students. In pursuit of this goal, the following Student Exposure Control Policy (SECP) is provided to eliminate or minimize occupational exposure to illnesses and/or blood borne pathogens in accordance with OSHA standard 29 CFR 1910.1030, "Occupational Exposure to Blood Borne Pathogens." This policy is an addendum to the SLCC Bloodborne Pathogen Exposure Control Plan housed in the Office of Environmental Health and Safety.

This policy applies to all faculty, staff and students who utilize the onsite lab spaces and/or participate in off-site clinical experiences in which there is the potential for exposure to pathogens. Each program within the School of Health Sciences is responsible for implementation of the SECP.

**Program Administration:** The School of Health Sciences Dean is responsible to update and maintain this procedure. The School recognizes that changes to protocol may change over time based on new standards of infectious control.

Those students who utilize the onsite lab spaces and/or participate in off-site clinical experiences in which there is the potential for exposure to Blood Borne Pathogens must comply with the procedures and work practices outlined here.

For onsite labs, each program will ensure program personnel and students have access to all necessary personal protective equipment (PPE), engineering controls (e.g. sharps containers), labels, and hazardous waste disposal bags as required by the standard. The division or departments using these materials will ensure adequate supplies of the aforementioned equipment are available in the appropriate sizes.

In clinicals and fieldwork experiences, students will be supplied with PPE and will adhere to protocol as directed by the site.

### **Students with Known Communicable Illness:**

Communicable diseases vary in their virulence, duration, mode of infection and effects. In order to protect students, patients, and staff:

- Any individual with a known communicable disease which is transferred by air or contact are required to inform the clinical/lab course instructor as per the Attendance Policy. A written note from a physician may be required per program policy. Please see individual program handbooks for additional information on missing clinical/lab courses.

### **Methods of Implementation and Control:**

#### ***Airborne Precautions:***

Airborne precautions are required to be used when working with individuals whose symptoms, travel or exposure history, or other circumstances suggest the possibility of airborne contagious disease. Both the potentially infectious individual and those within the same room as this individual are required to don appropriate PPE as indicated by the clinical site.

#### ***Universal Precautions:***

All students will utilize universal precautions. The concept of universal precautions states that all potentially infectious materials (PIM) must always be treated as if known to be infectious for HIV, HBV, or other bloodborne pathogens.

- PIM include:
  - Blood
  - Saliva in dental procedures
  - Vomit
  - Urine and Fecal Material
  - Cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid and amniotic fluid.
  - Semen/vaginal secretions
  - All body fluids in situations where it is difficult or impossible to differentiate between body fluids
  - Any unfixed tissue or organ (other than intact skin) from a human (living or dead).

### ***Engineering Controls and Work Practices:***

Engineering controls and work practice controls are the responsibility of the clinical placement sites.

- Faculty/staff/students who are working with PIM must wear appropriate PPE at all times for the specific task or procedure being performed.

### **Vaccinations**

Students are required to provide proof of immunity, completion of required vaccination, verification of working towards immunity, or exemption before participating in course work that will require risk of exposure to any pathogen or PIM. Please see the School of Health Sciences vaccination requirements listed on the program websites.

### **Exposure Protocol**

Should an exposure incident occur, the student must immediately follow the emergency procedures as noted by the CDC <https://www.cdc.gov/niosh/topics/bbp/emergnedl.html>, and notify the clinical/lab course instructor who will in turn report the incident to the Associate Dean. The clinical course instructor may assist the student to submit the appropriate reports to the Office of Risk Management.

#### Emergency procedures following exposure:

- Wash needlesticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile irrigants
- Report the incident to your supervisor
- Immediately seek medical treatment

If exposure occurs on SLCC property:

The student is required to complete an SLCC [incident report form](#) which will be maintained by the program, the division, and the Office of Risk Management. It is advised that the incident report form is completed and submitted to Risk Management within 24 hours of the incident. It must be submitted no later than 180 days after the incident.

The clinical/lab course instructor will:

- Assure the student has submitted the incident report form to the Office of Risk Management.
- Notify Risk Management of the event and obtain information and instruction on testing sites.

- For an exposure event on SLCC campus both the source individual and the exposed individual will need to be tested for evaluation purposes. For exposure events that do not involve risk for blood borne pathogens testing can be completed at WorkMed. For exposure events that involve risk for blood borne pathogens testing will need to be completed at University Hospital Infectious Disease Clinic.
- Obtain consent and make arrangements to have the source individual tested as soon as possible to determine HIV, HCV, and HBV infectivity. If the source individual is already known to be HIV, HCV and/or HBV positive new testing need not be performed.
- Assure that results of the source individual testing be made available to the exposed student. The student shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual (ie. Laws protecting confidentiality).
- Recommend that the student follow up with their primary care provider for baseline and follow-up testing and advisement on further medical action needed.

**If exposure occurs on an off-site student placement: The student** will follow the clinical placement facility policy for the clinical affiliate. The clinical affiliate will treat the student with post exposure procedures and follow-up.

The student is required to complete an SLCC [incident report form](#) which will be maintained by the program and the Office of Risk Management. The incident report form must be fully completed and submitted to Risk Management no later than 180 days after the incident.

## PREGNANCY

Salt Lake Community College is committed to creating an inclusive and accessible environment for pregnant and parenting students. Title IX prohibits discrimination on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery; and the College will not exclude a student from participating in an educational program. Reasonable accommodations will be provided to allow a pregnant student to fully participate in educational opportunities. Requests for consideration of pregnancy-related needs can be made with Accessibility & Disability Services. [Please see the entire policy on the SLCC Website.](#)

The student will also be expected to follow all pregnancy-related policies and procedures outlined at clinical site assignments.

## SUBSTANCE ABUSE

To ensure student, staff and patient/client safety, the program has adopted these procedures regarding the impaired student. The program faculty wishes to assist the student demonstrating impairment into an evaluation recovery process. However, this can only be done with full cooperation of the student needing help.

Substance abuse is suspected when the individual exhibits behaviors including: mood swings, behavior inappropriate for the setting, frequent absences, failure to follow policies and procedures, deteriorating appearance, deteriorating academic and/or clinical performance, sloppy, illegible, and/or erroneous written work, alcohol on the breath, poor judgment and concentration, lying, violation of policies pertaining to medication administration/documentation. Due to the safety sensitive nature of health occupations, indication of substance abuse is cause for dismissal from program.

### POLICY

Students are prohibited from attending class/clinical sites, while under the influence of alcoholic beverages or illegal drugs. Legal use of medications or drugs prescribed by a licensed practitioner are permitted provided such use does not adversely affect student's performance or endanger health and/or safety of others.

School will maintain confidentiality of all records/information related to student's suspected abuse. Physical Therapist Assistant Program faculty will assist students desiring to address a substance abuse problem by referring students to the Center for Health and Counseling.

A student who refuses to comply with substance abuse policy/procedure will be subject to dismissal from the Physical Therapist Assistant program.

### PROCEDURE

The following procedures will be adhered to for all occurrences of substance abuse when immediate action is indicated:

- If a student is intoxicated or under influence of illegal substances during clinical experience/clinical internship, the clinical site will contact the Academic Clinical Coordinator of Education (ACCE), who will arrange for transportation for student. In interim, the Clinical Instructor will follow procedures in place at clinical site.
- Student will sign a release form allowing Salt Lake Community College to receive results of any drug screening or additional assessments performed.
- In any case of suspected substance abuse, observer will document evidence of impairment by:
  - Describing each event in writing, dating and signing document.
  - Obtain written, dated, signed statements of observations by others, including other students and staff.
- Instruct student to submit results of elective drug testing
- Ensuring reporter(s) has/have signed all documentation and notifying Health Professions Associate Dean or Dean of Health Sciences
- Student must make an appointment to see the Program Coordinator to review incident prior to attending next scheduled clinical day. Final decisions regarding student discipline will be based on recommendations by program faculty and Program Coordinator. Student will be reminded of college grievance procedure.
- Failure to follow up with referrals and/or treatment plan will result in suspension from future physical therapist assistant technical courses and clinical experiences/internships. Student must provide written documentation of compliance with treatment program to Program Coordinator.
- Student may request to be readmitted to the Program as outlined in program readmission policy.
- If impairment behaviors are observed in classroom setting, procedures of the college policy related to student conduct are followed.

### ALCOHOL AND DRUG ON CAMPUS POLICY

Salt Lake Community College emails its Alcohol and Drug Campus Policy yearly to all students, staff, and faculty. This policy describes applicable alcohol and drug laws and their penalties; alcohol health risks; and locations students may go for help.

<https://www.slcc.edu/policies/docs/8.1.030---alcohol,-tobacco,-and-other-drugs.pdf>

For more information on the health effects of alcohol, tobacco and other drugs, please visit the Center for Health and Counseling website at <http://www.slcc.edu/chc>

## HEALTH INSURANCE

Students are responsible for their own medical insurance coverage. Information about available plans can be found at <https://www.healthcare.gov>. Most clinical agencies require students to have medical insurance and will expect students to provide proof of insurance on the first day of the clinical.

## CRIMINAL BACKGROUND CHECK

Information regarding the criminal background check requirement was provided to the student at the time the student applied to the program. Completion of the criminal background check is a program application requirement. The expense for this requirement is incurred by the student. Clinical agencies make the final determination whether to accept a student for placement in their facility and may decline a student placement at their facility based on the student's criminal background record.

The student assumes the risk if the student's criminal background check is not clear. If the student does not pass the background check, the student may not be able to complete the required clinical internships. This may result in dismissal from the Program due to an inability to complete all Program requirements and may also result in loss of a tuition refund. It is strongly recommended that the student take measures to have criminal offenses (felonies and/or misdemeanors) expunged or sealed from their record, if possible. The student will be required to consult with the Associate Dean before being admitted to the program.

## DRUG SCREEN

The Salt Lake Community College Health Sciences Programs conform to the common health profession requirement for drug screening. Both enrollment in the program and subsequent placement at clinical sites are contingent upon the presentation of a negative drug screen. This program supports and enforces a zero (0) tolerance drug policy.

A student taking prescription medication must provide the lab a copy of the physician's script or a prescription label prior to the screening. A student taking prescription medication may be contacted by the testing facility's physician for verification and confirmation of the prescribed substance.

A negative dilute (also referred to as specific gravity) drug screen may occur by adding a substance to the urine or drinking large amounts of liquid. This may occur unintentionally or intentionally. As a student, eat a good meal two (2) to four (4) hours before taking the drug screen and limit the intake of fluid. If a student receives a negative dilute report, the student is responsible for the cost of additional testing. A second drug screen must occur within one week of the first. If a student receives a second negative dilute or failed screen, the student will be required to meet with program faculty to determine the course of action.

A student has the responsibility to refrain from manufacturing and/or distributing, dispensing, possessing, and using or being under the influence on college campuses, clinical placement, and other sites (including but not limited to conference attendance, meetings, study groups, etc.). Students who violate this will be subject to Program discipline including program dismissal.

Students must take the responsibility that personal actions, such as those listed above, affect others within their presence. Please refer to the College's "Drug-Free Workplace" policy C252.08.

Random drug testing will be completed in the first year of the PTA program and may be repeated at any time during the program if needed, with suspicion of drug intake, use, or abuse; as identified by performance problems or displayed behavior are expected.

A student who refuses a drug screen within 24 hours, or whose test results are positive for controlled substances, will be dropped from the Program unless documentation justifying the positive result is provided by the testing facility to the College's Risk Department or Division Office.

Students with positive drug testing will NOT be placed on fieldwork for that semester and will automatically be dismissed from the program.

## RESPONSIBILITY FOR PROFESSIONAL BEHAVIOR

While serving in a capacity representing the college as a student, professional behaviors are expected. A student has the responsibility to refrain from manufacturing and/or distributing, dispensing, possessing, and using or being under the influence on college campuses, clinical placements, and other sites (including but not limited to conference attendance, meetings, study groups, etc.). Students who violate this, will be subject to program discipline, including program dismissal.

Student must take the responsibility that personal actions, such as those listed above, affect others within their presence. Please refer to the College's "[Drug Free Workplace](#)" [policy C252.08](#).

## STUDENT SERVICES

The Jordan Campus HTC Building and Student Center offer a variety of services such as college cashier, health center, bookstore, copy center and food service. The SLCC General Catalog describes these services in detail.

## LIBRARY

The main library is located on the Taylorsville Redwood Campus. A Health Sciences library is located on Jordan Campus in the Health Sciences building on the third floor. A SLCC ID card (One Card) is required to check out materials. The library has computers for word processing and internet research, individual study/media carrels, and coin-operated copy machines. Most health-related books are found in the 610-612 non-fiction area.

## SECURITY AND PARKING

Security services are provided by SLCC for the safety and welfare of students, employees, and visitors as well as protecting college and personal property, traffic control, and parking enforcement. SLCC has an extensive plan for dealing with emergencies and natural catastrophes. Parking permits are required by all individuals wishing to park on a SLCC Campus. A complete set of parking regulations may be obtained at the Public Safety Office, Student Center Cashier, or one of the Student Information Desks. It is the responsibility of each person parking on campus to become familiar with these regulations.



## Accessibility and Disability Services (ADS)

SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please contact the Disability Resource Center: (phone) 801-957-4659; (email) [drc@slcc.edu](mailto:drc@slcc.edu); (website) [www.slcc.edu/drc](http://www.slcc.edu/drc).

## SOCIAL MEDIA

Student organizations should work with the Health Sciences Social Media Manager to set up social media pages and or groups that have the SLCC name or branding as part of it. Administrative rights at-a- minimum should be given to the student organization advisor and Social Media Manager. Others may request it. No student that has graduated should have administrative rights to the site.

At no time shall confidential or personal information about patients, clinical instructors, clinical sites, guest speakers, classmates, faculty, or information of a private nature discussed in class be posted on social media. Any student violating this policy will be placed on immediate probation and/or dismissed from the program.

Confidential or personal information shall include but is not limited to:

- Name, age, weight, address, medical information, and family members of the patients or anything that can possibly identify the patient.
- Business practices or financial information of the clinical agency/site.
- Personal information of a clinical instructor, faculty, classmate, including academic information.
- Derogatory comments about clinical instructors, faculty, or classmates.
- Any treatment/intervention performed with a patient at a clinical agency/site

## AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA)

The APTA is the national organization dedicated to serving the physical therapy profession. The APTA is your best source for the latest information on physical therapy practice trends and issues. Information-packed publications are included in your APTA membership: PT Magazine, Physical Therapy (peer-reviewed journal), and PT in Motion. These publications keep you abreast of professional developments. Changes and advances are occurring daily that are not in your textbooks. The APTA has specialty sections that give you the chance to develop a greater understanding of particular areas of physical therapy and to meet and interact with professionals who share your interests. Your APTA membership gives you discounts on publications, conferences, and seminars plus access to job listings. There are many APTA sponsored insurance and business programs for you, the physical therapist assistant student.

The APTA has an active Utah Chapter that exists as an organization to represent and be an advocate for the physical therapy profession in the state and to assist in improving skills and knowledge of its members. The chapter holds regular meetings and sponsors conferences and activities throughout the year.

There is a PTA Special Interest Group in the state. Membership in the APTA is not required, though highly recommended, for attendance at the meetings, continuing education opportunities, and activities.

Your course fees pay for your first year of student membership in the APTA and the Program Coordinator will process your membership application.



## CERTIFICATE AND LICENSURE

To become a Physical Therapist Assistant in Utah, an individual must graduate from a CAPTE accredited physical therapist assistant educational program and successfully pass the National Physical Therapist Assistant Examination. You are urged to become familiar with the State of Utah Physical Therapy Practice Act and Rules so you can inform the public of the state of the profession. If you intend to work in a state other than Utah after graduation, you should become familiar with that state's licensure law.

## CLASSROOM RULES/SUPPLIES

The physical therapy classrooms and labs are places of learning. Respect for the furniture and equipment is required. Mishandling or breaking of equipment by the student will be the student's responsibility for replacement costs. Immediately report any malfunctioning or broken equipment to the instructor. As noted above, students must be appropriately attired at the designated start time. Students are to remain in class until the session is completed or until dismissed by the instructor. No visitors are allowed in class unless given special permission by the instructor. At the end of each class, the room should be straightened with furniture, equipment, and linen in their proper places. If eating and drinking occurs in the class, students should be careful not to spill or damage furniture or equipment. Students are not allowed to work with equipment they have not yet been instructed on in class.

## PART TWO

# CLINICAL EDUCATION AND ON-SITE PHYSICAL THERAPY CLINICS

## CLINICAL EDUCATION PHILOSOPHY

To be prepared for employment as a member of the PT/PTA team, the physical therapist assistant student must have meaningful contact with a wide variety of clients across the life span. Clinical education should provide the student with practical understanding relating to the diverse functions of physical therapy in physical disabilities, psycho-social and/or wellness settings. In the clinical setting the student has an opportunity to practice interpersonal and social skills, methods of instruction, and the use of self as a therapeutic tool. Emphasis will be placed on refining observational skills and accurately recording and reporting pertinent data relevant to the plan of care of individual clients. Clinical experiences should reinforce theories and principles presented in the classroom and provide the student with an opportunity to integrate academic knowledge.

## CLINICAL EDUCATION STUDENT LEARNING OUTCOMES

At the end of the designated clinical education phase of the Program, the student will have attained entry-level competency in the following areas:

1. Performs in a safe manner that minimizes risk to patient, self, and others.
2. Conducts self in a responsible manner.
3. Interacts with others in a respectful manner.
4. Adheres to ethical and legal standards.
5. Communicates in ways that are congruent with situational needs.
6. Produces documentation to support the delivery of physical therapy services.
7. Delivers established patient care to reflect respect for and sensitivity to individual differences.
8. Participates in patient status judgments within the clinical environment based on the plan of care established by the physical therapist.
9. Obtains accurate information by performing selected data collection consistent with the plan of care established by the physical therapist.
10. Discusses the need for modifications to the plan of care established by the physical therapist.
11. Performs physical therapy interventions in a technically competent manner.
12. Educates others (patients, family, caregivers, staff, students, other health care providers) using relevant and effective teaching methods.
13. Participates in activities addressing quality of service delivery.
14. Participates in addressing patient needs for services other than physical therapy.
15. Manages resources (eg, time, space, and equipment) to achieve goals of the clinical setting.
16. Participates in fiscal management of the physical therapy clinical setting.
17. Uses physical therapy aides and other support personnel according to legal standards and ethical guidelines.
18. Implements a self-directed plan for career development and lifelong learning.
19. Assists the physical therapist in addressing primary and secondary prevention needs of individuals and groups.

## CLINICAL EDUCATION AGREEMENT

The Clinical Education Agreement between the College and each individual Clinical Education Site states explicitly the responsibilities of the school and facility. A copy of the agreement is available from the Academic Coordinator of Clinical Education (ACCE) and the Dean of the School of Health Sciences offices.

## CLINICAL EDUCATION SITES

All clinical education assignments are made so that the student will have adequate opportunity to acquire the required number and distribution of entry-level requirements. Each student will complete the Clinical Skills Self-Assessment Form and submit it to the ACCE by the date requested. A listing of the present available clinical education sites and specific information concerning each site can be found online by logging into Exxat. Each student should read the Guidelines for Selection of Clinical Education Sites to facilitate an understanding of the process. Students will be assigned to clinics no later than one month prior to the start of the clinical. Students should plan to have access to transportation during the clinical. Placements will be made based upon availability of space at the clinic, student academic needs, and student personal needs. Clinics throughout Utah are utilized, and every effort will be made to place students at facilities convenient to their homes. However, students may be placed at facilities that require a temporary residence. Students will not be sent to out- of-state clinical sites.

If the student does not accept the placement assigned by the coordinator, he/she must submit a letter stating the reason(s), and request for reassignment, within five (5) business days of initial placement assignment to the ACCE. The ACCE will then review the letter and notify the student of the decision within five (5) business days of receiving it. Timeliness is imperative due to clinical education centers requiring notification of students assigned so that arrangements can be made for students on the clinical site. For example, arranging for clinical instructors. Students should be mindful that a change in clinical experience may not be possible as clinical experiences may be limited by available sites and/or clinical instructors.

Some clinical sites require the student to pass an interview with their staff prior to accepting the student for the clinical placement. If the student does not pass the interview, the college will make reasonable efforts to place the student at an alternate clinical site.

Due to contracts and regulations with our clinical partners, there may be additional tests or screens that you will be required to complete in a timely manner to be placed at that facility per our contract agreement with the particular facility. You will be notified of these as a part of the placement process. If you choose not to complete these additional tests, you will have one additional opportunity per placement cycle to be placed at another facility.

The Site Coordinator of Clinical Education (SCCE) typically assigns individual clinical instructors (CI). They may provide an orientation to the department and facility for the assigned student(s). Procedures, rules, and regulations will be explained, as well as the expectations of conduct. All students will be expected to become familiar with this information and abide by these policies.

Any problem created by a student, which may have serious implications for the Clinical Education Center will be investigated by the SCCE, clinical site Director of Physical Therapy, ACCE, and Physical Therapist Assistant Program Coordinator. The matter will then be reviewed by the Health Professions Associate Dean and dealt with according to college regulations.

The Clinical Instructor will be a physical therapist, physical therapist assistant, or a physical therapist/physical therapist assistant team and will be responsible for providing supervision and assistance to the student on an ongoing basis.

The student will not be expected to take the place of qualified staff, nor will they be allowed to accept employment at the clinic while performing a Clinical Experience or Clinical Affiliation.

All students in the program must take full responsibility for the cost of clinical education.

### GUIDELINES FOR STUDENT SELECTION OF CLINICAL EDUCATION SITES

Upon graduation from the program, a student should have entry level skills as a “generalist.” Therefore, Clinical Education Sites are considered based on the **combination** of the three (3) Clinical Internships including: types of clientele, variety of physical therapy settings, and student’s previous experience and preferences in regard to location of facility and anticipated area of practice after graduation.

Students are required to complete clinical education in 3 settings/practice areas: 1) skilled nursing facility, 2) inpatient acute care or inpatient rehab (hospital), and 3) outpatient orthopedic OR specialty setting (pediatrics, pelvic health, hand therapy, etc).

Please note: A student who has previously worked in a particular facility will NOT be placed in the same site to fulfill requirements for his/her Clinical Experience or Clinical Internships.

If a student desires a placement at a site/setting that does not already have a current affiliation agreement with the program, they may present the site to the ACCE who will initiate the process of setting up an affiliation agreement and possible placement. The student should NOT reach out to the site on their own.

### GUIDELINES FOR SELECTION OF CLINICAL AGENCIES/FACILITIES

The clinical experiences offered by various health care facilities form an integral and critical portion of the PTA Program. The selection of clinical education sites is based on the following criteria:

1. Readiness, using APTA Guidelines and Self-Assessment for Clinical Education Sites tools.
2. Congruent with overall mission and Program goals as evidenced by the Clinical Site Information Form.
3. Ability to provide a variety of learning experiences that meet the Program’s clinical education student learning outcomes.
4. Ability to provide consistent, high-quality, and culturally competent patient/client care, which is based on available evidence.
5. Strong administrative support for all aspects of clinical education.
6. Commitment to equal access for student participation in clinical education including race, creed, ethnic origin, nationality, sexual orientation, and disability.

### CLINICAL SITES AND POSITIVE CRIMINAL BACKGROUND CHECKS

A physical therapist assistant student who has a positive criminal background check may be denied placement by a clinical site. If denied the assigned clinical placement, the college will make reasonable efforts to place the student at an alternate clinical site. If a clinical site cannot be found, the student will meet with program faculty to determine next steps.

## CLINICAL EDUCATION AND ON-SITE PHYSICAL THERAPY CLINIC UNIFORM/DRESS CODE

Physical therapist assistant students represent SLCC and should demonstrate professional appearance in the clinical area. The students appearance should reflect pride in the profession and institution. The purpose of the dress code is to ensure a professional appearance demonstrating a desire and commitment to learn and to meet the standards and expectations of the faculty and the profession. It is the student's responsibility to maintain dress code standards throughout clinical internships.

Professional appearance is always subject to the approval of the clinical instructor at each specific clinical education site and the SLCC On-Site Physical Therapy Clinic.

- ID - SLCC student ID badge must be worn at all times even if the clinical site issues you an alternative, site-specific student name tag.
- Unless instructed otherwise by the site coordinator and/or clinical instructor, the general dress code is business casual; dress should be professional and functional. Choose loose and well-fitting clothing to allow you to perform necessary movements (bending, reaching, twisting, etc.) and will not interfere with treatment.
  - Top - students may wear the provided polo shirt during clinicals. Other polo shirts are acceptable that meet the following guidelines: professional, conservative solid colors, no prints or stripes; short or long-sleeved. Button-up collared shirts (short or long-sleeved), and sleeved blouses are also acceptable.
  - Pant - conservative colors, no jeans of any color, no prints or plaids, no yoga pants or jeggings. When the shirt is tucked in and if belt loops are present, must wear a belt. Pant legs should not drag.
  - Scrubs are allowable if appropriate for the clinical setting and approved by the clinical instructor (i.e. if the CI wears scrubs, the student may wear scrubs).
- Clothing must be clean and pressed in good repair, without holes, rips, or tears. Clothing should be worn in a way in which undergarments are not visible.
- Socks – required.
- Shoes – conservative colors and styles, no open-toes/sandals; some clinical sites will allow new/clean tennis shoes.
- Good personal hygiene is expected and appreciated.
- Hair – clean and neat; no extreme styles. Facial hair is allowed and should be well-groomed. Remember: your hair should not interfere with job tasks or treatments. Long hair may be best pulled back.
- Make-up – conservative.
- Jewelry and piercings – should be professional and appropriate and should not interfere with treatment.
- Tattoos – while not required to be covered, inappropriate tattoos should be covered. If the pro bono clinic director or the student's clinical instructor deems a tattoo inappropriate, then the tattoo must be covered.
- Fingernails – clean, clipped short; nail polish may be worn if well maintained; no fake nails.
- Perfume – refrain from use; in many facilities, perfume is not allowed due to patient allergies.

## CLINICAL ATTENDANCE

Students are expected to demonstrate punctuality and full attendance at the clinical education facility during the scheduled days and designated hours as directed by the Clinical Instructor (CI). This may include weekends and holidays, and any absences should be avoided unless under extreme circumstances. The Clinical Instructors invest significant time and effort in preparing for student learning, and it is imperative that students fulfill their obligations. Successful completion of clinical education is a critical requirement to progress in the program.

Per college policy, students cannot be compelled to work on holidays when the college is closed. However, students are strongly encouraged to participate in clinical experiences on holidays if their CI is working. This will enhance the learning experience, maximize clinical exposure, and maintain schedule consistency.

In cases where a student must miss a day of clinical, they must promptly notify the CI of their absence. Additionally, the student must inform the Academic Coordinator of Clinical Education (ACCE) and complete a Time Off request in Exxat.

All missed time in the clinic must be made up within the respective semester. Failure to make up the missed time within the semester, or the specified contracted period, will result in an incomplete grade. If the required make-up time is not completed within the designated timeframe, the student will receive a failing grade and be required to repeat the Clinical Internship on a space available basis.

Each student is allowed one personal day per clinical experience without requiring make-up time. This allowance does not carry over to the next clinical. Students should apply this personal day responsibility and make an honest effort to attend their assigned clinical days and make up any days missed. Any additional absences beyond this day will be subject to the general attendance policy, requiring make-up time as outlined.

Students are urged to plan ahead whenever possible to minimize unplanned absences. Responsible scheduling and communication with the CI and ACCE can help ensure a smooth learning experience and prevent disruptions to clinical education.

The facility reserves the right to require absences due to illness or injury to be made up at that facility, regardless of the amount of time missed. This decision will be made on a case-by-case basis.

Successful completion of the clinical internship is an essential component of the program. Students are encouraged to actively participate in their learning experiences, make the most of their time with the Clinical Instructors, and contribute positively to their clinical settings.

Professionalism, respectful communication, and adherence to all clinical site policies and procedures are expected from all students during their clinical education experiences.

The attendance policy is subject to periodic review and update, and students are advised to familiarize themselves with any changes communicated by the program faculty.

## CLINICAL EXTENDED LEAVE

Extended absences due to illness, injury, emergency, or other health reasons will be considered on an individual basis. Students will be expected to complete clinical assignments within a reasonable time under a contractual agreement. When it becomes apparent that a delay is necessary, a request must be submitted in writing to the ACCE and Program Coordinator. The ACCE, Coordinator, and the student, if possible, will meet to determine a course of action.

Inability to complete clinical assignments within one year of the scheduled completion date will be considered as an unreasonable delay and will constitute reason for failure and dismissal from the program.

## CLINICAL ACCIDENTS/INCIDENT REPORTS

In addition to complying with proper procedures for reporting incidents at the clinical facility, all occurrences which require a written report must be **IMMEDIATELY** reported to the ACCE.

## ACCEPTABLE CLINICAL EDUCATION PERFORMANCE

Successful completion of each Clinical Internship consists of earning the minimum requirement, as stated on the course syllabus, on the Clinical Internship Evaluation Tool (CIET) and clinical assignments.

## ACADEMIC PROBATION RELATED TO CLINICAL EDUCATION

A clinical site may choose to fail a student for one of the following reasons: 1) failure to meet the clinical site's requirements, 2) conduct not consistent with culture of the clinical site causing detrimental effects on patients or personnel, 3) poor progress towards entry level PTA standards 4) actions that compromise the safety of patients.

When a clinical site fails a student, the student will then be placed on clinical performance probation with the outcome determined by a Standards Review Committee. This review committee must meet within ten days of notification of failure in a clinical site. The Program Coordinator will chair the Standards Review Committee which will consist of the ACCE and a full-time faculty member. The committee will review all documents related to the unsatisfactory performance then submit a written report with its recommendation to the parties concerned within 72 hours.

Resolution of the problem will be one of the following options:

- The student may be asked to remain at the facility for the next immediate semester to attempt to pass specifically outlined objectives/skills.
- The student will be assigned to another facility of a similar type for the next immediate semester to attempt to pass specifically outlined objectives/skills.
- The student will be given a failing grade for clinical education and dismissed from the program.

In any case, the student will have only one attempt to successfully complete the failed clinical experience or internship. If the student fails again in the second attempt, he/she will be dismissed from the program. OR if a second clinical site refuses placement of the student, the student will risk dismissal from the program.



## STUDENT HEALTH DURING CLINICAL EXPERIENCES/AFFILIATIONS

Students will have access to emergency care while on assignment at a clinical facility. Follow up care will be the responsibility of the student. Clinical sites may require the student to demonstrate proof of health insurance. Failure to be able to provide this will disqualify the student from the placement. The student will be allowed one additional attempt at a clinical site.

## PURPOSE OF STUDENT CLINICAL ASSESSMENT TOOLS

The Clinical Internship Evaluation Tool is designed for the CIs to efficiently and qualitatively grade the level of clinical expertise of each skill required of a physical therapist assistant, and for the student to identify the level of proficiency of each applied physical therapy procedure throughout the program curriculum.

The purposes of the instrument include:

- Identify for the student and their CIs the skills required of a practicing physical therapist assistant.
- To provide an assessment tool by which a uniform qualitative tool by which all physical therapist assistant students at all clinical sites can be rated.
- To provide a continuous motivational tool to improve each skill throughout the clinical education curriculum.
- To provide a tool to identify level of expertise and degree of weakness in each skill applied by student.
- To assure an accurate and non-alterable tool of assessment.
- To identify areas of the curriculum requiring enhancement or modification.

## ON-SITE PHYSICL THERAPY CLINIC AND TELEHEALTH CLINIC

The On-Site Physical Therapy Clinic and Telehealth Clinic exist to provide the student with experience in clinic operations and patient care. Participation in these Clinics is linked to specific program courses. Course syllabi delineate student participation expectations and grading criteria. Specific policies and procedures regarding the clinic will be provided during the initial on-site clinic training session.

SLCC

PHYSICAL THERAPIST ASSISTANT PROGRAM  
HANDBOOK SIGNATURE FORM

## SALT LAKE COMMUNITY COLLEGE PHYSICAL THERAPIST ASSISTANT PROGRAM SIGNATURE FORM

\_\_\_\_ I have received, read, and reviewed the Physical Therapist Assistant Program Handbook, 2023-2024. I have clarified any questions or concerns with the Physical Therapist Assistant Program Coordinator regarding this information.

\_\_\_\_ I am aware of the college's student rights and responsibilities and know where to access the document.

\_\_\_\_ **Blood Borne Pathogens Policies Release:** I, the undersigned, have read and fully understand the college policy for the prevention of HIV, HBV and other blood borne disease transmission from patients to health care students and faculty. I understand that it is my responsibility to adhere to this policy for my personal protection and that of others. I furthermore agree to report any incident which relates to this policy as outlined in the policy.

\_\_\_\_ I, the undersigned, agree to be treated by my instructors, guest lecturers, or classmates during all hands-on activities and treatment sessions for the duration of the program. I understand that all efforts will be made to provide modesty and safe conditions for me and if I feel or think that I am uncomfortable with any draping, manner of touch, or treatment, I will carefully confront my classmate about this. If I do not sense that the issue is resolved by this action, I will speak to my Instructor about it. I will give notice to staff of any allergies such as latex, nylon fibers, or asthmatic conditions to the Instructor or Program Coordinator before class.

\_\_\_\_ I, the undersigned, will endeavor to follow the *APTA Standards of Ethical Conduct for the Physical Therapist Assistant* along with the posted classroom rules. I agree to drape my classmates, guests or instructors in a way that protects the modesty and safety of all "patients" treated. I will practice considerate and respectful non-verbal and verbal communication during all classroom activities. I will promptly report any malfunctioning equipment to staff as soon as the unit is noticed to be causing problem.

\_\_\_\_ I, the undersigned, consent to allow all forms of media recording, such as: imaging, photos, videotaping, audio recording, etc. to be taken and used for marketing and educational purposes.

\_\_\_\_ **Statement of Responsibility and Confidentiality:** The undersigned hereby acknowledge his/her responsibility under Federal applicable law and the Agreement to keep confidential any information of the Facility. The undersigned agrees, under penalty of law, not to reveal to any person or persons except authorized clinical staff and associated personnel any specific information regarding any patient, and further agrees not to reveal to any third party any confidential information of the Facility.

\_\_\_\_ I agree to notify Salt Lake Community College of my whereabouts for a minimum of one year after graduation from the Physical Therapist Assistant Program. I will provide to the Program any change of address I may have on a timely basis. I will complete and submit one graduation survey as requested by the Program Coordinator.

**I agree to adhere to the requirements as indicated by my signature in the appropriate space below.**

\_\_\_\_\_  
Student Name (Print Clearly)

\_\_\_\_\_  
S#

\_\_\_\_\_  
Date mm/dd/yyyy

\_\_\_\_\_  
Student Signature

**STUDENT COPY**

**Division of Health Science  
Controlled Substances Acknowledgment Form**

I, \_\_\_\_\_ [S-----], hereby acknowledge that prior to beginning my enrollment in the Physical Therapist Assistant Program, I am disclosing my use of prescribed controlled substances as part of a documented medical treatment plan under the care of a licensed healthcare provider. I recognize that SLCC does not allow controlled substances or alcohol on campus or within our partnering sites. I understand that bringing these substances with me to SLCC campus or off-site clinical requirements will result in disciplinary action as outlined in the program handbook and the SLCC Student Code of Rights and Responsibilities. I understand that if I am impaired during any classwork or clinical rotation time that I will likewise be held accountable and could receive sanctions up to and including dismissal from the program.

I acknowledge that I will be held to the same standards as all other students within the program and can perform all safety-sensitive aspects of the program and clinical placements while taking this medication. I recognize my responsibility to inform program faculty and administrators of any changes in my health or medication plan that may affect my ability to fulfill the requirements of the program.

I understand that compliance with program policies and regulations concerning substance use is essential for my success in the program and for maintaining the integrity of the healthcare profession. I recognize that clinical placement sites have the ability to approve or decline students for placement. Although every effort will be made to place each student, Salt Lake Community College cannot guarantee placement into a clinical facility, nor eligibility for national certification exams or state licensure.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Associate Dean Signature \_\_\_\_\_ Date \_\_\_\_\_

<mailto:Angela.Belnap@slcc.edu>