

PHYSICAL THERAPIST ASSISTANT PROGRAM

RESOURCE MANUAL
2026-2027

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PHYSICAL THERAPIST ASSISTANT PROGRAM

MISSION STATEMENT

The mission of the Physical Therapist Assistant Program at Odessa College is to provide our students with the knowledge and skills necessary to become gainfully employed as physical therapist assistants, and to become responsible, productive members of the health care community and society at large.

PHILOSOPHY

The Physical Therapist Assistant Program is committed to the highest standards of ethics and professionalism. We exist to provide the finest education possible to our students and as part of our commitment to our profession, we also maintain the patient as our primary focus. To this end, we are committed to prepare the students to become as proficient in respecting and preserving each patient's personal dignity as in providing the technical skills of physical therapy.

GOALS/ OBJECTIVES

In accordance with its mission and philosophy, the Physical Therapist Assistant Program strives to achieve the following goals / objectives; each of which is tied to the Program Student Learning Objectives (PSLO)

- to provide a curriculum that promotes critical thinking through effective theoretical, didactic, laboratory and clinical instruction (PSLO 1, 3, 4)
- to ensure that program content is consistent with prevailing standards in the profession of physical therapy and encourages the use of evidence based practice (PSLO 4, 5)
- to graduate physical therapist assistants who competently, safely, effectively, and efficiently function within the scope of practice as defined by the profession and licensure requirements (PSLO 2, 3, 4)
- to graduate physical therapist assistants who are sensitive and responsive to the unique needs of each individual client (PSLO 1, 2)

COURSE OF STUDY

Physical Therapist Assistant – Associate in Applied Science Degree

First Year

Term 1

PSYC 1300 Learning Framework 3

Term 2 Prerequisite Course

BIOL 2401 Anatomy and Physiology I 4

Term 3 Prerequisite Course

BIOL 2401 Anatomy and Physiology II 4

Term 4

PSYC 2314 Lifespan Growth and Development 3
HUMA 2323 World Cultures (040 Core Component) 3

Second Year

Term 5

PTHA 1201 The Profession of Physical Therapy.....2
PTHA 1405 Basic Patient Care Skills 4
PTHA 1413 Functional Anatomy 4

Term 6

PTHA 1321 Pathophysiology 3
PTHA 1325 Communication in Health Care.....3
PTHA 1431 Physical Agents 4

Third Year

Term 7 - Summer

PTHA 2460 Clinical I 4

Term 8

PTHA 2509 Therapeutic Exercise 5
PTHA 2301 Essentials of Data Collection 3
PTHA 2435 Rehabilitation Techniques.....4

Term 9

PTHA 2431 Management of Neurological Disorders 4

Term 10

PTHA 2461 Clinical II.....4

Term 11

PTHA 2462 Clinical III 4

Total Hours.....65

ESTIMATED COST

PHYSICAL THERAPIST ASSISTANT PROGRAM
ODESSA COLLEGE

	ALL 65 HOURS TAKEN AT OC	ONLY PTA COURSES (48 HRS) TAKEN AT OC (Additional $20/hour)
TUITION AND FEES – depends on residency		
In-District Resident $112/semester hour including student fees	$8,240.00	$6,336.00
Out-of-District Resident $168/semester hour including student fees	$11,880.00	$9,024.00
Out-of-State Non-Resident $249/semester hour including student fees	$17,145.00	$12,912.00
COURSE FEES – MINIMUM Varies depending on courses taken	$2,000.00	$1,058
GENERAL PROPERTY DEPOSIT Refundable by request	$10.00	$10.00
STUDENT GROUP LIABILITY INSURANCE Total for 5 semesters	$38.00	$38.00
BOOKS Rough estimate	$2,720.00	$1,350.00
TOTAL		
In-District Resident	**$13,008.00**	**$8,792.00**
Out-of-District Resident	**$16,648.00**	**$11,480.00**
Out-of-State Non-Resident	**$21,913.00**	**$15,368.00**

Tuition, Fees and Payment Deadline link found here: Tuition and Fees

ESTIMATED MISCELLANEOUS EXPENSES

Cap and Gown	no charge
Student APTA Membership (recommended, cost per year)	$100.00
Licensure Exam & Temporary License	$750.00
Driving Record	$12.00
Student Individual Professional Liability Insurance	$70.00+
Immunization Tracker	$117.80
Multiple Drug Screens, cost per each	$45.00+
Multiple Background Checks, cost per each	$45.00+
CPR Certification – American Heart Association, Health Care Provider	$30.00+

ADDITIONAL EXPENSES—NOT ABLE TO ESTIMATE

Uniform – PTA Program nametag and shirt, khaki pants, appropriate shoes, scrubs
Clinical Travel Expenses – gas, meals, necessary living expenses
Required Immunizations

NONDISCRIMINATION POLICY

The Odessa College Physical Therapist Assistant Program does not discriminate on the basis of sex, race, color, national origin, religion, disability, or age.

SPECIAL ACCOMODATIONS

In accordance with federal and state laws and regulations, Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Students with a disability should contact the Odessa College Special Populations Outreach Specialist, 432 / 335-6861, second floor of the Saulsbury Campus Center. Link available here: Office of Student Accommodations. An outreach specialist for accommodation assistance is available.

Physical Therapist Assistant students with a disability who request reasonable accommodations must meet with the Program Director no later than the first week of classes. Reasonable accommodations will be provided as authorized by the office of the Student Services as long as course requirements are not compromised. Physical Therapist Assistant Program faculty are unable to provide accommodations without authorization. Students are responsible for obtaining appropriate documentation. It is the student's responsibility to be a self-advocate when requesting accommodations.

PRIVACY OF STUDENT RECORDS

Odessa College complies with the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380) Section 438. The Odessa College policy, as adopted by the Board of Trustees, dated 4-14-09, and located in the Odessa College Board Policy Manual follows. The Board Policy Manual can be accessed from the Odessa College website at www.odessa.edu.

STUDENT RECORDS (FJ – LOCAL)

COMPREHENSIVE SYSTEM

The College President shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the College District program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for utilization by authorized school officials.

CUSTODIANS OF RECORDS

Several College District offices are responsible for student records. A list of these offices is provided below and is also included in the student handbook:

1. *Office of the vice president for student services*
2. *Admissions office*
3. *Registrar's office*

4. *Business office*
5. *Student financial services office*
6. *Assessment and testing center*
7. *Student service center*

The addresses for the custodians of records shall be included in the Annual Notice of Student Rights under 20 U.S.C. 1232g.

TYPES OF EDUCATION RECORDS

Each record custodian shall be responsible for the education records of the College District. These records may include:

1. *Admissions data, personal and family data.*
2. *Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.*
3. *All achievement records, as determined by tests, recorded grades, and teacher evaluations.*
4. *Attendance record.*
5. *Records of faculty, counselors, or administrative conferences with the student or pertaining to the student.*
6. *Disciplinary records, including scholastic disciplinary actions.*
7. *Copies of correspondence with parents and others concerned with the student.*
8. *Records transferred from secondary schools and other post-secondary institutions in which the student has been enrolled.*
9. *Records pertaining to participation in student activities including academic awards or recognition by the College District.*
10. *Information relating to student participation in special programs.*
11. *Records of tuition and fees paid and outstanding.*
12. *Financial aid records.*
13. *Job placement records..*
14. *Scholarships or other financial awards.*
15. *Records pertaining to student complaints.*
16. *Other records that may contribute to understanding of the student.*

REQUEST PROCEDURES

The College District shall make a student's records available to the student. The records custodian or designee shall use reasonable procedures to verify the requestor's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular business hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times. Records to be viewed shall be restricted to use only in the College President, vice president's, dean's or counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the comprehensive record shall not be removed from the school.

Copies of records must be requested in writing and shall be available at a per copy cost, payable in advance. Financial hardship cases shall be dealt with on an individual basis. A student may be denied copies of records if he or she fails to follow proper procedures or pay the copying charge.

DIRECTORY INFORMATION

Directory information shall be released to any individual or organization that files a written request with the College President or designee.

The College District shall give public notice of the categories of information designated as directory information and of the period of time after such notice for a student to inform the College District that any or all of the directory information should not be released without prior consent.

ACCESS BY SCHOOL OFFICIALS

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include.

1. *An employee, Trustee, or agent of the College District, including an attorney, a consultant, a contractor, a volunteer and any outside service provider used by the College District to perform institutional services.*
2. *A person serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.*

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. *Working with the student;*
2. *Considering disciplinary or academic actions, the student's case, or services for a student with disabilities;*
3. *Compiling statistical data;*
4. *Reviewing an education record to fulfill the official's professional responsibility; or*
5. *Investigating or evaluating programs.*

ACCESS BY PARENTS

The College District may disclose educational records to a student's parent without the student's consent under circumstances specified in law. [See FJ(LEGAL)] A qualified parent shall be subject to the provisions of the REQUEST PROCEDURES, above.

TRANSCRIPTS AND TRANSFERS OF RECORDS

The College District may request transcripts from previously attended schools for students transferring into the College District; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the student.

For purposes of a student's enrollment or transfer, the College District shall promptly forward education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. The College District may return an education record to the school identified as the source of the record.

PROCEDURE TO AMEND RECORDS

Within 15 College District business days of the record custodian's receipt of a request to amend records, the College District shall notify the student in writing of its decision on the request and, if the request is denied, of his or her right to a hearing. If a hearing is requested, it shall be held within ten College District business days after the request is received.

Students shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The student shall be given a full and fair opportunity to present evidence, and at his or her own expense, may be assisted or represented at the hearing.

The student shall be notified of the decision in writing within ten College District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the student shall be informed that he or she has 30 College District business days within which to exercise his or her right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the College District's decision.

DUE PROCESS & GRIEVANCE PROCEDURES

Odessa College is committed to high standards and equitable treatment of all individuals associated with the college. There are times, however, when conflicts do arise between a student and an employee of the college. When a conflict occurs in matters other than alleged discrimination, sexual harassment, and employment questions, the college has adopted a due process procedure which is designed to resolve the issue as quickly as possible while offering protection to all individuals involved in the conflict.

The college further recognizes that many conflicts between a student and a member of the faculty or staff are the result of misunderstanding and poor communication. Thus, college policy encourages people to work together to define their difference of opinion and seek a mutually satisfactory solution.
Copies of the college due process procedure are available in the office of The Executive Director of Student Life (SCC232).

Academic Conflict Resolution

Informal Due Process

If a student has a conflict with a faculty member or lab instructor relating to instructional matters or grading, the student should attempt resolution at the first level possible by conferencing with the following individuals in the order listed:

The student meets with the faculty member to attempt to resolve the conflict. If the conflict is resolved, no further action is necessary. Both parties should be certain that terms of the resolution are clearly understood. Notes of the understanding are appropriate.

Department Chair

Instructional Dean

Vice President for Instruction

Conferences with the instructor and department chair are considered informal steps in the conflict resolution process. When a college official at the dean or higher level becomes involved, the process is more formalized, and written documents are utilized.

The student or the faculty member has the option of pursuing the matter if the conflict is not resolved. Either may contact the department chair.

The department chair should meet with all parties, individually or as a group, to determine or clarify the major issue(s). The chair will attempt to negotiate a mutually agreeable solution or make a decision in favor of one of the parties.

If a solution that is satisfactory to both parties is reached, the matter will be considered resolved. If a satisfactory solution is not reached, either party may request that the matter be continued to formal due process. If the chair makes a decision in favor of one of the parties, the other party shall have the right to carry the matter to the formal due process stage. If the matter is to be carried forward, the department chair will have both the student and the faculty member complete the *Unresolved Conflict Report Form.* The department chair will complete the Due Process Report Form. It is the responsibility of the department chair to deliver completed forms to the appropriate instructional dean for review, if due process continues. This delivery should take place within three working days. Copies of all completed forms should be filed with the Vice President of Administrative Services.

Forms are available from the Human Resources Office. The Human Resources Office serves as the office of record and facilitation for due process matters.

Formal Due Process

The instructional dean shall review the written reports submitted from the student, faculty member, and department chair. The dean will interview at least the two original parties, either individually or together. The goal of the interview(s) will be to clarify issues and attempt to reach a mutually acceptable solution. The dean may also make a decision in support of the position of either of the parties, based on the information provided. A decision must be made within three working days from the time of the last interview or group session. When a decision has been reached at this level, the dean shall complete the Due Process Report Form and file that form with the Vice President of Administrative Services.

If the conflict is not resolved by mediation or if either party does not agree with the decision made by the dean, the conflict may be appealed to the Vice President for Instruction. It shall be the responsibility of the dean to deliver all completed forms to the Vice President for Instruction within three working days, if due process continues. The dean must also notify the Vice President of Administrative Services in writing of the continuation of due process.

The Vice President for Instruction shall review the completed forms and shall interview at least the two original parties to the conflict. The Vice President may attempt to negotiate a solution between the parties or may make an administrative ruling in favor of one of the parties. After a solution has been reached or a decision made, the Vice President shall complete a Due Process Report Form. The completed form, along with all forms from previous levels of review will then be delivered by the Vice President to the office of the Executive Director Administration.

If the conflict is not resolved to the satisfaction of both parties by Vice President for Instruction, either party may request a hearing by the Appeals Committee.

Appeals Committee

The request for appeal to the committee should be made by the party wishing to appeal. The request must be made to the Vice President of Administrative Services. Written notice must be received by the Executive Director within five working days of the decision by the Vice President for Instruction.
The Vice President of Administrative Services will convene the Appeals Committee within three working days of receipt of the written request.
The Appeals Committee shall consist of
Two students selected by the Vice President of Administrative Services from a group of nominees submitted by the student government organization. Each student must be enrolled for six or more semester hours and have a cumulative GPA of 2.0 or higher.
Two faculty members appointed by the Faculty Senate from the ranks of full time faculty
One professional staff member, appointed by the Organization of Professional Staff
The Vice President of Administrative Services who will serve as nonvoting chair.
The Appeals Committee shall examine the file of written statements prior to convening with the parties to the appeal in attendance. Attendance shall be limited to only those parties who have been directly involved in the earlier stages of due process. Third parties may not attend unless mutually agreeable to all parties from earlier stages. Both the student and faculty member will be allowed to present their position orally and may refer to written statements or informal notes made during the process. Other parties in attendance may address the committee only upon committee request.
After hearing presentations from both parties to the conflict, the committee may ask for information from other parties directly involved or may request that either party provide additional information or data. When the committee has heard all reports and information, it will meet privately. The committee decision will be made by simple majority vote, with each committee member being entitled to one vote. The committee decision must be delivered in writing to both parties within five working days from the date of the committee meeting. Records of the committee proceedings will be maintained by the Vice President of Administrative Services.

Notes

Any of the involved parties has the right to add to their initial statements in response to negotiations at any or all levels of the informal or formal due process.
Until the conflict is resolved, the student has the right to continue class attendance as long as the student's presence is not disruptive, detrimental to safety, or impeding to the instructional environment, or as noted in item 3.

If the conflict is related to a laboratory or clinical requirement in an external entity where the policy of the external entity calls for removal of the student, that removal will be enforced.
Internal due process does not allow for participation of legal counsel. Should either party employ legal representation, he or she should understand that the internal due process may be terminated, leaving the courts as the recourse for conflict resolution.
Failure of either party to comply with steps or deadlines, without just cause, will result in resolution of the conflict in favor of the other party.
Determination of just cause will be made by the Vice President of Administrative Services.
If either party involved in a conflict finds it necessary to request an extension of time, the request for extension must be made to the Vice President of Administrative Services. The Vice President shall make the decision as to the granting of the extension.
In all cases, when a mutually agreeable solution is reached, the mediator at that level is responsible for collecting all written materials and delivering those materials to the office of the Vice President of Administrative Services.

Presidential Review

Decisions of the Appeals Committee may be appealed to the President of Odessa College. Intention to appeal must be made in writing and must be received in the Office of the President by the end of the fifth working day after the day of the decision of the Appeals Committee is received by the appealing party. Review by the President will be procedural only and may be based on the President's review of the records of the committee proceedings, as maintained by the Vice President of Administrative Services. Should one party be granted an audience with the President, the other party will be given a similar opportunity. The decision of the President will be dispatched in writing to all parties within five working days after receipt.

Board Review

Decisions of the President may be appealed to the Board of Trustees of Odessa College. Intention to appeal must be made in writing and must be received in the Office of the President by the end of the fifth working day after the day of the decision of the President is received by the appealing party. Review by the Board will normally be procedural based only on review of the records of the committee proceedings received from the President. Should one party be granted an audience with the Board, the other party will be given a similar opportunity. The decision of the Board will be dispatched in writing to all parties within five working days after the review of the conflict is completed.
A decision by the Board of Trustees is the final step in the college due process.

Non-Academic, General Conflict Resolution

The process specified herein is to be followed for a conflict, non-instructional in nature that may arise between a student and an employee of Odessa College. If the conflict is based on acts that are perceived by the student as sexual harassment or discriminatory on the basis of race, sex, age, color, national origin, religion, or condition of disability, the student should immediately report the conflict to the Executive Director of Student Life. Matters of this nature reported by a student shall be investigated by the Vice President of Academic Affairs and/or the Vice President of Administrative Services. The Executive Director of Student Life shall report to the student on the status of the investigation within five working days after the date the complaint is brought to the attention of the Executive Director of Student Life.

Conflicts related to a student's employment at Odessa College should be resolved according to procedures in Section 4 of the Odessa College policy and procedures manual.
If a student has a conflict with a faculty member, lab instructor, or any other Odessa College staff member in an area not related to instruction or grading, that student should attempt resolution at the first level possible, with the first attempt being to contact the college employee involved. If resolution is not possible, the student should conference with the following persons in the order listed:
Supervisor of the employee
Director or Dean of the work area
Vice President of the area
Conferences through the supervisor are considered to be informal.
Resolution of other conflicts between a student and an employee of Odessa College should be accomplished as follows.

Informal Due Process

The student should meet with the employee to attempt to resolve the conflict. If the conflict is resolved, no further action is necessary. Both parties should be certain that terms of the resolution are clearly understood. Notes of the understanding are appropriate.
If the conflict is not resolved, either the student or the employee has the option of pursuing the matter by contacting the immediate supervisor of the employee involved. This contact should take place within five working days after the student and employee have met and attempted to solve the conflict.
The supervisor will meet with both the student and the employee, either together or separately, based on the circumstances of the conflict. The supervisor may mediate the conflict, may dismiss the complaint as unfounded, or may make a decision in favor of either of the parties.
Steps 2 and 3 may be repeated until such time the complaint reaches the office of the Vice President of the area in which the involved employee reports.
As in academic matters, once the dean or director becomes involved the process becomes formal and written documentation is required.
At such time as an unresolved conflict is brought to a vice president, formal due process begins.

Formal Due Process

When a complaint reaches the office of a Vice President, that Vice President shall have both the student and the employee complete the Unresolved Conflict Report Form. The Vice President may also request information from college employees who have had a role in earlier stages of the conflict resolution process. The Vice President may then mediate the conflict, dismiss the complaint as unfounded, or make a decision in favor of either of the parties.
The Vice President shall file a written report to include completed forms and a summary of action taken. This report shall be filed with the Vice President of Administrative Services within three working days after the Vice President has made a decision. The Vice President shall also provide written notice of the decision or resolution to both the student and the employee.
Either party has the right to request a hearing by the Appeals Committee.

Appeals Committee

In both academic and non-academic matters, both parties involved in a conflict resolution attempt have the right to appeal a college official's decision to the next administrative level. If a mutually acceptable

resolution is not reached at the vice-presidential level, an appeals committee is formed to hear both sides of the conflict.
The request for appeal to the committee should be made by the party wishing to appeal. The request must be made to the Vice President of Administrative Services. Written notice must be received by the Executive Director within five working days of the decision by the Vice President.
The Vice President of Administrative Services will convene the Appeals Committee within three working days of receipt of the written request.
The Appeals Committee shall consist of
Two students selected by the Vice President of Administrative Services from a group of nominees submitted by the Student Government Association. Each student must be enrolled for six or more semester hours and have a cumulative GPA of 2.0 or higher.
Two faculty members appointed by the Faculty Senate from the ranks of full time faculty.
One professional staff member, appointed by the Organization of Professional Staff.
The Vice President of Administrative Services who will serve as nonvoting chair.
The Appeals Committee shall examine the file of written statements prior to convening with the parties to the appeal in attendance. Attendance shall be limited to only those parties who have been directly involved in the earlier stages of due process. Third parties may not attend unless mutually agreeable to all parties from earlier stages. Both the student and faculty member will be allowed to present their position orally and may refer to written statements or informal notes made during the process. Other parties in attendance may address the committee only upon committee request.
After hearing presentations from both parties to the conflict, the committee may ask for information from other parties directly involved or may request that either party provide additional information or data. When the committee has heard all reports and information it will meet privately. The committee decision will be made by simple majority vote, with each committee member being entitled to one vote. The committee decision must be delivered in writing to both parties within five working days from the date of the committee meeting. Records of the committee proceeding will be maintained by the Vice President of Administrative Services.

Notes

Any of the involved parties has the right to add to their initial statements in response to negotiations at any or all levels of the informal or formal due process.
Until the conflict is resolved, the student has a right to continue as a student so long as the student's presence is not disruptive, detrimental to safety, or impeding to the instructional environment, or except as noted in item 3.
If the conflict is related to a laboratory or clinical requirement in an external entity where the policy of the external entity calls for removal of the student, that removal will be enforced.
Internal due process does not allow for participation of legal counsel. Should either party employ legal representation, he or she should understand that the internal due process may be terminated, leaving the courts as the recourse for conflict resolution.
Failure of either party to comply with steps or deadlines, without just cause, will result in resolution of the conflict in favor of the other party.
Determination of just cause will be made by the Vice President of Administrative Services.
If either party involved in a conflict finds it necessary to request an extension of time, the request for extension must be made to the Vice President of Administrative Services. The Executive Director shall make the decision as to the granting of the extension.

In all cases, when a mutually agreeable solution is reached, the mediator at that level is responsible for collecting all written materials and delivering those materials to the office of the Vice President of Administrative Services.

Presidential Review

Decisions of the Appeals Committee may be appealed to the President of Odessa College. Intention to appeal must be made in writing and must be received in the Office of the President by the end of the fifth working day after the day of the decision of the Appeals Committee is received by the appealing party. Review by the President will be procedural only and may be based on the President's review of the records of the committee proceedings, as maintained by the Vice President of Administrative Services.
Should one party be given an audience with the President, the other party will be given a similar opportunity. The decision of the President will be dispatched in writing to all parties within five working days after receipt.

Board Review

Decisions of the President may be appealed to the Board of Trustees of Odessa College. Intention to appeal must be made in writing and must be received in the Office of the President by the end of the fifth working day after the day of the decision of the President is received by the appealing party. Review by the Board will normally be procedural based only on review of the records of the committee proceedings received from the President.
Should one party be given an audience with the Board, the other party will be given a similar opportunity. The decision of the Board will be dispatched in writing to all parties within five working days after the review of the conflict is completed.
A decision by the Board of Trustees is the final step in the college due process.

Prohibition of Retaliation

Retaliation against a student for filing a grievance, reporting a concern, participating in an investigation, or supporting another student's grievance is strictly prohibited.
Retaliation may include, but is not limited to:

- Intimidation, threats, harassment, or coercion.
- Unfair treatment or adverse actions related to a student's academic standing, grades, clinical assignments, or program progression.
- Attempting to discourage or prevent a student from reporting a concern or participating in the grievance process.
- Any action intended to punish, disadvantage, or negatively impact a student for exercising their right to file a grievance.
- Any other form of retaliatory conduct by faculty, staff, clinical instructors, students, or other individuals associated with the program.

Reporting Retaliation

Any student who believes they have experienced retaliation as a result of filing a grievance, reporting a concern, or participating in an investigation has the right to report the incident.
Students may report suspected retaliation to the PTA Program Director, Academic Clinical Coordinator of Education, or an appropriate Odessa College administrator. If the concern involves the

individual to whom the student would ordinarily report, the student may bypass that individual and report the concern directly to another appropriate college administrator.
Reports of retaliation will be taken seriously and addressed in accordance with applicable Odessa College policies and procedures.

Investigation and Resolution
All reported allegations of retaliation will be reviewed and addressed through the appropriate institutional procedures. Students are encouraged to provide relevant information or documentation to assist with the review.
Any individual found to have engaged in retaliatory conduct may be subject to appropriate disciplinary or corrective action in accordance with Odessa College policies.

Student Protection and Rights
Students are encouraged to raise concerns and utilize the grievance process without fear of negative consequences. Filing a grievance in good faith will not, by itself, negatively affect a student's academic evaluation, clinical performance assessment, standing in the PTA Program, or eligibility for program progression.
This prohibition does not prevent the program from providing legitimate academic or clinical feedback, evaluating student performance, or taking appropriate action based on documented performance or professional conduct concerns, provided those actions are not retaliatory.

ACCREDITATION

Required Statement of Accreditation Status

The Physical Therapist Assistant Program at Odessa College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

This status was first granted on April 24, 1991, and reconfirmed on April 26, 2006 and on June 3, 2016. The next on site visit is scheduled for 2026.

The CAPTE accreditation program provides service of value to students, to the public, to institutions of higher education, and to the profession. CAPTE/APTA has an obligation to assure the public that individuals entering the profession are receiving from the physical therapy program a quality education which will prepare them to give safe, highly effective patient care. A second purpose of the accreditation program is to foster excellence in physical therapy education by enhancement of the programs which offer entry level degrees.

Complaints Regarding Program Accreditation
The Commission on Accreditation in Physical Therapy Education (CAPTE) has a formal process for reviewing complaints regarding physical therapist and physical therapist assistant education programs. A complaint may be submitted when an individual believes that an accredited program is not in compliance with CAPTE's Standards and Required Elements or CAPTE's expectations related to program integrity.

When a complaint involves an issue that is subject to Odessa College or PTA Program grievance and due-process procedures, CAPTE generally requires the complainant to complete the institutional process before submitting a formal complaint to CAPTE. An exception may apply when the complaint alleges that the institutional process has not been handled within the timeframe established by institutional or program policy. Complaints concerning matters that fall outside established institutional due-process procedures may be submitted to CAPTE without completing such a process. Formal complaints must be submitted in writing using CAPTE's prescribed format, signed by the complainant, and specifically identify the applicable CAPTE Standard and Required Element or program-integrity expectation. The event or events identified in the complaint must have occurred, at least in part, within three years of the date the complaint is filed. CAPTE does not function as an appeals body for individual decisions involving admission, retention, appointment, promotion, or dismissal.

Information regarding the CAPTE complaint process and materials required to submit a formal complaint are available directly from CAPTE:

Commission on Accreditation in Physical Therapy Education (CAPTE)
American Physical Therapy Association
3030 Potomac Avenue, Suite 100
Alexandria, VA 22305-3085
Phone: 703-706-3245
Email: accreditationsupport@apta.org
CAPTE Formal Complaints About Programs

PROFESSIONAL GROUP LIABILITY INSURANCE

Faculty and students are currently covered by a professional liability insurance policy. This coverage is for the clinical portion of the curriculum only. The cost to the student is $8 per fall or spring semester and $6 per summer semester, which is paid at the time of enrollment each semester. Additionally, students could be required to secure a professional personal liability insurance policy where the student is individually named, as needed to fulfill clinical rotation requirements.

CAMPUS SAFETY AND SECURITY

The Odessa College Police Department serves the student body of the college by helping to maintain the safety and security of all students and their possessions while they are on campus. Campus Police personnel are available to assist students and visitors with problems. Some of the services provided by the department are as follows: retrieve keys locked in vehicles, jump start vehicles, unlock and lock doors for special events, provide close patrols, provide escorts to and from vehicles, maintain a lost and found, deliver emergency messages, locate buildings on campus for visitors, and assist outside departments. The Odessa College Police Office is located on the west side of the Gymnasium in room 124. The office hours emergency phone number is 432 / 335-6666 and the after-hours emergency cell phone number is 432 / 238-6334.

The Campus Police Department is dedicated to keeping law and order in and around Odessa College properties. Persons who violate federal, state or local laws may be subject to arrest. Persons who violate Odessa College policy and/or regulations will be reported to the appropriate dean and/or subject to arrest if the breech of policy is also a violation of law. The college is an alcohol, drug, and weapons free institution at all times. Possession of alcohol is strictly prohibited on college property regardless of age. The college has a zero tolerance policy on drugs. Weapons used for sport or competition must be stored in the Campus Police Department office. All other weapons are prohibited. Frequently asked questions regarding Open Carry and Campus Carry for a handgun can be found here: Campus Carry at Odessa College. More information can be found on the Campus Police Department's website at Campus Police.

In order to ensure safety in the event of an emergency, a copy of the Odessa College Emergency Procedures is posted on the bulletin board in the laboratory. Students are advised it is their responsibility to read and become familiar with these procedures so that they will be prepared to respond appropriately to an emergency situation should a faculty member or other Odessa College staff member not be available. Students are to read them and, when finished, initial the class roll that will be posted next to them. This is to be completed within the first two weeks of class each Fall semester.

DRUG/ALCOHOL POLICY

The use of intoxicating substances shall be prohibited in classroom buildings, laboratories, residence halls, auditoriums, library buildings, museums, faculty and administrative offices, intercollegiate and intramural athletic facilities and all other public campus areas as well as college sponsored off campus events and activities; provided, however, that with the prior consent of the board, the provisions herein may be waived with respect to any specific affair that is sponsored by the institution. State law shall be strictly enforced at all times on all property controlled by the College District in regard to the possession and consumption of alcoholic beverages.

The Physical Therapist Assistant Program extends this policy to include not only school premises, but also all clinical facilities affiliated with the program. Any student suspected of violating this policy will be immediately removed from any classroom or clinical area and will be required to undergo drug and/or alcohol screening. Any fees incurred are the responsibility of the student. If the student refuses to submit to testing or if such tests are positive, the student is subject to immediate dismissal from the PTA Program. The student will not be allowed to re-enroll in any Health Sciences Program at Odessa College for 2 years.

CRIMINAL BACKGROUND CHECK

A criminal background check is required for OC health sciences students to participate in clinical education. Upon acceptance to the program, student will authorize Verified Credentials to conduct the background check. Student is responsible for the set-up fee with VC. If the check is positive for certain offenses, the student may not be able to participate in clinical education and, therefore, will not be able to complete the requirements for the PTA Program. The student will be dismissed from the Program.

PTA students should also be advised that persons who have a history of substance abuse or a criminal conviction that directly relates to the practice of physical therapy may be disqualified from receiving a license. The Texas Board of Physical Therapy Examiners reviews such cases on an individual basis. PTA program students or applicants with criminal histories must complete the Criminal History

Evaluation Form available on the website and submit it to the Board for review. There is no need to call the office and speak with an investigator. As mandated by the Legislature, it will now cost the individual with the criminal history $50.00 for this review. More information can be obtained from Chapter 343 of the PT Rules. The rules and the Criminal History Evaluation Form can be accessed on the Executive Council of Physical Therapy and Occupational Therapy Examiners' website at www.ptot.texas.gov.

HEALTH AND SAFETY

Student Medical Insurance
All students enrolled in a health occupations program must have health insurance coverage. ***Without proof of medical insurance coverage, the student will not be permitted to take part in clinical rotations.*** The student will be required to verify insurance coverage prior to clinical rotations. The Odessa College Student Services website (link found here: Health & Wellness for Students) provides access to a carrier for student policies.

Health History and Physical Exam
Once accepted, PTA students are required to receive medical clearance to participate in the program. The student's health care provider should provide a physical examination. The cost is the responsibility of the student. If the exam reveals disease or disability incompatible with the role and Essential Functions (see section titled "Essential Functions of the PTA Student" for more information) of the student physical therapist assistant, the student will be released from the program. Appropriate health counseling will be advised and the student may re-apply after the health issue is resolved.

Essential Functions of the PTA Student
Successful participation in the PTA Program includes the ability to perform essential functions, which are necessary for delivery of physical therapy services in a safe, ethical, legal manner. The Essential Functions are expected to be demonstrated, with or without reasonable accommodation, by students participating in and throughout the PTA program. Upon reviewing the Essential Functions for the PTA Student, the **accepted** candidate will complete the Acknowledgment of Essential Functions for the Physical Therapist Assistant Student form and indicate whether or not that student can perform the essential functions. Prior to beginning the Program, the student is responsible for providing written documentation of any disabilities, along with evidence of the need for accommodation. Contact Student Support Services, 432-335-6861 or cares@odessa.edu, to request appropriate accommodation.

Throughout the Program, the student must possess sufficient motor capabilities in order to provide safe and effective physical therapy procedures, including ability to:

- assist and protect patients who are walking, exercising, or performing other activities
- adjust, move, position, and lift patients and equipment
- perform pushing, pulling, bending, twisting, reaching, standing, kneeling, sitting, walking, and crawling
- provide cardiopulmonary resuscitation (CPR), also known as basic life support
- manipulate equipment including adjustment of dials, gauges, small nuts/bolts, and various equipment settings

- sufficient endurance to move about a clinical setting steadily throughout an 8-hour work day

Throughout the Program, the student must possess sufficient sensory abilities in order to competently assess and monitor patients, including the three areas noted below.

Sufficient visual ability to:

- recognize and interpret facial expressions and body language
- identify normal and abnormal postures and patterns of movement
- read or set parameters on equipment
- read small numbers/scales on goniometers, thermometers, sphygmomanometers, etc.
- discriminate differences and changes in skin and soft tissue
- recognize a patient's physiological status
- assess a patient's environment

Sufficient auditory ability to:

- recognize and respond to verbal communication, auditory timers and equipment alarms in an environment with a moderate level of background noise
- effectively use devices for measurement of blood pressure

Sufficient tactile ability to:

- palpate pulses
- detect and assess changes or abnormalities in skin texture, skin temperature, muscle tone, and joint movement

Throughout the Program, the student must possess sufficient ability to communicate effectively and competently in the English language with others using appropriate verbal and written methods, including ability to:

- read at a level of competency that allows one to safely perform the essential functions of an assignment
- write in a legible manner
- present information about physical therapy procedures and services to patients, family members, and other health care professionals
- recognize, interpret, and respond to nonverbal behavior of self and others
- interpret and communicate information regarding the status, safety, and rehabilitation of patients

Throughout the Program, the student must possess sufficient ability to exercise good judgment, develop therapeutic relationships with patients and others, work in stressful situations, and tolerate close physical contact with patients and co-workers, including the ability to:

- work with multiple patients and colleagues at the same time
- work with others under stressful conditions
- work with individuals of varying socioeconomic, ethnic, and cultural backgrounds
- act in the best interests of patients

Throughout the Program, the student must possess sufficient ability to comprehend and process information in a timely manner, including the ability to:

- collect and interpret data related to patients and physical therapy services
- prioritize multiple tasks, process information, and make decisions
- apply knowledge from education to the provision of physical therapy services
- observe, measure, and interpret normal and abnormal patient responses to physical therapy interventions, and appropriately modify treatment interventions
- act safely and ethically in the physical therapy lab and clinic

Drug Screen

Once accepted, PTA students are required to satisfactorily complete a random urine drug screen performed by Verified Credentials. The cost of this screen is the responsibility of the student. Should a student have a verified positive test result for alcohol, any illegal drug, abuse of prescribed or over-the counter medication, or mind-altering substances, he/she will be given reasonable opportunity to challenge or explain the results. When the positive results are confirmed and no medical justification exists, the student will not be allowed to participate in clinicals. Consequently, the student will not be able to meet required clinical objectives and will, therefore, be dismissed from the Program.

If the student refuses to submit to testing or if such tests are positive, the student is subject to immediate dismissal from the PTA Program. The student will not be allowed to re-enroll in any Allied Health Program at Odessa College for 2 years.

Immunizations

According to the Texas Administrative Code, students enrolled in health-related courses that involve direct patient contact in medical care facilities, regardless of the number of courses taken, the number of hours taken, or the classification of the student, must provide proof of immunity or immunizations listed below.

A. Rubeola (Measles) – All students born on or after January 1, 1957, must show proof of either:
   1. two doses of measles vaccine administered since January 1, 1968 and on or after their first birthday and at least 28 days apart, or
   2. one dose of measles vaccine after their first birthday and prior to direct patient contact with completion of the measles requirement (2 doses of vaccine) accomplished as rapidly as is medically feasible, or
   3. serologic confirmation of measles immunity or serologic evidence of infection.

B. Rubella (German measles) – All students must show, prior to patient contact, proof of either:
   - one dose of rubella vaccine administered on or after their first birthday, or

- serologic confirmation of rubella immunity or serologic evidence of infection.

C. Mumps – All students born on or after January 1, 1957, must show, prior to patient contact, proof of either:
   1. one dose of mumps vaccine administered on or after their first birthday, or
   2. serologic confirmation of mumps immunity or serologic evidence of infection.

D. Varicella (Chickenpox) – All students must show, prior to patient contact, proof of either:
   1. one dose of varicella vaccine prior to 13 years of age, two doses if not vaccinated before their 13th birthday, or
   2. a history of varicella illness verified by the student's parent, legal guardian or managing conservator, school nurse, or physician, according to the Texas Department of State Health Services, Documenting History of Illness: Varicella (Chickenpox). Form can be downloaded at http://www.dshs.state.tx.us/immunize/docs/c-9.pdf.

E. Polio – All students are *encouraged* to ascertain that they are immune to poliomyelitis.

F. Tetanus/diphtheria – All students must have received one dose of Td within the past ten years.

G. Hepatitis B – All students must show, prior to patient contact, proof of either:
   1. a complete series of hepatitis B vaccine, or
   2. serologic confirmation of hepatitis immunity

Students must also provide evidence of a current (within one year) negative TB skin test, or, in the case of a previous positive skin test, a chest x-ray report.

Exclusions for Immunization
Immunization is not required when the student:

1. Submits one of the following:

   I. an affidavit or certificate signed by a physician who is registered and licensed to practice medicine within the United States, stating that in the physician's opinion the vaccine required is medically contraindicated or poses a significant risk to the health and well-being of the applicant or any member of applicant's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid only one year from the date signed by the physician.

   II. an affidavit signed by the applicant or, if a minor, by his or her parent or legal guardian stating that the applicant declines vaccinations for reasons of conscience, including because of the person's religious beliefs. The affidavit will be valid for a two-year period. The applicant, who has not received the required immunizations for reasons of conscience, including religious beliefs may be excluded from school in times of emergency or epidemic declared by the commissioner of public health. (If claiming exclusion for reasons of conscience, additional requirements according to Texas Administrative Code, Title 23, Part 1, Chapter 97, Subchapter B must also be met.). Online Exemption form can be found at https://corequest.dshs.texas.gov/

2. Can prove that the student is serving on active duty with the armed forces of the United States.

Student Illness or Injury
Students returning to class or clinical following an illness or injury may be required to obtain a release from their health care provider. If activity restrictions are prescribed, the health care provider's documentation must be explicit. Some restrictions could prevent the student from continuing in a laboratory or clinical course and a course withdrawal or a grade of incomplete may be necessary, depending on the nature and timing of the problem. It is the responsibility of the student to contact the instructor before the next class or clinical to see if a doctor's release is necessary. Failure to obtain the requested release, if indicated, will prohibit the student from entering the laboratory or the clinical setting until the doctor's release is obtained.

Pregnancy
The health and well-being of the student who is pregnant and her unborn child are paramount. Women who are pregnant, or who plan to become pregnant, should discuss their PTA Program status and essential motor/physical functions with their health care provider. The Physical Therapist Assistant Program requires that a pregnant student's health care provider provide written approval for the student:

- to remain in the Physical Therapist Assistant Program and participate in laboratory and clinical experiences
- again before the student can return to school following delivery
- when there is any significant change in the health status of the mother or child impacting her ability to participate fully in the Program.

Emergency Medical Care During Clinicals
Students, while in affiliated clinical sites, have access to the usual or same emergency medical facilities (for a fee) as the employees of the institutions. This service is assured students in the Cooperative Agreement held between Odessa College and each facility. Should an incident requiring emergency care occur, the student will notify his/her health insurance carrier. Any and all cost resulting from the incident is the responsibility of the student and the student will not hold Odessa College nor the clinical site liable.

STUDENT HOUSING

Century Commons, is Odessa College's student housing complex. Apartments are fully furnished and amenities include private bedrooms, common living rooms, full service kitchens, laundry facilities, and individual lease liability. For more information visit the Student Housing Department in the Office of Student Life, call 432/332-6353, or the website at Residence Life.

STUDENT FINANCIAL SERVICES (FINANCIAL AID)

Odessa College is firmly committed to the philosophy of assisting those students who do not have the financial resources to pay for higher education but who wish to attend college. Of equal importance is the awarding of academic scholarships to recognize those students who exhibit superior scholastic abilities.

The Student Financial Services (SFS, formerly known as the Financial Aid Office) administers four broad program areas: grants, employment, scholarships and loans. For further information, contact the

SFS located on the first floor of the Saulsbury Campus Center, call 432/335-6429, or visit the website at Financial Aid

The Odessa College Foundation also provides students with financial assistance for achieving educational success. Students who are not eligible for federal or state financial assistance can apply for a variety of available scholarship programs. For further information, contact the Office of Institutional Advancement and OC Foundation, located in Administration Building 101, call 432/335-6646 or visit the website at Scholarships and Financial Aid. Deadlines are as follows: April 1st for Priority; July 1st for Fall/Spring.

ADVISING/COUNSELING

Odessa College encourages the growth and awareness of self and others through a comprehensive student development program. The college staff tries to create a climate which will allow all its students an opportunity to enhance their perception of worth, while increasing their ability to cope within a changing society. The college staff hopes to provide all students an opportunity to examine thoroughly their potential and to offer opportunities for realizing that potential through the learning experiences offered by the college.

Counseling Center
The Counseling Center exists to help students make decisions and solve problems. Some of the services available to students are career guidance, academic advisement, admissions/transfer information, and personal counseling.

Assistance is free and confidential. Any problem or concern that interferes with the attainment of academic, vocational or personal goals can be discussed with a counselor of the student's choice. Students who have visited the Counseling Center have received help in clarifying educational and personal goals, selecting careers and college courses, reducing stress and worry, improving family and other relationships and improving communications and decision-making skills.

The center is located on the second floor of the Saulsbury Campus Center. Students may drop by or schedule an appointment to see a counselor. The phone number is 432/335-6743. More information is available on the website at Counseling Services

Career and Transfer Services
Odessa College career services are offered through the Counseling Center and offers occupational information, career counseling, degree planning, computerized career assessments, and referral for traditional career testing. For further information, contact the Counseling Center at 432/335-6433 or visit: Keith Career & Transfer Center

Departmental Advising
Informally, PTA Program departmental advising is available to the students during office hours set aside for that purpose, as well as special times made by appointment. Advising notes may be recorded and placed in the individual's file. Students or faculty members may initiate a conference at any time as needed. Frequency, content and format of evaluation are left to the discretion of the individual instructor.

Formally, PTA student/faculty conferences will be held at least once each semester and are scheduled at times convenient for both students and faculty. During the conference, the student will meet with

appropriate faculty members to discuss any areas of concern. Student performance will be analyzed and discussed. Instructional methods and course content will be reviewed to obtain student feedback and constructive criticism. "Conference Forms" are utilized and the students must sign the form after writing any comments in the appropriate space. Students may receive a copy of the Conference Form, upon request, and the original is placed in their file. All departmental counseling, whether formal or informal, is kept strictly confidential.

WITHDRAWAL FROM THE COLLEGE

So that all records are left in proper order, students who leave Odessa College before the end of a semester or before the end of a class for which they are registered must follow the official withdrawal procedure. Students themselves initiate in the Registrar's Office or online using the WebAdvisor system at www.odessa.edu. Students who wish to withdraw should appear in person if they do not wish to utilize the Web-based system. When an individual other than the student initiates a withdrawal, that individual must be identified and verified for the student's protection and that individual must provide written authorization from the student. Students who stop attending class without completing the withdrawal process will receive an "F" in the class for the semester.

In 2007, the Texas Legislature passed a law (S.B. 1231) which prohibits students enrolling for the first time as a freshman during the fall 2007 academic term, or any term thereafter, from dropping more than a total of six courses in their entire undergraduate career. This total includes any course a transfer student has dropped at another 2-year or 4-year Texas public college or university. For more information, please contact the Registrar's Office, 432/335-6404.

WITHDRAWAL FROM PTA PROGRAM

If a student withdraws from any Physical Therapist Assistant course, he/she then relinquishes his/her place in the PTA Program. If that student wishes to pursue the PTA Program the following year, he/she must contact the program director to determine the most appropriate course of action.

ACADEMIC DISMISSAL

Students in the PTA Program must maintain greater than or equal to a "C" (75%) average in each PTA academic course, and pass the last cumulative/comprehensive Threshold Exam in each PTA course with a 75% or greater. An average of "C" in all general education courses must also be maintained. If these standards are not met, dismissal from the program will occur. The student is then subject to the same readmission criteria as students who withdraw from the Program.

READMISSION

Students who have either withdrawn or been dismissed from the Program due to academic failure are all subject to the same readmission policies below:

First Year
If the withdrawal or dismissal occurs during the first year of the PTA Program, the student must reapply to the program and will be considered equally with all other applicants. If the student is readmitted into the program, all PTA courses previously taken must be repeated.

Second Year
Should the withdrawal or dismissal occur during the second year of the Program, the student may reenter the Program during the following year without having to reapply or repeat courses already satisfactorily completed in previous semesters according to the following conditions:

- A student may reenter during the second year only once. Withdrawal or dismissal during the reentry year will require the student to reapply to start the Program over from the beginning
- A student may reenter only if there are sufficient clinical sites of the appropriate type available for placement of all currently enrolled students and for the reentering student
- If unexpected losses of clinical placements occur during the academic year, the reentering student may be required to postpone his/her clinicals according to the clinical assignment procedures described in this Resource Manual
- Student will register for audit or for credit the co-requisite course/s which were not subject to academic failure, continuing Program fully at the re-entry point.
- A student who qualifies to reenter and who wishes to do so must inform the Program Director in writing by May 1st
- The student will be informed by July 1st if there are not enough clinical placements to allow his/her reentry

SOCIAL NETWORKING POLICY

Use of social and business networking sites (Facebook, Instagram, Twitter, LinkedIn, Flickr, YouTube, etc.) is widespread**.** No privatization or security measure is perfect; information can "live on" beyond its removal from the original website and continue to circulate in other venues. ***Think carefully before you post any information on a website or application.*** Failure to abide by the following guidelines may result in dismissal from the Program.

- Do not post personal health information of other individuals. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date/s of treatment or hospitalization, or type of treatment or the use of medical photographs may still allow the reader to recognize the identity of a specific individual
- Do not present yourself in such a way that you could be interpreted as an official representative or spokesperson for the Odessa College Physical Therapist Assistant Program
- Do not utilize websites and/or applications in a manner that interferes with your academic or clinical commitments or adversely impacts the ability of fellow students to learn
- Do not display language or photographs that imply disrespect for any individual or groups because of age, race, gender, ethnicity, or sexual orientation

- Do not present information that may be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity
- Do not engage in any uncivil and/or disrespectful discourse

ATTENDANCE POLICIES & PROCEDURES

Regular attendance at lecture and lab is critical and has a direct effect on the final grade that a student earns in class. ***Non-attendance on the part of a student may result in grade penalty or may lead to dismissal from the program.***

A student should attend all lecture and laboratory sessions. Habitual or patterned absenteeism in lecture or lab will not be tolerated. As soon as such a problem is identified, the student will be required to meet with the faculty to determine a course of action (documented on a Student Conference form and/or the School of Health Sciences Code of Conduct form). If the behavior problem is not corrected after three documented Conferences, the student will be subject to dismissal from the Program. Absences in laboratory sessions are particularly problematic because of the lost opportunity to practice skills; therefore, students are responsible for arranging to acquire any skills missed during a laboratory absence.

All absences must be reported to the appropriate faculty member prior to the start of class. If the faculty member cannot be reached directly, a voice mail message may be left; email notification is also acceptable. Telephone numbers and email addresses can be found on course syllabi. Contacting a classmate to have him/her notify the faculty member is **not** acceptable. Failure to notify the faculty prior to an absence will result in counseling by way of a formal conference regarding professional behavior.

3 unexcused absences will result in loss of 10 points from the student's final grade, at the discretion of the PTA instructor.

In keeping with industry/employer standards, examples of unexcused absences may include but are not limited to: no-show/no-call; preventable circumstances such as over sleeping, running out of fuel in one's vehicle; scheduling a local appointment during scheduled class time or check-off time.

Examples of excused absence include: note from health care provider, family emergency/bereavement with documentation provided by student upon return to campus/class.

Tardiness Policy

- **Definition of Tardiness:** Tardiness is defined as arriving late to class or any scheduled academic or program-related activities without a valid and documented excuse.
- **Excused Tardy:** Excused tardies may include documented medical emergencies, family emergencies, or other extenuating circumstances. Students are expected to communicate these situations to their instructors and provide appropriate documentation, prior to being late.
- **Unexcused Tardy:** Unexcused tardies are instances of lateness without a valid reason or prior notification to the instructor.
- Accumulation of three or more unexcused tardies will result in a mandatory Code of Conduct write-up and a subsequent meeting with the Program Director.

STANDARDS FOR CLASSROOM BEHAVIOR

Students and faculty each have responsibility for maintaining an appropriate learning environment. Disruptive students in the academic setting hinder the educational process. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. The following guidelines include, but are not limited to, acceptable and unacceptable classroom behaviors that preserve academic integrity and ensure that students have optimum environmental conditions for effective learning.

Acceptable, Expected Behaviors

- Arrive for class on time; do not leave early
- Attend all classes
- Read the course syllabus
- If an absence is unavoidable, notify each instructor in advance according to the course syllabus
- Bring all related course materials to class
- Come to class prepared
- Silence/turn in cell phones, return messages only during breaks unless an emergency exists
- Pay careful attention in class
- Take notes
- Contribute to class discussion with meaningful comments or questions
- Participate in classroom activities
- Respect instructors and fellow students

Unacceptable, Negative, or Disruptive Behaviors

- Engaging in extraneous side-conversation during class
- Passing notes
- Answering a cell phone
- Texting
- Sleeping in class
- Working on assignments for another class or studying for an upcoming test during class
- Reading unrelated material during class
- Using unrelated electronic media during class
- Engaging in other unrelated activities during class (personal grooming, cleaning out backpacks or purses, etc.)
- Bringing children to class or leaving them unattended in any area of the building

- Using profanity or pejorative language or gestures
- Making threats, or otherwise intimidating students or the instructor
- Dressing in a manner that is distracting to the learning process

PTA PROGRAM ACADEMIC POLICIES & PROCEDURES

Academic Honesty
Cheating on a test/assignment/project, plagiarism, collusion, or any other form of academic dishonesty will not be tolerated by the PTA Program. According to Board Policy FLB (LOCAL), scholastic dishonesty is a violation of rules and regulations concerning student conduct and shall be prohibited. The following definitions are excerpted from that policy:

"Cheating on a test" shall include:

a. *Copying from another student's test.*
b. *Using test materials not authorized by the person administering the test.*
c. *Collaborating with or seeking aid from another student during a test without permission from the test administrator.*
d. *Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.*
e. *The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.*
f. *Substituting for another student, or permitting another student to substitute for one's self, to take a test.*
g. *Bribing another person to obtain an unadministered test or information about an unadministered test.*

h. *Bringing in unauthorized materials into exam room (blank paper and writing utensil only).*

"Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.

"Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Any instances of cheating, plagiarizing, or collusion, whether observed or suspected, will be acted on immediately. When cheating, collusion, or plagiarism has occurred beyond any reasonable doubt, the student will be dismissed from the PTA Program and will indefinitely be ineligible to reenroll. Students dismissed from the program in this manner retain their right to due process and may appeal the action according to Board Policy FMA (LOCAL), found in this Resource Manual under *Appeals Committee*.

All assignments, projects, and written submissions must reflect each student's original thinking and individual effort. While collaboration and use of external resources may be permitted when explicitly stated by the instructor, all final work should be expressed in the student's own words and demonstrate a clear understanding of the subject matter. Submissions that rely on content not authentically composed by the student may be subject to review for academic integrity. At the instructor's

discretion, assignments may be required to be handwritten to ensure authenticity and uphold academic standards.

Testing Policy
Exams are proctored by the OC faculty and staff with the following expectations:

- Only translucent water bottles or solid color containers without markings or labels are allowed in the student's testing area
- Noise cancelling non-electronic ear plugs are allowed
- Caps/hats/hoodies are not to be worn by the student
- Jackets/coats must be secured closed, or removed
- A student requiring a bathroom break will be escorted by faculty/staff
- Digital devices such as smart phones and wearable technology will be placed in a visible area identified by the instructor separate from the student, and retrieved by the student upon submission of the exam
- Additional requirements as indicated by faculty or staff
- Time will not be extended due to late arrival unless prearranged per instructor
- Only a blank sheet of paper and writing utensil is allowed in the testing room

Passing Last Cumulative Exam of a Course
In December 2019, §8.20(b)(2) in the CAPTE Rules of Practice and Procedure was revised to include the requirement for first-time licensure pass rates, averaged over the most recent two years, to be included with student outcomes that must be made public. In response to this decision, the PTA Program implemented a policy where the last cumulative exam in a course must be passed in order to pass the course and continue in the PTA Program. Such a policy benefits the student by increasing the likelihood of passing the National Physical Therapy Exam on the first-attempt, which is in alignment with the latest reporting item.

Passing Check-offs
Laboratory check-offs are formal procedures in which students must perform selected skills to a predetermined minimum level of competence. Students receive a rubric on which all expected performance elements are listed. Critical safety elements that are not performed at "entry level" will result in failure. All check-offs must be passed in order for the student to pass the course. If a check-off is failed, the student must repeat it and points will be deducted determined by the individual Professor. In the event a student fails the 2nd attempt more than once, the student must meet with the Professor to discuss disciplinary action and create a performance improvement plan.

Missing an Exam/Test/Quiz
Exams/Tests are defined as formally scheduled assessments covering a major portion of the course content and cumulatively comprising a relatively large percentage of the overall grade for a course.

Every effort should be made by the student to be present for all exams. If it is necessary for a student to miss an exam, the instructor must be notified **prior** to the scheduled exam time and arrangements (at the instructor's discretion) may be made for make-up. It is the instructor's option to give the same exam as the one missed or a different exam over the same content. If the exam is started and completed during the original time-range given for the exam, a penalty will not be assessed. If the exam is taken outside of the original time-range, a 5% per day penalty will be assessed each day the exam is not taken, starting one minute after the original end-time of the test, at the instructor's discretion.

Quiz policies are determined by individual instructors for each class and may be altered as deemed necessary by the instructor.

Practical Remediation Policy
A student who performs in such a way they are unsuccessful in passing a practical will be allowed a minimum of one retake. Maximum grade for a re-take will be 75%.

Failure to Turn in an Assignment on Time
Projects or outside assignments are due at the beginning of class on the assigned due date or otherwise specified on Blackboard Learn. Late papers will receive a 10% per day grade penalty unless written approval by instructor is issued prior to due date. This penalty will continue to be assessed each day the assignment is not turned in.

Recording
Recording of lectures in any manner is discouraged. Class participation tends to decrease as does the student's level of attentiveness. Permission for taping lectures must be obtained in writing from each course instructor, prior to initiation of recording.

Digital Devices and Technology in the Classroom
Cell phone calling, text messaging, emailing and video recording is prohibited during all class and lab sessions, all tests and check-offs, and in all clinical settings, except during scheduled breaks. Even during a break, digital devices must be utilized within the policies of the facility (when in a clinical site or external learning experience). If a student has a digital device for communication purposes outside of the class room, it must be in silent mode only (with vibrate mode OFF) during class. Students may not have unauthorized devices in their possession during exams or quizzes.

In this professional program, classroom technology is a privilege intended to enhance learning and reflect professional standards. Misuse including unauthorized recording, disruptive behavior, or appearing to be distracted by a device may result in loss of device privileges at the instructor's discretion. Further action may be taken in accordance with program and institutional policies.

Obligations Outside of Scheduled Class Times
The nature of health sciences education requires a commitment from the student over and above the average. For this reason, it is frequently necessary for students to be present beyond regularly-scheduled class times. Laboratory skill check-offs, test reviews, study sessions, and mock exams are usually held both after class and/or on days when classes are not scheduled. Efforts are made in scheduling to accommodate students' work and family obligations but students should be prepared to be flexible in order to fulfill all course requirements.

A Program-expectation is a mandatory 10 hours per week on-campus study during the Fall and Spring semesters. Mandatory study time includes participation in a study workshop, individual or group study in the Health Science Building, proctored study groups, and supervised study groups. In order to meet the 10 hour per week requirement, all time will be documented and include a faculty or OC staff's signature as verification. This study time is intended to guide, encourage and support healthy study habits in order to increase the likelihood of successful completion of the PTA program. Any student request for an exception to the mandatory study time should be presented in writing to the director. A response will be provided, in turn, in writing. Only the Director has authority to grant an exception.

Field Trips/External Learning Experiences

Students are advised of at least one **required** educational field day-trip to Hardin-Simmons University in Abilene, TX is scheduled, usually near the end of the second of five semesters. Other required and optional field trips may be scheduled as opportunities become available (i.e. orthotics/prosthetics facility, pediatric facility, state-level conference, TPTA legislative day). Optional trips may include an overnight stay and will require additional expenses related to travel, hotel and food costs. Although each class, as a whole, engages in fund-raising activities to defray these costs, it is not always possible for the entire cost of the trip to be raised. Every effort is made to keep costs to a minimum but students may be required to pay some of their expenses individually.

During field trips, students must abide by all safety, security, and evacuation policies and procedures in effect at the facility visited.

Computer Lab Policy

Computers are available for PTA student use in Wood Health Science Building, according to the guidelines listed below and for the purpose of enhancing the students' PTA educational experience. Unauthorized or illegitimate use of these computers may result in dismissal from the PTA Program.

1. All use of computer resources must be in support of education and research and consistent with the mission of the PTA Program.

2. Students may use any of the software loaded on the computers, but may not download or install any other software.

3. Students provide paper needed for their printing choices

4. Any data files not pertaining to the study of physical therapy may be removed by faculty at any time. All student data must be removed from the computers before the student graduates.

5. Students may not attach any peripheral device to any of the computers, except for a removable storage device (i.e. flash drive) approved by the PTA faculty.

6. Any use of computer resources for illegal purposes, or in support of illegal activities, is prohibited. Violation of software copyrights and/or licensing restrictions is illegal.

7. Any use of computer resources for commercial purposes is prohibited.

8. Any use of computer resources for the production, duplication, distribution, receipt and/or transmission of any material, which might be considered pornographic and/or obscene, is prohibited.

9. No food or drinks on computer table.

LABORATORY POLICIES & PROCEDURES

Clothing
Students must have available at all laboratory sessions appropriate lab clothing which will reveal arms, legs and trunk. Males must have loose-fitting gym shorts. Females must have loose-fitting gym shorts and a halter, sports bra, or swim suit top. If desired, the students may store their lab clothes in the space provided in the laboratory.

Practice
Participation in laboratory activities is an expected component of the Physical Therapist Assistant Program. Because physical therapy is a hands-on profession, students routinely practice examination, data collection, positioning, mobility, therapeutic exercise, physical agents, and other treatment techniques on classmates while also serving as patient-simulators for their peers. Students are informed of these expectations before admission and again during program orientation.

Laboratory activities will be conducted in a manner that protects student safety, privacy, dignity, and modesty. Students are expected to communicate with faculty before participating in any activity that may present a health or safety concern. A student who has a medical condition, injury, pregnancy-related concern, disability, or other circumstance that may affect safe participation should notify the Program Director or course instructor and, when appropriate, work with the Odessa College Student Services/Disability Services office to determine whether an approved accommodation or modification is appropriate. Faculty will not require a student to participate in an activity that presents an identified and unreasonable risk to the student's health or safety; however, students remain responsible for demonstrating all essential program competencies required for progression and graduation.

Note: In the laboratory, students are to practice treatment techniques only on fellow classmates. Students are not allowed to practice techniques on family members or friends.

Use of Laboratory for Practice Outside of Class
Students desiring to utilize the laboratory for independent practice outside of class may do so if permission has been requested and granted, and a supervising faculty member is present in the PTA department. It is suggested for students to attempt to arrange times which coincide with the faculty's office hours. If this is not possible, arrangements can be made in advance so appropriate supervision will be available.

Photography, Recording and Imaging Policy
Photography, audio recording, video recording, or other imaging of a student for instructional or program purposes will not occur without the student's prior knowledge and consent. Students will not independently photograph, record, or distribute images or recordings of classmates during laboratory activities without permission from the individual and faculty.

Safety

When in the laboratory, whether for scheduled labs or for independent practice, students must abide by the following rules:

1. Students will not utilize the laboratory or any equipment for independent practice unless a supervising faculty member is present in the PTA department.
2. Students will refrain from practicing laboratory activities until after they have received the appropriate instruction.
3. Students will use all equipment only for the purpose it was intended and will refrain from playing with it.
4. Students will observe all safety precautions for each laboratory procedure as instructed in class.
5. All electrical equipment which may come in contact with the "client" must be plugged into the ground fault circuit interrupter receptacles at all times.
6. Cups or cans of liquid shall not be placed on top of any electrical equipment at any time.
7. Spills must be cleaned up immediately.
8. Students who have questions regarding the functioning of any piece of equipment shall immediately contact the faculty member in charge.
9. Students must wear eye protection when handling cleaning or other solutions which could splash into their eyes.
10. Students with a pre-existing condition in which performing a laboratory procedure could be potentially harmful shall assume the responsibility of informing the instructor immediately so appropriate accommodations can be made.
11. In the event of an accident or emergency of any kind, students are to immediately contact the supervising faculty member/instructor.

STUDENT ETHICS

Ethical behavior is of utmost importance while the individual is a student in this Program, as well as after graduation from the Program. The following Student Ethics Policy provides a foundation of high ethical standards.

Students shall:

1. Use their own knowledge and skill to complete examinations without referring to:
    - Another student's answers
    - Old/previously issued examinations
    - Class notes or other references unless specifically permitted by the instructor
2. Use their own knowledge to write major papers or compile research information. As such, neither plagiarism nor quoting or copying other persons' works without giving appropriate recognition as stated in a standard manual on style will take place
3. Respect the opinions of instructors and other learners. They shall not insult, slur, or degrade instructors, other health professionals or students. (This ethics statement does not infringe upon a student's right to raise questions and request clarification, but does modify the manner in which the question or clarification is brought forth)
4. Respect the limited resources of textbooks, library books, reprints, journals and other learning materials; and therefore shall not mutilate, deface, damage or withhold resources for their own use
5. Conserve limited resources by using only supplies needed for completion of assignments and maintain equipment in good working order; and therefore shall not waste supplies or misuse equipment
6. Assist in maintaining class and laboratory rooms in good order; and therefore shall not leave these rooms in disarray or dirty upon completion of their assignment in each room
7. Complete all assignments by the scheduled date and time or make satisfactory arrangements with the course instructor for an extension. As such, a late assignment will not receive equal consideration in grading unless such arrangements are made
8. Observe all safety procedures when working with clients and equipment whether in class, lab or clinic. As such, the safety and welfare of clients, other students or faculty and staff will not be endangered
9. Observe all policies and procedures established by the Physical Therapist Assistant Program and all clinical facilities. As such, any exemption/s will only be given with specific permission by a faculty member or Clinical Instructor, not a student
10. Respect the confidentiality of client information regardless of source (client, clinician, records, charts, etc.). As such, repeating information outside of the classroom, lab or clinic in which any identifiable health information appears will not take place
11. Work in respectful cooperation with and for other health care team members. As such, interference with or obstruct of the rendering of the services provided by other health care members will not take place

12. Protect the property and property rights of the school, clinic and client. As such, removal or borrowing of property without permission nor damage or misuse property while in the school or clinic will not take place
13. Respect other students' projects. As such, handling, stealing, altering, defacing or otherwise harming another student's project, especially in a manner which might cause the project to receive a lower grade by the instructor, will not take place

PROFESSIONAL BEHAVIOR

Professional behavior is absolutely essential both while the individual is a student in this Program, as well as after graduation. The Professional Behaviors Assessment form provides a standard for behavior and a mechanism for self-assessment by the student as well as assessment by faculty during the academic component of the program. If a faculty member observes consistent failure to demonstrate acceptable professional behavior by a student, the faculty member will utilize the assessment form as a tool for advising the student**.** As the PTA Program is housed in the School of Health Science (SOHS) area of the Career, Technical and Workforce Education Division, a NAH code of conduct is also in effect.

Failure to respond appropriately to advising regarding professional behaviors may result in either of the following:

- ***loss of a full letter grade for the course in which the unacceptable behavior is an obstruction to the student's learning, upon consultation with the Program Director***
- ***dismissal from the Program.***

STUDENT CONTRACT

1. To facilitate student clinical training, the College and PTA student agree to the following contractual policies, and unmentioned policies not covered herein, but addressed in the OC Student Resource Manual.
2. The PTA Program will:
   a. Provide the student with adequate instruction and clinical experience, and establish course requirements
   b. Provide the student with learning objectives and hands-on experience as part of the program of instruction
   c. Provide academic and career counseling to the student when sought by the student or required per the faculty's opinion
   d. Provide the student with current and sufficient information regarding clinical and performance standards, and any specific clinical requirements
3. The Student will:
   a. Carry liability insurance as required by the College
   b. Carry personal health insurance. The student is required to present proof of compliance in accordance with the policy outlined in the Student Resource Manual

c. Be in good health and notify school of any physical limitations or problems which could affect or impact the student's learning

d. Provide current evidence of having met the health immunizations requirements prior to entering clinicals. Any additional clinic-specific requirements must also be documented as met. Any cost involved with meeting these requirements is borne by the student

e. Submit to a criminal background check and urine drug screen in accordance with policies outlined in the Resource Manual

e. The student will adhere to the school dress codes and clinical dress codes. Of importance is the reality that dress codes on campus are seldom the dress code of a professional business.

f. Adhere to rules and regulations of the clinical and campus facility

g. Notify clinical instructor/supervisor **and** ACCE of his or her impending absence and arrange for a make-up time to complete required hours of work or tasks

h. Provide and pay for his or her own transportation to and from the clinical, campus or designated place of work. This also means any special driving license or permits, to include a valid driver's license, will be obtained and maintained by the student

i. Pay for any related expenses such as housing, meals, name tag, uniforms, and other work related items as required

j. Abide by the hours of the assigned classes and clinics. Conflicts with class or clinic hours must be directed to the class instructor or clinic director for resolution. The student is required to seek out and inform the necessary faculty regarding such conflicts

k. Be absent from the use of any non-prescribed drugs, the use of excessive alcohol, or any conduct bringing discredit upon the PTA Program or its affiliates. Such behavior constitutes grounds for immediate dismissal from the PTA Program

l. Maintain current CPR certification (American Heart Association Healthcare Provider)

m. Adhere to all PTA Program guidelines for students

STUDENT AGREEMENT

I have received, read, and understand the policies, statements, and contract contained in the Odessa College Physical Therapist Assistant Student Resource Manual 2026-2027 for Class of 2028.

Laboratory Participation and Recording Acknowledgment

I understand that participation in laboratory activities is an expected part of the Odessa College Physical Therapist Assistant Program and that students routinely practice physical therapy examination, data collection, mobility, exercise, physical agents, and other techniques on one another while serving as patient-simulators.

I understand that I am expected to notify program faculty of any health, safety, disability, or other concern that may affect my ability to participate safely and that approved accommodations are coordinated through the appropriate Odessa College student services process.

I understand that student safety, privacy, dignity, appropriate draping, professional communication, and consent before hands-on procedures are expected during all laboratory activities.

I understand that photography, video recording, audio recording, or other imaging for instructional purposes will only occur with appropriate notice and consent.

I do elect to abide by these policies in pursuit of my goal to graduate and become an exceptional physical therapist assistant.

I have the motivation and the desire needed and, by signing below, I make a definite commitment to the Program, for the duration of the Program.

_____ _____

Student Signature *Date*

_____

Student Printed Name

_____ _____

Witness Signature *Date*

_____

Witness Printed Name

Odessa College
Physical Therapist Assistant Program

Part 2: Clinical Education Manual

Academic Coordinator of Clinical Education

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Office/class hours:	Spring and Fall semesters	M - Th 8:00 – 5:00 Friday 9:00 – 12:00
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CLINICAL EDUCATION ACTIVITY TIMETABLE

Summer Semester

First year students begin Clinical 1.

First year students participate in Discussion Board beginning Day 1 and have Mid Clinic Conference with CI and ACCE in week 4.

ACCE sends reminders for request for clinical slots for the following year to clinics with a response email.

First year students finish Clinical 1.

ACCE receives response emails from CCCEs, logs available clinical slots into Clinical Assignment spreadsheet and contacts clinical sites who have not yet responded.

ACCE reviews Clinical Site Information Forms and requests updates from clinics whose information is more than 2 years old.

Fall Semester

Second year students attend Clinical 1 follow-up conference with the ACCE.

First year students review completed SECEE forms on available clinical sites in order to make informed selection. First year students complete the Clinical Experience Survey and return to ACCE.

ACCE makes clinical assignments for second year students (Clinicals 2 and 3) and first year students (Clinical 1).

ACCE notifies clinical sites of upcoming clinical assignments (Clinicals 2 and 3 for second year students and Clinical 1 for first year students) and requests confirmation. Student contact information is sent to each clinic.

ACCE notifies all students of clinical assignments and provides students with contact information for their clinicals.

ACCE verifies appropriate Clinical 2 and 3 placements for all second year students prior to the end of the Fall semester.

ACCE determines if a sufficient number and variety of clinical sites were available for appropriate placement of all students and reports any problems on the Annual Program Evaluation Summary form.

Spring Semester

Second year students call Clinical 2 and 3 CCCEs to verify clinical placement and get additional information at least two weeks prior to the start of each clinical.

ACCE sends requests for clinical slots to CCCE with a response email and begins to plan rotations for following spring and summer. Once received, the ACCE sends a response email for confirmation of the allotted slots with the intent to place students at the facility.

Second year students begin Clinical 2.

Second year students participate in Discussion Board beginning Day 1 and have Mid Clinic Conference with CI and ACCE in week 4.

ACCE meets with Program Director to discuss relative ease / difficulty in placing current number of students, any known or anticipated changes in clinical staffing or in future clinical slots available for OC students. This information is used to determine the number of students to admit into the program in the Fall.

Second year students finish Clinical 2.

"Spring Break" (the week between the end of Clinical 2 and the beginning of Clinical 3)

Second year students complete any make-up hours for Clinical 2 (if needed).

Second year students turn in all clinical documentation to ACCE.

ACCE will grade each student's MACS and email an updated skills checklist to each student for their final rotation.

Spring Semester (continued)

Second year students begin Clinical 3.

ACCE meets with first year students for MACS training and Clinical orientation class.

Second year students participate in Discussion Board beginning Day 1 and have Mid Clinic Conference with CI and ACCE in week 4 to discuss any concerns.

Second year students finish Clinical 3 the day before graduation (any required clinical hours not completed are made-up during the week after graduation).

Second year students turn in all clinical documentation to ACCE as soon as Clinical 3 hours are completed.

ROLES AND RESPONSIBILITIES

Academic Coordinator of Clinical Education (ACCE)

The Academic Coordinator of Clinical Education is a member of the Odessa College academic faculty, who plans, administrates and coordinates the physical therapist assistant student clinical education program.

The ACCE role includes:

1. Serving as liaison between Odessa College and the affiliating clinical facilities by:
    - Selecting the clinical education sites
    - Approving the selection of Center Coordinators for Clinical Education
    - Scheduling the clinical affiliations
    - Communicating activities, news and other information between the academic faculty and clinical facilities
2. Overseeing the preparation and supervision of the students while on clinical affiliations by:
    - Preparing students for clinical affiliations
    - Providing the clinical faculty with accurate up-to-date clinical education and evaluation tools
    - Monitoring clinical performance of the students to insure that they meet criteria for completing clinical affiliations
3. Providing or coordinating clinical education program supervision by effective communication, including emails, phone calls and/or site visits as deemed necessary.
4. Recruiting and assisting in maintaining an adequate number of clinical sites in terms of quality, quantity and scope of practice to meet the clinical teaching needs of the program.
5. Encouraging and assisting clinical site and clinical faculty development by informing them of and/or by coordinating or offering individual training or workshops for the participating CCCEs/CIs.

Center Coordinator of Clinical Education (CCCE)

The CCCE is the representative of the clinic, who has been chosen to administrate and coordinate the assignments and activities of students at the clinical facility.

The CCCE role includes:

1. Providing necessary documentation to Odessa College including the Clinical Site Information Form (CSIF), and assistance as necessary to help with obtaining and

maintaining a cooperative agreement (see appendix A) between the college and the clinical facility.

2. Determining the maximum number of students for which the facility can provide an appropriate clinical education experience during each clinical rotation.

3. Selecting an appropriate, qualified clinical instructor for each student.

4. Coordinating communication between the school and the clinic.

5. Developing an appropriate clinical education program to be provided by the facility.

6. Intervening between the student and clinical instructor as needed.

7. Educating clinical instructors to develop their clinical education skills as needed.

Clinical Instructor (CI)

The CI is directly involved with the student and supervises the student during the clinical education experience.

The CI roles includes:

1. Orienting each student to the clinical facility, including administrative and clinical policies, standards of practice, department personnel and all emergency and safety policies and procedures before allowing the student to provide any direct patient care.

2. Introducing the PTA student to each patient and obtaining the patient's consent to be observed and/or treated by the student.

3. Observing all student / patient interactions, either directly or indirectly.

4. Providing clinical mentorship and supervision during the clinical experience.

5. Identifying specific strengths and weaknesses of each student and giving students this feedback verbally and in writing.

6. Evaluating students' clinical performance and competency using the evaluation instruments provided by the academic program.

7. Maintaining confidentiality of all information and records relating to student clinical performance.

8. Communicating with the ACCE or designated faculty member during every scheduled affiliation.

9. Contacting the ACCE or designated faculty member immediately if:

- A student is in danger of receiving an unsatisfactory rating on any PTA MACS skill
- Clinical absences or any other problems occur that prevent the student from meeting clinical objectives.
- A student is not progressing with the PTA MACS skills as anticipated.

CLINICAL POLICIES & PROCEDURES

PROFESSIONAL LIABILITY INSURANCE

Faculty and students are currently covered by a professional liability insurance policy. This coverage is for the clinical portion of the curriculum only. The cost to the student is $8 per fall or spring semester and $6 per summer semester, which is paid at the time of enrollment each semester.

DRUG/ALCOHOL POLICY

The Odessa College Alcohol and Drug Use Policy as adopted by the Board of Trustees, dated 9-28-90, and printed in the Odessa College Board Policy Manual follows. The Board Policy Manual can be accessed from the Odessa College website at www.odessa.edu.

The Physical Therapist Assistant Program extends this policy to include not only school premises, but also all clinical facilities affiliated with the program. Any student suspected of violating this policy will be immediately removed from any classroom or clinical area and will be required to undergo drug and/or alcohol screening. Any fees incurred are the responsibility of the student. If the student refuses to submit to testing or if such tests are positive, the student is subject to immediate dismissal.

ALCOHOL AND DRUG USE (FLBE - LOCAL)

ALCOHOL

The use of intoxicating beverages shall be prohibited in classroom buildings, laboratories, auditoriums, library buildings, museums, faculty and administrative offices, intercollegiate and intramural athletic facilities, and all other public campus areas; provided, however, that with the prior consent of the Board, the provisions herein may be waived with respect to any specific affair that is sponsored by the institution. State law shall be strictly enforced at all times on all property controlled by the District in regard to the possession and consumption of alcoholic beverages.

CONTROLLED SUBSTANCES

No student shall possess, use, transmit, or attempt to possess, use, or transmit or be under the influence of (legal intoxication not required), any of the following substances on school premises during any school term or off school premises at a school-sponsored activity, function, or event:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.

2. Alcohol or any alcoholic beverage.

3. Any abusable glue, aerosol paint, or any other volatile chemical substance for inhalation.

4. Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs.

The transmittal, sale, or attempted sale of what is represented to be any of the above-listed substances is also prohibited under this policy.

EXCEPTION

A student who uses a drug authorized by a licensed physician through a prescription specifically for that student's use shall not be considered to have violated this rule.

VIOLATION

Students who violate this policy shall be subject to appropriate disciplinary action. Such disciplinary action may include referral to drug and alcohol counseling or rehabilitation programs or student assistance programs, suspension, expulsion, and referral to appropriate law enforcement officials for prosecution

NOTICE

Each student taking one or more classes for any type of academic credit except for continuing education units shall be given a copy of the District's policy prohibiting the unlawful possession, use, or distribution of illicit drugs and alcohol, a description of the applicable legal sanctions under local, state, or federal law, and a description of the health risks associated with the use of illicit drugs and the abuse of alcohol.

HEALTH AND SAFETY

Student Medical Insurance

All students enrolled in a health occupations program must have health insurance coverage. ***Without proof of medical insurance coverage the student will not be permitted to take part in clinical rotations. Any policy is satisfactory but the student will be required*** to verify insurance coverage prior to clinical rotations. Odessa College does provide access to a carrier for student policies for a nominal fee. A student health insurance application form may be obtained from the PTA Program Director or Student Services.

Health History and Physical Exam

Prior to the first clinical, PTA students will complete a health history and a physical examination. The physical exam is provided by Texas Tech Health Sciences Center Family Medicine Clinic for $25. **You must request a Sports Physical and take the Essential Tasks form with you to receive the $25 cost.** You may also utilize a physician of your choice. If the screening reveals disease or disability incompatible with the role and functions of the student physical therapist assistant, the student will be released from the program. Appropriate health counseling will be advised and the student may re-apply after the health issue is resolved.

Drug Screen

At the time of the physical exam, students will undergo a urine drug screen. The cost of this screen is the responsibility of the student. Should a student have a verified positive test result for alcohol, any illegal drug, abuse of prescribed or over-the counter medication, or mind-altering substances, he/she will be given reasonable opportunity to challenge or explain the results. Where results are confirmed and no medical justification exists, the student will not be allowed to participate in clinicals. Consequently, the student will not be able to meet required clinical objectives and will, therefore, be dismissed from the program. Reapplication will be considered on an individual basis.

Immunizations:

A. According to the Texas Administrative Code, students enrolled in health-related courses that involve direct patient contact in medical care facilities, regardless of the number of courses taken, the number of hours taken, or the classification of the student, must provide proof of immunity or immunizations listed below.

1. Rubeola (Measles) – All students born on or after January 1, 1957, must show proof of either:

- two doses of measles vaccine administered since January 1, 1968 and on or after their first birthday and at least 28 days apart, or
- one dose of measles vaccine after their first birthday and prior to direct patient contact with completion of the measles requirement (2 doses of vaccine) accomplished as rapidly as is medically feasible, or
- serologic confirmation of measles immunity or serologic evidence of infection.

B. Rubella (German measles) – All students must show, prior to patient contact, proof of either:

- one dose of rubella vaccine administered on or after their first birthday, or
- serologic confirmation of rubella immunity or serologic evidence of infection.

C. Mumps – All students born on or after January 1, 1957, must show , prior to patient contact, proof of either:

- one dose of mumps vaccine administered on or after their first birthday, or
- serologic confirmation of mumps immunity or serologic evidence of infection.

E. Varicella (Chickenpox) – All students must show, prior to patient contact, proof of either:

- one dose of varicella vaccine prior to 13 years of age, two doses if not vaccinated before their 13th birthday, or
- a history of varicella illness written verification by the student's parent, the student's physician, or a school nurse.

F. Polio – All students are encouraged to ascertain that they are immune to poliomyelitis.

H. Tetanus/diphtheria/pertussis – All students must have received one dose of Td within the past ten years.

I. Hepatitis B – All students must show, prior to patient contact, proof of either:

- a complete series of hepatitis B vaccine, or
- serologic confirmation of hepatitis immunity

J. Many facilities require COVID vaccinations.. If a student is not vaccinated and the ACCE is unable to find an alternate Clinical Site, the student could be unable to move forward in the Program. This is not an OC or Program requirement, and this can change depending on the number of active cases in the community.

Students must also provide evidence of a negative TB skin test, or, in the case of a previous positive skin test, a chest x-ray report. The TB skin test must be done no more than 3 months prior to the start of clinicals; the chest x-ray must be current within one year of the start of clinicals.

Exclusions for Immunization

Immunization is not required when the student:

1. Submits one of the following:
   A. an affidavit or certificate signed by a physician who is registered and licensed to practice medicine within the United States, stating that in the physician's opinion the immunization required would be injurious to the health and well-being of the applicant or any member of his or her family or household. Unless a lifelong condition is specified, the affidavit or certificate is valid only one year from the date signed by the physician and must be renewed at that time for the exclusion to remain in effect, or
   B. an affidavit signed by the applicant or, if a minor, by his or her parent or legal guardian stating that the immunization conflicts with the tenets and practices of a recognized church or religious denomination, organization of which the applicant is an adherent or member; provided, however, that this exemption does not apply in times of emergency or outbreak declared by the commissioner of health or local health authority.
   C. Can prove that the student is serving on active duty with the armed forces of the United States.
   D. Due to the emerging health climate due to COVID-19 virus, policy is subject to change.

Student Illness or Injury

Students returning to class or clinical following an illness or injury may be required to obtain a release from their health care provider. If activity restrictions are prescribed, the health care provider's documentation must be explicit. Some restrictions could prevent the student from continuing in a laboratory or clinical course and a course withdrawal or a

grade of incomplete may be necessary, depending on the nature and timing of the problem. It is the responsibility of the student to contact the instructor before the next class or clinical to see if a doctor's release is necessary. Failure to obtain the requested release will prohibit the student from entering the laboratory or the clinical setting until the doctor's release is obtained.

Pregnancy

The health and well-being of the pregnant student and her unborn child are paramount. Women who are pregnant, or who plan to become pregnant, should discuss their PTA Program status with their health care provider. The Physical Therapist Assistant Program requires that a pregnant student's health care provider provide written approval for the student:

To remain in the Physical Therapist Assistant Program and participate in laboratory and clinical experiences,

Again before the student can return to school following delivery,

- When there is any significant change in the health status of the mother or child that would impact her ability to participate fully in the program.

Emergency Medical Care During Clinicals

Students, while in affiliated clinical sites, have access to the usual or same emergency medical facilities (for a fee) as the employees of the institutions. This service is assured students in the Cooperative Agreement held between Odessa College and each facility. Should an incident requiring emergency care occur, the student will notify his/her health insurance carrier. Any and all cost resulting from the incident is the responsibility of the student and the student will not hold Odessa College or the clinical site liable.

Clinical Facilities

Clinical affiliations occur in various clinical facilities in the Midland / Odessa area as well as in other designated clinics in Texas. Students formally affiliate in three different clinical settings during their Physical Therapist Assistant education. A Cooperative Agreement of Affiliation is signed and updated annually with all active affiliation sites. (See Cooperative Agreement of Affiliation and Cooperative Agreement of Affiliation Annual Renewal - Appendix A).

Students will be assigned to a minimum of three facilities during the program. Each clinical involves six weeks of full-time experience with the first clinical occurring during the summer after the first spring semester and the last two clinicals occurring at the end of the program after all classroom instruction is completed. The following clinical facilities provide clinical education experiences for the program and additional facilities may be added at any time:

Ashton Medical Resort	Midland, TX	(I, N)
Dora Roberts Rehabilitation	Big Spring	(O)
Hendrick Center for Rehabilitation	Abilene	(I, N)
Inertia Physical Therapy	Midland	(O)
Encompass Rehab Hospital	Midland	(N)
Martin County Hospital	Stanton	(I, O)
Medical Center Hospital	Odessa	(I, N, O)
Midland Medical Lodge	Midland	(I)
Midland Memorial Hospital	Midland	(I)
Monahans Physical Therapy	Monahans	(O, N)
Odessa Physical Therapy	Odessa	(O)
Odessa Regional Medical Center	Odessa	(I)
Optimus Physical Therapy	Odessa	(O)
Permian Basin Reability Center	Odessa	(N)
Permian Regional Medical Center	Andrews	(I, O)
PhyTEX Rehab & Sports	Odessa	(O)
Shannon Medical Center	San Angelo	(I, O, N)
Ward Memorial	Monahans	(O)
West Texas Rehab - Abilene	Abilene	(N)
West Texas Rehab - San Angelo	San Angelo	(N)
West Texas Therapy	Midland	(O)
	(I=Inpatient, O=Ortho, N= Neuro)	

Clinical Placement

Clinical placement is designed to expose the student to as many areas of physical therapy practice as possible and thereby facilitate the attainment of the basic skills needed for the daily practice of physical therapy as a licensed physical therapist assistant. Clinical placement is also coordinated with the didactic component of the program so that students receive appropriate instruction prior to each clinical experience. To accomplish these goals, each student is placed in an inpatient care setting for their first clinical and in orthopedic and rehab settings for their final two clinicals.

Students are given an opportunity to provide input regarding clinical placements and the student's prior experience and skill levels are also given consideration as the Academic Coordinator of Clinical Education (ACCE) makes clinical assignments. Some clinical assignments may require long commutes or temporary relocation outside of the Midland/Odessa area, which may result in additional living or commuting expenses for students given these assignments. The decisions of the ACCE regarding clinical placement are final.
The PTA Program is committed to providing clinical education experiences that support justice, equity, diversity, inclusion (JEDI), belonging, and an environment free from racism and discrimination. Students and clinical faculty are expected to treat patients, families, students, and

members of the healthcare team with dignity and respect regardless of individual background, identity, culture, beliefs, or experiences. Concerns related to discrimination, bias, harassment, exclusion, or the clinical learning environment should be reported to the ACCE, who will address the concern with the student, clinical site, Program Director, and appropriate College resources as needed.

If the ACCE is unable to place all students in the desired types of clinical facilities for each rotation, the clinical affiliations may be postponed until special arrangements can be made by the ACCE for an appropriate six week clinical affiliation as soon as possible. It is anticipated that this could be accomplished immediately following the originally scheduled dates of the clinical affiliation.

If there are reentering students (according to the readmission policy in this Resource Manual), currently enrolled students will be placed before reentering students. If there are unexpected losses of clinical placements during the academic year, reentering students will be required to postpone their clinicals before currently enrolled students.

Clinical Grade Compilation

Appropriate consideration is given for the variety of clinical facilities and the varying opportunities to attain key indicators. Any repeated clinical will receive a maximum grade of "C" (75%). All clinicals must be passed in order to graduate from the program.

PTA MACS

Blackboard Discussion	10%
Skills / Indicators Completed	70%
Attendance / Hours	15%
ACCE Assessment	5%

Clinical Attendance

Attendance at clinicals is an essential component of the student's clinical education. The student must be in his/her assigned area of rotation and prepared for instruction at the scheduled time for that facility. The student must complete both the minimum number of hours required for each clinical as well as the minimum number of weeks. If a student is unable to be present at clinicals, it is ***his/her responsibility*** to report the intended absence to both the Clinical Instructor ***and*** ACCE prior to the start of business at the clinic on the date that is to be missed. All clinical absences must be made up at a time mutually agreed upon by the student and the Clinical Instructor. Extenuating circumstances, such as serious illness, or death or serious illness of an immediate family member (children, parents, brother, sister, or grandparents) will be discussed and a decision regarding required make-up time will be made on an individual basis

Attendance:

1. Attendance is required

2. If 3 or more unexcused absences, 10% will be deducted from final grade
3. Any absences must be reported to the Clinical Instructor and the ACCE via email or text prior to start time of the clinic date that is to be missed.
4. Unexcused absences and/or non-attendance on the part of a student will result in a grade penalty as (noted in the grading criteria) or expulsion from the program.

Clinical Appearance

Personal cleanliness and hygiene are essential for personal health as well as acceptable interpersonal activities such as those engaged in by health care personnel. Body odors and fragrances can be particularly offensive to patients. Daily oral hygiene, bathing and use of antiperspirants are required. Use of fragrances/colognes is prohibited.

Hair must be clean. Only simple hair accessories are permitted. Students with long hairstyles must tie hair back or pin it up so that it does not fall loosely over shoulders and/or face. Styling products and make-up are to be kept to a minimum. Facial hair must be neatly trimmed.

Fingernails must be clean and filed smoothly. The fingernails should not extend beyond the fingertips and no acrylic nails or nail polish (not even clear) may be worn.

Only minimal jewelry is permitted. Wedding bands/rings are permitted but must be removed during patient care procedures if there is a possibility of injuring the patient with them. Only one small, plain stud earring may be worn in each ear. No other earrings or visible body piercing jewelry are permitted. Religious medals or medallions may be worn on a long chain around the neck if they are concealed beneath the uniform but other bracelets and necklaces are not allowed.

A watch with a second hand or a digital watch with second counter is necessary.

Uniforms as described below must be worn when the student is in the clinical setting, unless the facility requires different attire. Clothing must be clean and pressed. Shoes must be clean and well-kept.

PTA Student Uniform

Polo Shirt: Uniform shirts are all embroidered with an OC logo, in a style approved by the ACCE. Black is the official color which is to be worn at all off-campus PTA class functions. Optional colors may be worn in the clinical settings based upon each facility's requirement. There are no exceptions.

Khaki Pants: These should be full-length trouser-style pants. Pleated or flat front pants are acceptable. Unacceptable styles include hip-huggers, cargo pants, carpenter style pants, and flared-leg pants.

Shoes: Shoes must be closed-toe, low-heel, or athletic shoes. Unacceptable styles include open-toe, open-heel and platform shoes.

Name Tag: Students are to wear their OC name tag with their name and PTA Student displayed while on clinical rotations.

Professional Conduct

Students must conduct themselves in a professional manner at all times, treating fellow students, faculty, clinical instructors and staff, and all patients with kindness and courtesy, and preserve patient dignity.

Students must **always:**

- Knock prior to entering any patient room.
- Introduce themselves as a Physical Therapist Assistant student.
- Accept constructive criticism gracefully.
- Keep the Clinical Instructor informed of their activities at all times while in the clinic.

Students must **never:**

- Congregate in semi-public areas, such as the patient reception areas. Patients awaiting therapy do not understand the presence of (apparently) idle healthcare providers; the patient may feel he is being kept waiting unnecessarily.
- Discuss a patient's history or information in the medical record with a patient or his/her relatives. Patient's charts and all other patient records should be kept out of reach of unauthorized persons, including patients.
- Discuss matters pertaining to patient care or patient status in elevators, corridors or any other public area.
- Discuss any matter within a patient's hearing which is not directly intended for his/her ears.
- Smoke, eat, drink or chew gum during clinic working hours, except in designated areas and except during designated break times.
- Accept any money or gifts from patients.
- Become personally involved with patients. Personal involvement with fellow staff members should be limited to "off duty" hours.
- Lend personal items to patients and/or run errands for patients.

Unacceptable Student Conduct During Clinical Affiliations

Assignments of students to clinical facilities is dependent on the willingness of the facility to accept a student at a specified time. A student is a guest in the facility to which he/she is assigned; consequently, if the student's behavior or performance in any way disrupts patient services at the facility, the CCCE, CI or faculty may immediately terminate the student's placement. ***The Facility may request that the school withdraw any student whose conduct or clinical performance may have a detrimental effect on its staff or patients.***

One or more of the following actions (or like actions) by a student may be grounds for immediate termination of the clinical assignment or termination from the program.

1. Behavior that creates a threat to the welfare of the patient/client.
2. Behavior that creates a threat to the facility to which the student is assigned.
3. Behavior that threatens the continued relationship between the college and the facility.
4. Violation of patient confidentiality.
5. Failure to adhere to facility policies and/or procedures.
6. Repeated failure to follow instructions.
7. Arguing with the supervisor.
8. Use of profane, abusive, or vulgar language.
9. Refusal to carry out assigned duties.
10. Failure to follow attendance procedures.
11. Misrepresentation of personal competency level or any clinically relevant information.
12. Failure to alter behavior after constructive feedback from supervisor.

If a CCCE or CI requests the withdrawal from clinic of a student, the following procedure will be employed:

1. The CCCE or CI will notify the ACCE of the problems in student performance.
2. If indicated, the ACCE, CCCE, CI, and student will meet to attempt to resolve the problem(s) in question. At this point, the final decision on continuation or discontinuation of that placement will be made by the ACCE and the CCCE
3. If it is determined that the student should continue in the clinical, but be placed in another facility, attempts will be made by the ACCE to secure another placement.
4. If it is determined that additional clinical time will be necessary, the ACCE and CCCE will decide the requirements for the additional time.
5. If the student indicates by his/her behavior an unwillingness or inability to perform successfully in the clinical, the student will be dropped from the clinical and from the PTA Program.
6. Unacceptable behavior should be documented on a Clinical Incident Form (Appendix B).

Clinical Facility Policies and Procedures

Different clinical facilities have different policies and procedures. It is the responsibility of each Clinical Instructor to provide an adequate orientation to each student and it is the student's responsibility to the clinic-specific policies and procedures at each clinical affiliation and to follow all such policies and procedures.

CLINICAL INSTRUCTOR EVALUATION AND DEVELOPMENT

The PTA Program at Odessa College has identified the following methods for ongoing evaluation and development of clinical instructors:

1. The ACCE or designated faculty member communicates with the CCCE and/or CIs at all active clinical sites, and the students assigned there, at least once during each affiliation. In addition to discussing the student's performance with the CI, students are asked to provide feedback regarding their clinical experience. Relevant items that are discussed with the CI are recorded in the Clinical Instructor Evaluation and Development form.

2. The clinical experience is evaluated by the students after every clinical affiliation. The students complete the Student Evaluation of Clinical Education Experiences (SECEE) from the PTA MACS, which includes specific feedback regarding their clinical instructor's performance. In order to encourage students to provide candid, constructive feedback without fear of any reprisal, the SECEE is returned directly to the ACCE and is not discussed with or shown to the CI.

3. The ACCE reviews every PTA MACS and SECEE after every clinical experience to gather additional information regarding clinical instructor performance, such as the CIs ability to identify specific student strengths and weaknesses, to provide supervision at an appropriate level and the CIs understanding of proper procedures for completing the required clinical documentation.

4. Based on personal contacts with the CI and student, and review of the clinical documentation, including the SECEE, the ACCE makes an assessment of the CI's effectiveness during each clinical experience and documents this on a Clinical Instructor Evaluation and Development form kept by the ACCE.

5. Any weakness which are identified by the ACCE are addressed with the clinical instructor or CCCE via a site visit, mid-clinic conference, telephone conference, group or individual training sessions, and actions are recorded on the Clinical Instructor Evaluation and Development form. Weaknesses which could have a detrimental effect on current or impending student clinical experiences are addressed by the ACCE immediately and students are not assigned to the facility until the problem is corrected.

6. In order to collect more information for use in planning clinical faculty development, pertinent items are included in the Graduate and Clinical Instructor Surveys when these are conducted.

7. To build on strengths already present in clinical instructors, the ACCE reviews all documentation after each clinical experience looking for evidence of specific traits which are characteristic of exceptional clinical instructors, such as:

    - constant observation of students during patient contact

- frequent identification and documentation of specific student strengths and weaknesses
- provision of frequent, objective, constructive feedback

When such behaviors are evident, the ACCE sends an email to the clinical instructor/ CCCE identifying the specific trait which is apparent in the documentation and thanking them for their efforts.

Continuing Education

Clinical instructors are expected to be active in professional activities and staff development programs including, but not limited to: continuing education courses and in-services. Professional educational programs should be available and encouraged at the clinical site.

Examples of continuing education:

1. Within the clinical facility
   - Participation in clinical affiliations (provides the CI with exposure to current research, didactic and clinical information from the students and academic faculty)
   - In-services, including educational presentations given by peers, students or other members of the facility or department
2. Professional continuing education
   - Through the APTA, TPTA and others professional education providers
3. Professional literature and journals
4. Academic course work; involvement in advanced study
5. By the Academic faculty
   - On-site training is provided for clinical instructors as needs are identified by the ACCE, the CCCE or any clinical instructor. The ACCE is available to meet with clinical staff individually or for group training during any of the times students are in clinics (mid February through the summer months)
   - Workshops are periodically presented by the ACCE at Odessa College or other locations when needed to update a large number of clinical instructors in current policies, program changes or clinical education skills

CLINICAL SITE EVALUATION AND DEVELOPMENT

The PTA Program at Odessa College has identified the following methods for ongoing evaluation and development of existing clinical sites, focusing on maintaining an adequate number and variety of clinical sites:

1. Once all students have been assigned to clinical facilities for the coming year, the ACCE reviews the clinical assignments and determines if an adequate number and variety of clinical sites is available to allow all students to be assigned to an inpatient facility for their first clinical and to an orthopedic facility and neuro facility for their last two clinicals. If a problem is identified, it is recorded on the Annual Program Evaluation Summary form and a corrective plan is developed.

2. The ACCE reviews each student's clinical documentation after each clinical experience and determines if a sufficient variety of patients and educational opportunities was present at the clinic to allow the student to accomplish all of the clinical objectives. If a problem is identified, it is recorded on the Annual Program Evaluation Summary form and a corrective plan is developed.

3. To assist clinics in identifying and improving other aspects of their clinical education programs, the SECEE responses are collated and a summary is sent to each clinical site, highlighting any strengths or weaknesses noted by the students and providing the clinical sites with a compilation of student comments. To help maintain student anonymity, these summaries are distributed to the clinics once a threshold of 11 student responses have been met for at least 1 facility. At that point any facility which has a minimum of 4 responses will receive a mail merge document that compiles all comments and data collected.

4. In order to collect more information for use in planning clinical faculty development, pertinent items are included in surveys sent periodically to Program graduates and Clinical Instructors.

The PTA Program at Odessa College has identified the following methods for identification, evaluation and development of new clinical sites:

1. Potential new clinical sites are identified when facilities contact the PTA program seeking a clinical affiliation or the ACCE becomes aware of a potential new clinical affiliation opportunity through involvement in the PT community.

2. Once identified, the clinical site completes a Clinical Site Information Form (CSIF), provided by the ACCE, and returns it to the ACCE.

3. The ACCE reviews the CSIF and visits the clinical site to verify the qualifications of the CCCE and assess the suitability of the facility and the quality of patient care.

4. The ACCE provides contact information to the Associate Dean's office and an affiliation contract is prepared and sent to the facility by the Associate Dean's secretary (if a contract is not already on file due to affiliation with a different OC Allied Health program).

5. The Associate Dean's office notifies the ACCE when a signed contract has been received.

6. The ACCE schedules and provides initial training for the facility's clinical education staff regarding the program goals and objectives, supervision of OC PTA students and use of the PTA MACS.

7. The first PTA student is scheduled for a clinical affiliation and is closely monitored by the ACCE during the affiliation.

8. After the first affiliation, the student, CCCE and clinical instructor are interviewed by the ACCE to identify any problems and establish a development plan.

CLINICAL EXPERIENCES

CLINICAL l – Inpatient emphasis

Full time 6 week rotation with a **minimum of 240 clinic hours**, which occurs during the summer between the first and second year, provides the initial exposure to the clinical environment. Students observe and utilize skills obtained in the classroom and laboratory. Provides opportunities for selecting and applying procedures and equipment, improving decision-making, problem-solving and reasoning abilities within the inpatient care environment. Whenever possible, students are also given clinical experience with wound care during this affiliation. Close supervision by a licensed physical therapist or licensed physical therapist assistant is required.

Students will have completed their first year of academic studies, including instruction in the following areas:

Aseptic technique
Bed mobility
Body mechanics
Clinical pathology
Documentation
Massage
Passive range of motion
Physical agents (all modalities)
Pre-ambulation mat activities
Progressive gait training (no eval)
PTA legal and ethical issues
PTA professional issues
Therapeutic positioning
Transfer training
Transporting patients
Vital signs
Wound care and dressings

Successful completion of Clinical 1 (Semester 3) is a prerequisite for continuing to Semester 4 course work. In the event Clinical 1 is not successfully completed by the time Semester 4 coursework begins, student will be readmitted beginning Semester 1 with program director approval. Student will not continue into Semester 4 without successful completion of Clinical 1.

CLINICALS 2 and 3 – Orthopedic and Neurologic emphasis

Full time 6 week rotations with a **minimum of 232 clinic hours in Clinical 2 and 232 hours in Clinical 3**, which occur during the final Spring semester, provides the final supervised clinical experiences. Students observe and utilize skills obtained in the classroom and laboratory. Provides opportunities for selecting and applying procedures and equipment, and improving decision-making, problem-solving and reasoning abilities. The student will be able to improve upon the skills already learned and add additional techniques specific to individual facilities.

During one of the final clinicals students will work with primarily outpatient orthopedic patients and will have an opportunity to utilize their skills relating to physical agents and exercise. During the other clinical, students will have an opportunity to utilize their skills relating to management of neurological disorders. For students who did not have wound care experience during their first clinical, attempts will be made to also provide this experience during one of the

final clinicals. Close supervision by a licensed physical therapist or licensed physical therapist assistant is required.

Students will have completed all academic requirements for graduation prior to Clinicals 2 and 3.

DETERMINING SKILLS COMPENTENCY

To help Clinical Instructors be more familiar with our student's skills and knowledge base, this form was devised to explain how the various topics and or clinical skills are addressed within our academic environment. The intent is for this to give you a clear picture of our methods used to determine skills competency in the various areas of study.

OBSERVATION DURING LAB, CHECK-OFFS, AND SUBJECT TO LAB PRACTICALS

Bipolar-Reciprocal Electrical Stimulation
Cervical Traction
Cold Packs/Ice Massage
Contrast Baths
Goniomettry
Hydrotherapy
Interferential Electrical Stimulation
Lumbar Traction
Intermittent Compression
Iontophoresis
Manual Muscle Testing
Massage/Soft Tissue Mobilization
Moist Hot Packs
Palpation of Muscles and Body Landmarks
Paraffin
Progressive Gait Training
Segmental Girth Measurements
Shortwave Diathermy
TENS
Unipolar-Motor Point Electrical Stimulation
Vapocoolant Spray

OBSERVATION DURING LAB AND CHECK-OFFS

Body Mechanics
Compression Dressings
Dressing and Bandages
Goniometric Measurements
Medical Asepsis
Positioning and Draping
Transfers
Vital Signs

OBSERVATION DURING LAB

Architectural Barriers Measurement
Breath/Lung Sounds
Coordination/Balance Assessment
CPM Machines
Development Techniques/Activities
Developmental Assessment
Assessment
Effects of Exercise
EMG Biofeedback
Functional Activity Assessment
Exercises/Activities/Instruction
Gait Assessment
Height Measurement
Hoyer Lift
Inclinometers
Pre-ambulation Mat Activities
Postural Assessment
Pulmonary Hygiene
Pulsed Lavage
Range of Motion
Righting / Equilibrium / Reflex
Sensory Testing
Temperature Biofeedback
Therapeutic
Thoracic Mobility Assessment
Tilt Table
Ultraviolet
Volumetric Measurements

Infrared
Leg Length Measurement
Orthotics and Prosthetics
Weight Measurement
Wheelchair Measurement
Wheelchair Mobility

DIDACTIC INSTRUCTION ONLY

Burn Care
GSR Biofeedback
Laser
Microwave Diathermy
Pain Assessment

ASSESSING STUDENT PERFORMANCE

Student clinical performance is documented using the PTA MACS, which is available in the online platform Exxat. The student will have access and share access with the CI on Day one of Clinicals. Once the student has completed each clinical experience and turned in all documentation of the experience (MACS, attendance log, Blackboard DB and SECEE), the ACCE assigns a grade for the clinical based on criteria outlined in the course syllabus.

Because it is the ACCE who assigns a final grade for each clinical, it is important for the CI to provide adequate documentation of the student's performance, including documentation of specific strengths and weaknesses, so the ACCE can assign a grade which accurately reflects the student's clinical skill. Clinical Instructors are encouraged to document specific strengths and weaknesses on the PTA MACS individual skill sheets and in each section of the Progress Report form rather than simply summarize their conclusions with comments such as "This student will be an outstanding PTA," or "This student does not have adequate skills." CIs are encouraged to think beyond these types of generalizations and describe what, exactly, is outstanding, or what component of a specific skill is inadequate.

Specific PTA MACS skills which are required to be completed during each clinical are indicated in a document titled, "PTA MACS Skill Completion Requirements," which students are given prior to starting the first clinical rotation (see Appendix C)

CLINICAL INSTRUCTOR INSTRUCTIONS AND SUGGESTIONS

1. Student performance and clinical records, including the PTA MACS, are confidential and must not be disclosed or discussed with anyone other than facility staff directly responsible for supervising the student, the CCCE or the academic faculty.

2. Your primary educational function is to **identify strengths and weaknesses** and to give this assessment to students in a specific, tangible and encouraging manner.

3. Become familiar with skills, key indicators, and grading criteria of the MACS before the student arrives. Specific instructions for completion of the MACS forms is included on the yellow pages at the front of each MACS notebook. An explanation of the grading criteria is included on the left-hand page opposite each skill in the white pages of the MACS.

4. When the student first arrives, give him/her the same consideration you would give a new employee. The student will likely be nervous and uncertain of what to do. Provide an orientation for the student regarding clinical policies and procedures, particularly safety-related procedures. Tell the student where things are, who he/she will be working with, where he/she can eat lunch, etc. **The student should not just be thrown into a clinical situation.** Tell him/her the normal plan of the day, how your department operates, what his/her responsibilities will be, when you will meet for discussions, etc.

5. Meet with the student during the first week to review past clinical experiences and discuss any areas needing improvement which have been identified in the student's MACS.

6. Establish an organized plan to facilitate achievement of clinical goals. Select and schedule appropriate patients and clinical situations to allow the student to practice those skills initially selected. Update plans and scheduling as goals are met or as areas that need improvement are identified.

7. Prior to the student rendering treatment, he/she should be given the opportunity to review information regarding the patient's background and history, current physical status and problems, treatment goals and plans, and any precautions or contraindications. The student should be more involved in the treatment process than just blindly following treatment instructions - as would be expected of an aide.

8. Observe the student frequently and thoroughly enough to enable you to make a fair judgment as to the level of his/her clinical skills. Generally, a skill should be observed several times before a "✓" or a "+" is given. (However, "NI" should be recorded immediately upon noticing an area that needs improvement).

9. It should be realized that students affiliate at a clinic not as employees, but as students. *They should not just be "turned loose " without supervision.* Students are there to learn and will need supervision, feedback and guidance from their clinical instructor. Even good students need your feedback of their strengths and weaknesses to develop skill and confidence. **Do not reward good performance with independence.**

10. Provide regular feedback to the student. Ideally, this should include comments on what the student is doing right, as well as the areas that need improvement.

11. Be available to the student at reasonable intervals and times for questions, discussions, and exchange of information regarding patients.

12. A problem clinical instructors frequently encounter is not having enough time to spend with the student due to a heavy schedule. Ideally, clinical instructors should be given a lighter work load to allow them to provide the one-to-one supervision to the student. Of course, this is not always possible. To compensate, the clinical instructor may try to schedule his/her patients at the same time and in the same vicinity as the student's patients. This should make it easier to observe the student. The clinical instructor can also ask other departmental personnel, who have clinical expertise, to observe the student and provide reports. However, in this case, the clinical instructor should ask for more objective reports of student performance (on which to base his/her personal judgment) rather than simply relying on the judgment of others to assign ratings, since these may vary from one person to another and confuse the student.

13. The student should always know who is responsible for rating in the MACS. At any one time, the student should have only ONE clinical instructor who is marking in the MACS. However, over the course of an entire internship, it is permissible for the student to have more than one clinical instructor. For example, in a large acute-care hospital, the student may rotate through several separate services and have a different clinical instructor for each of those rotations. In this case, the clinical instructors should decide beforehand who will rate which skills. Inconsistencies and confusion sometimes arise when several clinical instructors rate the same skill. Again, the student should know who is responsible for rating what.

14. Identify areas that need improvement **early** so that the student has sufficient time to overcome these. If you see the student do something wrong, even once, do not hesitate to document it in the MACS (This gets the student's attention better than anything else and gives him/her something concrete and tangible to work toward).

15. Thoroughly discuss all "NIs" with the student. Try to use objective and understandable language when explaining your rationale for the "NI" rating. The student will likely have difficulty correcting the deficiency unless he/she has a clear understanding of what was done wrong. In some cases, it may be helpful to describe or demonstrate the clinical skill you expect from the student.

16. Once an area that needs improvement has been identified and explained, the clinical instructor and student should work together to develop a plan to remedy the deficiency. This may simply involve additional supervised practice with patients, but could also involve counseling or more concentrated study and practice away from patients.

17. Students should be evaluated on how they deal with *real* patients and clinical situations. However, the use of "pretend patients" is acceptable if sufficient actual patients are not

available for the student to demonstrate proficiency of skills which are required during a specific rotation or for the purpose of gaining additional practice or for remedial instruction.

18. Students should be allowed to work with patients. However, if there is a valid concern that patients are not receiving safe and/or effective treatment from a student, and it appears that the student's problems cannot be remedied fairly quickly in the clinic, then the student should *not* be allowed to work with patients and the ACCE should be contacted immediately. The student may need to be withdrawn from the affiliation for more intensive remedial work at the school and/or a clinical incident form should be filled out.

19. If ANY student-related problem cannot be resolved satisfactorily in the clinic, do not hesitate to contact the ACCE for assistance.

20. Students have noted that some clinical instructors are very strict in their rating while others are very lenient. Students look to their clinical instructors for guidance, so this inconsistency is confusing. Clinical instructors should remember that to receive a "√", a student need not be exceptional or perfect. The student need only perform at the minimal level needed for safe and effective treatment as **an entry level PTA.** On the other hand, it is the clinical instructor's responsibility to the student, the school, and the profession to give "NIs" where they are deserved. Clinical instructors are often reluctant to give "NIs" for fear of damaging a friendly CI/Student relationship, offending the student, hurting the student's feelings or confidence, or possibly precipitating a confrontation on the problem. Clinical instructors must fight this tendency, if it exists, and strive to be **fair** rather than "nice". Students actually expect to be told of their deficiencies as well as their strengths. It is an *expected* and necessary part of learning and each student is bound to have some areas that need improvement. The clinical instructor should be confident that his/her professional judgment, based on careful observation, is a legitimate means of evaluation and will stand up to challenge.

21. Clinical instructors must provide a formal evaluation to the student midway through the clinical and at the end. These evaluations should be discussed with the student at those times. In addition to these formal evaluations, it is recommended that the student and clinical instructor meet at least once a week to review recent progress or problems in acquiring clinical skills.

22. The Clinical Attendance and Progress Report (pink) forms should be returned to the ACCE in a sealed envelope. The CI should sign across both end flaps of the envelope to improve security. Once sealed and signed, the envelope may be given to the student or mailed to the college. These forms are used for grading and are kept in the student's file.

23. Should a clinical instructor wish to teach a student a measurement or treatment procedure that has not been presented and practiced in the academic setting, it is the clinical instructor's responsibility to determine if the student is safe in applying the procedure to a patient in that particular clinical setting. If the procedure is to be covered in the academic setting at a later date, the academic faculty is responsible for assuring competence according to their criteria at the appropriate point in the curriculum.

STUDENT INSTRUCTIONS AND SUGGESTIONS

Prior to starting their clinical experiences, students are trained in the use of the PTA MACS and are given the following specific instructions:

I. Clinical Timeline

A. At least 2 weeks prior to the start of each clinical, call the CCCE and discuss:

1. The types of patients you will be wanting to see
    a. Clinical 1 – Inpatient
    b. Clinical 2 & 3 - Ortho or Neuro
2. Who will be the CI?
3. The specific clinical schedule - start and end dates, and any holidays
4. Directions to the facility
5. Where to park
6. What time to arrive
7. Dress code (if different that our standard clinic uniform - khaki and polo shirt)
8. Contact the CI and find out:
    a. the best phone number to use (if different than main clinic number)
    b. the best times to contact the CI
    c. CI's e-mail address (if they use e-mail regularly)

B. Before starting the Clinical

1. Read the course syllabus and put the syllabus in your PTA MACS notebook for reference
2. Review the PTA MACS Skill Completion Requirements document and keep it in your PRA MACS notebook for reference. This document is your clinical skills "roadmap".
3. Make sure the ACCE has your current phone number and e-mail address
4. Give CI contact information to ACCE
5. Complete the Student Profile and give it to your CI on the first day
6. Divide each comment box of the Progress Report form (pink sheets) for the upcoming clinical, into 2 sections with a horizontal line and label the sections "Strengths" and "Weaknesses" (in small letters)
7. Look ahead at remaining clinicals and decide what skills you need to get completed at your current clinical. All required skills must be completed in order to graduate

C. On the first day

1. E-mail or call the ACCE
    a. confirm your CI's name and contact information
    b. report your first impression of the clinic and your CI

D. Every day

1. Call the ACCE and your CI **before** your scheduled start time if you are sick or unable to be present at the clinical site
2. Write a discussion board entry.
    a. What did you learn today?
        - New information, treatment techniques, personal insights
        - Improvements in your performance
        - Do not write what you learned ABOUT
3. learned about department policies, learned how to . . .
    a. Do not just write what you DID
    b. saw a TKA patient, observed surgery, etc
        - If you are uncertain, start your sentence with "I learned THAT . . .
        - Update diagnosis and treatment list
        - Keep a list separate from your daily journal entries
    c. Record each new diagnosis you see and the types of treatment procedures you provided
    d. List each diagnosis only once and indicate in the margin each time you see a different patient with the same diagnosis
        - If you provide new types of treatments at a later time, add them to the list for the diagnosis

E. During Week 1

1. On Thursday or Friday, email or call the ACCE to report any concerns (or lack of concerns) after your first week
    a. Have you and your CI gone over the MACS together and decided on specific skills to work on?
    b. Were you sufficiently oriented to the clinic?
    c. Are you receiving appropriate supervision?

F. Each week

1. Check your e-mail for announcements / information from the ACCE

G. During Week 3

1. Complete the self-assessments in the MACS and schedule a mid-term conference with your CI

H. During Week 4

1. If you did not meet with the ACCE in person, email or call the ACCE to report any concerns (or lack of concerns) after your mid-clinical conference.
    a. Did your CI identify, in writing, specific strengths and weaknesses they have observed?
    b. Did you and your CI discuss specific goals and objectives for the second half of your clinical experience?
    c. Are you receiving appropriate supervision and feedback?

I. During the final week

1. Complete the self-assessments in the MACS and schedule a final conference with your CI
2. Complete the Student Evaluation of Clinical Education Experience (SECEE) form but do not show it to, or discuss it with your CI
3. Meet with your CI for a final conference
    a. Make sure CI completes forms properly
    b. After your CI reviews your final Progress Report with you, acknowledge the form. Email the Clinical Attendance log to the ACCE.

J. At the end of your FIRST clinical, turn in everything to the ACCE on the next work day following the end of the Clinical.

K. PTA MACS completed in EXXAT

L. Clinical Attendance log

M. SECEE form in EXXAT

N. Discussion Board posts in BB

II. At the end of your SECOND clinical

III. PTA MACS completed in EXXAT

IV. Clinical Attendance log

V. SECEE form in EXXAT

VI. Discussion Board posts in BB

O. At the end of your THIRD clinical, turn in all paperwork to the ACCE on the next work day following the end of the Clinical.

P. PTA MACS in EXXAT

Q. Clinical Attendance log

R. SECEE form in EXXAT

S. Discussion Board posts in BB

T. General guidelines and suggestions

U. Review the Clinical Policies and Procedures in your PTA Program Student Resource Manual

V. Many facilities will have their own policies and procedures regarding immunizations, drug testing, patient confidentiality, background checks, etc. You may be required to provide verification of immunizations or recent drug screen, attend orientations or read various policies, sign various forms indicating compliance with policies, etc.

W. Do not be afraid to ask questions, especially when a lack of information may compromise the safety or effectiveness of your treatment(s).

X. Gather information on your patients prior to rendering treatment. Remember, you are not just an aide following instructions. You need to understand the rationale and goals for the treatments, background on the patient, and any other information which will assist you to better help the patient and the physical therapist responsible for the patient.

Y. **YOU** take the initiative to get your clinical skills and key indicators checked off. If necessary,

Ask for particular patients, or to work with specific equipment

Ask the clinical instructor to observe you perform skills and ask for feedback

Take initiative around the clinic and with your patients. Do not wait to be told to do every little thing. If something needs to be done, and it is within your realm of responsibility and capability, do it. In regard to your patients, take the initiative to advance them within the treatment guidelines provided you by the evaluating physical therapist (unless told otherwise by your CI).

Z. Use your time in the clinic constructively. Do not sit around socializing or on your phone. Read charts, ask if you can observe or help others, write notes, go over the MACS, clean up the area, study, discuss your patients with the clinical instructor or other PT Personnel.

AA. Expect to receive some "NI" ratings. When you do, thank your CI for giving you helpful feedback and ask two questions – What specific aspect of my performance is not 'independent'? What, exactly, do you need to see for you to feel comfortable that I can perform at entry-level?

BB. Call the ACCE at school if any problems come up which cannot be resolved in the clinic through discussion with your clinical instructor or the CCCE.

APPENDIX A **COOPERATIVE AGREEMENT OF AFFILIATION**

THE STATE OF TEXAS:

COUNTY OF ECTOR :

This agreement is executed on _____between **Odessa College**, (the "College") in this agreement and _____ (The "Facility"). The programs covered by this agreement include: Nursing, Physical Therapy Assistant (PTA), Radiologic Technology, and Emergency Medical Technology (EMT). Collectively referred to as the "Clinical Education Program."

WITNESSETH:

WHEREAS, the College and the Facility have the following common objectives: (1) to provide clinical experience in terms of patient and related instruction for students of the school; (2) to improve the overall education program of the college by providing opportunities for learning experiences that will progress the student to advanced levels of performance: (3) to increase contacts between academic faculties and clinical faculties for fullest utilization of available teaching facilities and expertise; and (4) to establish and operate a clinical education program of the first rank.

NOW, THEREFORE, for and in consideration of the foregoing, and in further consideration of mutual benefits, the College and the Facility agree as follows:

GENERAL PROVISIONS

A. The Clinical Education Program will be contemporaneous with the college's semester and requirements published by the applicable accrediting body.

B. The period of time for each student's clinical education will be listed in the degree plan as listed in the college catalog.

C. The number of students eligible to participate in the clinical education program will be mutually determined by agreement of the parties and may be altered by written mutual agreement of the parties, except as limited by the applicable accrediting body.

D. It is understood that the students assigned to the facility are not employees of the Facility and are not entitled to any compensation or benefits of employees such as those covered by the Worker's Compensation Act.

E. It is understood that there shall be no discrimination against any student of faculty member because of race, creed, gender, age, national origin or qualified disability.

F. It is understood that the background checks of students will be conducted by the College in accordance with College policy and Rule _ 414.504 of the Texas Administrative Code. Funding

for background checks shall be appropriated by the College through any available means, including student- assessed fees. The Facility may require a more thorough background check of students, but Facility shall bear the additional cost in that instance.

G. The student background checks referenced in paragraph F above must be conducted in such a way that ensures compliance with Rule 414. 504 (d) of the Texas Administrative Code. Under that subsection, individuals who have been convicted of any of the criminal offenses under 250.006 of the Texas Health and Safety Code may not be a student under this agreement. Furthermore, that subsection prohibits any individual from being a student under this agreement if that individual has been listed as "revoked" in the Nurse Aide Registry, listed as "unemployable" in the Employee Misconduct Registry, or has been convicted of a criminal offense that the Facility or College has determined to be a contraindication to student status at the Facility or the College.

RESPONSIBILITIES OF THE COLLEGE

A. The College will provide indirect and may provide direct supervision for all clinical learning experiences.

H. The College will supply any additional information required by the Facility prior to the arrival of the students, subject to any state or federal laws limiting disclosure for information concerning students.

I. The College will direct the screening and selection of students who have satisfactorily completed the preclinical and prerequisite didactic portion of the curriculum.

J. The College will require students and faculty members to abide by the written policies, procedures, rules, and regulations of the Facility while attending the facility.

K. The College will designate a faculty member to coordinate with the designee of the Facility the assignment to be assumed by the student participating in the clinical education program.

L. The College will provide specific clinicals required of the student at Odessa College.

M. The College will maintain a suitable records of instruction, clinical experience, health records and student program progress evaluations, which maybe made in cooperation with the Facility supervisor, all of which becomes apart of the student's records.

N. The Students' academic records are maintained at the College and are only available to the appropriate students and faculty members.

I. The College may withdraw any student whose progress, achievement or adjustment does not justify continuance within the College or the Facility.

J. The College will supply to each student a copy of the Odessa College Student Resource Manual setting out disciplinary and due process guidelines.

K. The College will provide professional liability insurance coverage against claims for personal injury, death or property damage occurring in connection with acts or omissions of administrative personnel, faculty, staff members and students while participating in the Clinical Education Program established or maintained pursuant to this agreement. The limits of such insurance shall be no less than $1,000,000 per occurrence and $3,000,000 in the aggregate, annually. No such policy shall be terminable or subject to reduction of coverage or other modifications except upon at least 30 days' prior written notice to Facility.

O. The College will provide instruction , within the respective programs, concerning privacy laws and confidentiality and will require students and faculty to comply with all federal and state privacy laws and protect the confidentiality of the Facility's patients.

P. The College will verify that each student and faculty member is initially covered by health insurance, but the College will have no obligation to verify that the students and faculty members maintain such coverage throughout the duration of the program.

Q. The College will comply with the Occupational Safety and Health Administration (OSHA) Final Rule for Occupational Exposure to Airborne and Blood borne Pathogens. In addition , the College will verify that each faculty member and student has received the Hepatitis B vaccine or provide proof of the Hepatitis B immunity.

RESPONSIBILITIES OF THE FACILITY

The Facility will provide a jointly planned, supervised program of clinical education and experience for the assigned students of the College's programs.

The Facility and the Respective department ("Facility/Department") shall designate a specific employee, by name , who meets crediting requirements of the program , to act as a coordinator between the Facility/Department and the College for the clinical education program. The Facility/ Department shall provide the college with the name of the departmental medical director.

The Facility/Department will, notify the College in writing of any proposed change in the clinical coordinator or Department Medical Director.

The Facility will provide clinical conference space during clinical education periods.

The Facility will allow student and faculty use of parking and dining facilities at students and faculty's expense during clinical education periods, if such facilities exist.

The Facility will encourage cooperation between staff personnel and faculty in providing on-the-job supervision, teaching and student evaluation.

The Facility will make no adjustments in curriculum or clinical assignments based on the gender of the students.

The Facility will refrain from dismissing students from assigned areas without consent of the College's program director or the responsible faculty member.

The Facility may request that the College remove any student from duty whose conduct or clinical performance may have detrimental effect on it's staff or patients.

J. The Facility may provide dressing room with lockers if facilities are available.

K. The Facility may provide uniforms that are required of its employees that are outside the context of students' uniforms. (e.g., uniforms such as surgical scrub or isolation garb.)

L. The Facility/Department will, on request of the College, provide an evaluation report on each student's performance to the College on forms provided by the College.

M. The Facility/Department will, on reasonable request, permit the inspection of the clinical facilities and services available for clinical experiences, records and such other items pertaining to the Clinical Education Program by the College.

N. The Facility will not withhold tentative/confirmed patient diagnoses that might pose a hazard to the health of students and/or faculty (e.g., AIDS, sexually transmitted diseases, Hepatitis or other communicable diseases).

O. The Facility will retain the responsibility and accountability for the services rendered to the Facility's patients.

P. The Facility requires faculty members and students to abide by the policies, procedures, rules and regulations of the Facility while attending the Facility.

RESPONSIBILITIES OF THE STUDENTS

A. The student will follow the administrative policies, procedures, rules and regulations of the Facility and of the College, as well as the laws of the state of Texas and the United States.

B. The student will provide the necessary and appropriate uniforms required, but not provided by the College.

C. The student will provide his or her own transportation and living arrangements.

D. In the event the student misses some assigned clinicals, the student will schedule make-up times through the clinical instructor in order to meet the minimum required hours of time or program objectives.

E. The student will be responsible for any illness, accident or injury incurred by the student while assigned to clinical education or experience at the Facility and will therefore be required to provide their own accident and health coverage. The student must obtain and maintain throughout their enrollment a policy of health and accident insurance. Health and accident coverage shall be in effect at all times, including clinical make-up time during interim sessions when the College is not in session. Under no circumstances will the College or the Facility be liable for any losses or expenses as a result of an accident or illness to the student.

F. The student will not submit for publication any material relating to the clinical education experience without prior written approval of the Facility and the College.

G. The student will adhere to the standards relating to the confidentiality of the patient and will execute a business associate's agreement, if required. In all aspects, the student will comply with rules regarding the privacy of patient health information under the Health Insurance Portability and Accountability Act of 1996.

H. The College, in executing this agreement, will enforce the responsibilities of its students under this section of the agreement.

DEPARTMENT LETTER AGREEMENTS AUTHORIZED

A. Recognizing the specific nature of the clinical experience, it is agreed by the College and the Facility that, following the execution of this agreement, the several departments of the College may develop letter agreements with their clinical counterparts in the Facility, within the scope of this agreement, to better formalize operational details of the Clinical Education Program.

B. The authority to execute these letter agreements will remain with the department or program director of the College and Facility as long as that authority is exercised within the scope and spirit of this agreement.

TERM, MODIFICATION AND TERMINATION OF AGREEMENT

A. This agreement remains in effect from year to year unless terminated by either party, in writing, with sufficient notice and, at a minimum, time to complete the current clinical period for the academic year of the College. Termination for cause may be made at any time with ninety (90) days' written notice, or with written agreement of both parties to a shorter time period.

B. It is agreed and understood that the parties to this agreement should review this agreement on an annual basis. Revisions or modifications may be made by written amendment when both parties agree to such amendment.

EXECUTED by the parties on the day and year below.

ATTEST:

By: _____

Date: _____

Odessa College

By: _____
VPI

Date:

APPENDIX B – CLINICAL INCIDENT FORM

PHYSICAL THERAPIST ASSISTANT PROGRAM
CLINICAL INCIDENT FORM

Student's Name:_____

Clinical Instructor's Name:_____

Clinical Site:_____

Date/Time:_____

Time ACCE contacted by phone:_____

Clinical Instructor's Explanation of Incident:_____

_____

_____

_____

_____

_____

Immediate Corrective Actions/Counseling:_____

_____

_____

_____

Comments:_____

_____

_____

_____

_____

_____
Clinical Instructor Signature

I have read the above report.

_____
Student's Signature

Student's Name:_____

Date/Time:_____

Student Explanation of Incident:_____

_____

_____

_____

_____

_____

Immediate Corrective Actions:_____

_____

_____

_____

_____

_____

_____

Comments:_____

_____

_____

_____

_____

_____

_____

Student's Signature

I have read the above report.

_____

Clinical Instructor Signature

Appendix C -Clinical Skill Requirements Chart

X Essential skills - All essential PTA MACS skills are required to be approved by the end of Clinical 3

*** Skills 1 – 10, 12-14, 22 and 24 must be approved on the Progress Report form for EACH clinical.**

I, O, N Clinical-specific skills - must be completed by the end of the Inpatient, Orthopedic or Neuro clinicals

⃠ **Clinical 1 restricted skills** – should be rated (NI) or left blank, but must not be approved during Clinical 1

✧ ***Recommended skills*** – 10 are required to be approved by the end of Clinical 3

PTA MACS Skills	Essential	Clinical-specific	Not Clinical 1	Recommended
Professional Behaviors				
1. Professionalism	X*	I, O, N		
2. Commitment to Learning	X *	I, O, N		
3. Interpersonal Skills Communication Skills	X *	I, O, N		
4. Communication Skills	X *	I, O, N		
5. Effective Use of Time & Resources	X *	I, O, N		
6. Use of Constructive Feedback	X *	I, O, N		
7. Problem Solving	X *	I, O, N		
8. Clinical Decision-Making	X *	I, O, N		
9. Responsibility	X *	I, O, N		
10. Stress Management	X *	I, O, N		
11. Colleague or Community Education	X			
Plan of Care				
12. Patient History and Chart Review	X*	I, O, N		
13. Implementation of Plan of Care	X*	I, O, N		
14. Modification within the Plan of Care	X*	I, O, N		
15. Patient Related Instruction	X			
16. Discharge Planning	X			
Interventions				
17.1 Aerobic Activities	X	O	⃠	
17.2 Balance Activities	X	N	⃠	
17.3 *Coordination Activities*			⃠	✧
17.4 *Breathing Exercises*			⃠	✧
17.5 Inhibition / Facilitation	X	N	⃠	
17.6 *Relaxation*			⃠	✧
17.7 Manual Strengthening	X	O	⃠	

PTA MACS Skills	Essential	Clinical-specific	Not Clinical 1	Recommended
17.8 Mechanical Strengthening	X	O	⊘	
17.9 Motor Development Training	X	N	⊘	
17.10 *Posture Awareness*			⊘	✧
17.11 Range of Motion	X	I		
17.12 Stretching	X	O	⊘	
18.1 *Adaptive Device Training*				✧
18.2 Bed Mobility	X	I		
18.3 *Body Mechanics Training*				✧
18.4 Gait (training)	X	I		
18.5 *Tilt Table*				✧
18.6 Transfers	X			
18.7 Wheelchair Mobility	X	I		
19.1 Passive Range of Motion	X		⊘	
19.2 Therapeutic Massage	X	O	⊘	
19.3 Joint Mobilization	X	O	⊘	
20.1 *Biofeedback*			⊘	✧
20.2 *Continuous Passive Motion*				✧
20.3 Cryotherapy	X	O		
20.4 Electrotherapeutic Agents	X	O		
20.5 *Hydrotherapy*			⊘	✧
20.6 *Compression Therapies*				✧
20.7 Superficial Thermal	X	O		
20.8 Deep thermal	X	O		
20.9 *Traction*				✧
20.10 *Light Therapies*				✧
Tests and Measures				
21.1 Anthropometric Measurements for Edema	X			
21.2 Arousal / Mentation / Cognition	X	N	⊘	
21.3 Assistive Technology	X			
21.4 Gait, Locomotion & Balance	X		⊘	
21.5 Functional Outcome Assessments	X	O	⊘	
21.6 Skin Integrity	X	I		
21.7 Joint Integrity & Mobility	X		⊘	
21.8 Muscle Performance (**10 joints are required**)	X	O	⊘	
21.9 Neuromotor Function	X	N	⊘	
21.10 Range of Motion (**10 joints are required**)	X	O	⊘	
21.11 *Self-Care / Home Management*				✧
21.12 Sensation / Pain Response	X	N		
21.13 Ventilation, Respiration & Circulation	X	I		
21.14 *Aerobic Capacity and Endurance*			⊘	✧
Healthcare Environment				
22. Safety	X*	I, O, N		

PTA MACS Skills	Essential	Clinical-specific	Not Clinical 1	Recommended
23. Interprofessional Practice	X	O, N		
24. Documentation	X*	I, O, N		
25. Billing and Payment				✧
26. *Quality Assurance/Performance Improvement*				✧
Site Specific Skills				
27. *Airway Clearance*			⊘	✧
28. *Amputation / Prosthetic Management*			⊘	✧
29. *Aquatic Therapy*				✧
30. *Environmental Barriers*				✧
31. *Ergonomic Assessment / Work Conditioning*			⊘	✧
32. *Orthotic / Supportive / Protective Devices*			⊘	✧
33. *Prevention/Wellness//Screening*			⊘	✧
34. *Wound Management*				✧
35. *Site Specific*				
36. *Site Specific*				
37. *Site Specific*				

Minimum number of skills to be approved by the end of each clinical	**Clinical 1** **21**	**Clinical 2** **38**	**Clinical 3** **55**