



**Student Handbook**

2023-2024

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**Handbook Acknowledgements**

I have received, read, and understand the Student Handbook of the Physical Therapist Assistant Program.

Name (print): \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

I have read and understand the policies on Professional Behavior, Technical Standards, Progression, Dismissal, Grievance Procedures, and Reinstatement. I am fully aware of the requirements for my clinical and academic performance.

Name (print): \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

I have read and understand the policies regarding health requirements in the PTA program, including guidelines for illness, quarantine, COVID testing, illness exposures, and associated risks. I fully understand my responsibilities and obligations related to these health requirements and potential exposures.

Name (print): \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

I authorize Concentra Medical Center to disclose suspicion-based testing results to the Chaffey College Health Science Department as outlined in the Impaired Student Policy

Name (print): \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Chaffey College Physical Therapist Assistant Program Honor Pledge**

Today, I pledge to uphold the highest ideals and academic standards of the Chaffey College Physical Therapist Assistant Program. I understand that I am entering a profession where I have a responsibility for the well-being of others and I am accountable for my actions.

As a representative of the Chaffey College PTA program, I promise to always demonstrate honesty, integrity, accountability, confidentiality, and professionalism in my written work, spoken words, and interactions with patients, families, peers, and faculty.

I will work collaboratively with my peers, supporting each other in our pursuit of excellence in PTA education, and I will report any unethical behavior that I witness.

I am committed to safeguarding the health and welfare of the individuals who have entrusted their care to me, and I will advocate for their best interests.

I understand that these responsibilities extend beyond graduation and will be lifelong endeavors.

I will not engage in any form of academic dishonesty or deception, including cheating, fabrication, facilitating dishonesty, interference, plagiarism, retaliation, unauthorized collaboration, or any other unethical practices. I am aware that the Chaffey College PTA program has a strict policy against dishonesty, and any violation of this pledge may result in serious consequences, such as course failure or dismissal from the program.

By signing this pledge, I affirm my dedication to upholding ethical conduct, integrity, and professionalism throughout my journey in the Chaffey College Physical Therapist Assistant Program.

Name (print): \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## **Forward**

Welcome to the Physical Therapist Assistant (PTA) program at Chaffey College. We are thrilled to have you join us. The dean, program director, faculty, and staff are eager to meet you and provide exceptional learning experiences that will empower you to excel in your chosen profession.

This handbook serves as a guide for students enrolled in the Physical Therapist Assistant (PTA) Program at Chaffey College. It is important to note that this handbook does not replace the official Chaffey College Student Handbook, which can be accessed online at: <https://www.chaffey.edu/studentlife/student-handbook.php>.

The PTA program upholds all laws, codes, regulations, and policies pertaining to nondiscrimination and equal opportunities as approved by Chaffey College. The policies outlined in this PTA Student Handbook are in accordance with the policies found in the University Student Handbook and College Catalog, which can be accessed online at: <https://www.chaffey.edu/catalogandschedule/catalog.php>.

It is expected that students familiarize themselves with the policies detailed in these documents. If clarification regarding any policies or procedures is needed, students are encouraged to reach out to the program director. The PTA program at Chaffey College is committed to supporting students in their educational and professional endeavors.

The following information is provided as a resource to help students understand the program's policies. The PTA Program adheres to the rules, regulations, and philosophy described in the College Catalog, Student Handbook, and Schedule of Classes. In addition, this program incorporates additional policies to meet the standards established by CAPTE (Commission on Accreditation in Physical Therapy Education) and the clinical facilities within the community.

## PTA Faculty and Administrative Staff

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## **Section I: Overview**



## **Program Information**

### **Catalog Description**

The physical therapist assistant (PTA) program at Chaffey College leads to an associate in science degree and is designed to prepare graduates for a career in physical therapy. A PTA is a licensed clinician authorized to provide physical therapy services under the direction and supervision of a licensed physical therapist. To meet licensure requirements, students must graduate from an accredited program and pass the National Physical Therapy Examination (NPTE) for the PTA and a jurisprudence exam.

The PTA program is three semesters in length and begins each summer semester. The program includes didactic, practical, and clinical educational experiences to develop entry-level knowledge, skills, and abilities. Upon CAPTE approval, the first cohort will begin in the summer of 2024. To apply for the program, applicants must complete all prerequisites before starting PTA coursework.

Applicants with a record of any felony are subject to review by the Physical Therapy Board of California (PTBC) before a license can be granted. Therefore, please contact the PTBC before applying to the PTA program to clarify eligibility for licensure.

### **Accreditation Statement**

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; [accreditation@apta.org](mailto:accreditation@apta.org) is necessary for eligibility to sit for the licensure examination, which is required in all states.

Chaffey College is seeking accreditation of a new physical therapist assistant education program from CAPTE. On June 1, 2023, the program submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the technical phase of the program; therefore, no students may be enrolled in technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

### **Due Process**

General concerns or complaints pertaining to the PTA program that fall outside Chaffey College's Due Process should be directed to the Program Director at [adeel.rizvi@chaffey.edu](mailto:adeel.rizvi@chaffey.edu) or Dean of Health Sciences at [eric.sorenson@chaffey.edu](mailto:eric.sorenson@chaffey.edu). All complaints received will be reviewed by the PTA Program Director and/or the Dean of Health Sciences, with a response within one business week.

Complaints about the program may also be submitted directly to the Commission on Accreditation in Physical Therapy Education (CAPTE). Please follow the procedures outlined at <https://www.capteonline.org/complaints>.

The program is committed to providing due process and ensuring that all concerns are addressed in a timely and respectful manner. Thank you for your cooperation and commitment to upholding the principles of due process.

## Mission and Vision Statements

### Chaffey College

**Vision:** Improving lives through education.

**Mission:** Chaffey College improves lives and our communities through education with a steadfast commitment to equity and innovation to empower our diverse students who learn and thrive through excellent career, transfer, and workforce education programs that advance economic and social mobility for all.

### PTA Program

**Vision:** To improve the health of our diverse community by advancing the physical therapist assistant profession.

**Mission:** The Physical Therapist Assistant (PTA) Program educates and graduates life-long learners competent in providing entry-level physical therapy practice to meet the diverse needs of the communities we serve.

## Program Philosophy

The philosophy of the Chaffey College Physical Therapist Assistant (PTA) Program is rooted in the belief that education is the foundation for developing competent and compassionate healthcare professionals. We are committed to providing a comprehensive and rigorous curriculum that integrates theoretical knowledge, practical skills, and professional values to prepare our students for successful careers as ethical and skilled physical therapist assistants.

**Student-Centered Approach:** At the core of our philosophy is a student-centered approach, recognizing that each individual comes with unique experiences, abilities, and aspirations. We strive to create a supportive and inclusive learning environment that promotes personal and professional growth, while valuing diversity and respecting the dignity of all individuals.

**Excellence in Education:** We uphold a commitment to excellence in education by maintaining high academic standards and employing experienced and dedicated faculty members who are experts in their fields. Our curriculum is designed to foster critical thinking, evidence-based practice, and lifelong learning, ensuring that our graduates are well-prepared to adapt to the evolving healthcare landscape.

**Hands-On Learning:** We believe in the power of experiential learning and the integration of theory and practice. Through a combination of classroom instruction, laboratory exercises, and clinical experiences, our students acquire the necessary skills and competencies to provide safe and effective care to patients across the lifespan. Practical experiences, under appropriate supervision, are essential for the development of clinical judgment and professional confidence.

**Ethical and Professional Values:** We emphasize the importance of ethical behavior and professionalism in all aspects of our program. We instill in our students a strong sense of integrity, compassion, and respect for patient autonomy, cultural diversity, and interdisciplinary collaboration. We encourage our students to embrace the highest standards of ethical conduct, accountability, and lifelong professional development.

**Community Engagement:** We recognize the significance of community engagement and service in promoting the well-being of individuals and communities. Our program encourages students to actively participate in community outreach initiatives, health promotion activities, and advocacy efforts to address the healthcare needs of diverse populations. By fostering a sense of social responsibility, we aim to produce graduates who make meaningful contributions to the field of physical therapy.

**Lifelong Learning:** We believe that learning is a lifelong journey, and our program serves as a foundation for ongoing personal and professional growth. We foster a culture of curiosity, critical inquiry, and intellectual development, encouraging our graduates to remain abreast of new research, emerging technologies, and best practices in physical therapy. We promote a commitment to lifelong learning to ensure our graduates are equipped to adapt and contribute to the ever-evolving field of healthcare.

By adhering to these principles, we aim to develop highly skilled and compassionate physical therapist assistants who will positively impact the health and well-being of individuals and communities.

## Program Goals

The program has established specific goals and objectives that are designed to prepare students for a successful career in physical therapy. These goals and objectives emphasize the importance of delivering high-quality, culturally competent care and working collaboratively with licensed physical therapists to achieve optimal outcomes, and are aligned with the mission, values, and goals of Chaffey College.

1. **Student Goals:** Students of the program will demonstrate entry-level proficiency in executing the plan of care in a professional, compassionate, and culturally competent manner, respecting patient/client differences and preferences, under the direction and supervision of a licensed physical therapist.
  - a. Pursue ongoing personal and professional growth in alignment with Chaffey College's Academic Community Employability Skills Institutional Learning Outcomes (ACES-ILOs).
  - b. Participate in community outreach programs and service-learning opportunities to address health disparities and support social mobility within the communities served.
  - c. Demonstrate entry-level proficiency in executing the plan of care in a professional, compassionate, and culturally competent manner, respecting patient/client differences and preferences.
  
2. **Graduate Goals:** Upon program completion, graduates will be proficient in delivering professional, compassionate, culturally competent, respectful, inclusive, and individualized patient care, working collaboratively with licensed physical therapists to achieve optimal outcomes and obtaining licensure to practice physical therapy.
  - a. Obtain licensure to practice physical therapy and demonstrate their commitment to lifelong learning by actively seeking out and participating in continuing education courses to enhance their skills and knowledge as physical therapy professionals.
  - b. Attain employment within one year of graduation for at least 90% of job-seeking graduates.
  - c. Provide equitable, culturally competent, and innovative patient care in diverse clinical settings, in accordance with the mission of Chaffey College and the PTA program.
  
3. **Faculty Goals:** The program's faculty will grow professionally and provide contemporary education to meet program and curricular needs.
  - a. Foster a safe and supportive learning environment that embraces diverse perspectives and promotes a sense of belonging for all students.
  - b. Maintain clinical licensure to practice as a physical therapist or physical therapist assistant in California.
  - c. Demonstrate commitment to professional development and the profession of physical therapy through participation in life-long learning opportunities, professional organizations, or community involvement.
  
4. **Program Goals:** The program will prepare and graduate students to meet the needs of the institution and the communities we serve.
  - a. Maintain compliance with standards and required elements accreditation the Commission on Accreditation in Physical Therapy Education (CAPTE)
  - b. Implement at least two policies, practices, or resources per year that support justice, equity, diversity, inclusivity, belonging, and anti-racism principles in the program.
  - c. Recruit and retain a diverse faculty and student body that reflects the communities served by the PTA program and Chaffey College.

## Technical Standards

The following list outlines the technical standards, also known as core performance standards, expected of students in a Physical Therapist Assistant (PTA) program. These standards reflect the essential abilities, skills, and attributes necessary to succeed in the program and the physical therapy profession. Students must demonstrate the ability to:

1. Communication Skills:
  - a. Effectively communicate verbally, non-verbally, and in written form with patients, colleagues, instructors, and other healthcare professionals.
  - b. Understand and convey information accurately, attentively listen, and follow instructions.
2. Motor Skills and Mobility:
  - a. Possess sufficient physical strength, coordination, and mobility to perform physical therapy techniques and safely assist patients in various activities.
  - b. Move, position, and transfer patients with appropriate body mechanics, ensuring both patient and student safety.
3. Sensory and Perceptual Skills:
  - a. Demonstrate adequate sensory and perceptual abilities to observe and assess patients accurately, including visual, auditory, and tactile skills.
  - b. Detect changes in patients' physical condition, interpret verbal and non-verbal cues, and respond appropriately.
4. Critical Thinking and Problem-Solving:
  - a. Utilize critical thinking skills to analyze information, evaluate situations, and make sound judgments and decisions in clinical and classroom settings.
  - b. Identify problems, develop effective solutions, and adapt to changing circumstances in a timely manner.
5. Professionalism and Ethics:
  - a. Adhere to ethical standards, maintain professional conduct, and demonstrate integrity, honesty, and respect towards patients, colleagues, and the healthcare team.
  - b. Uphold confidentiality, follow legal and ethical guidelines, and demonstrate professional responsibility and accountability.
6. Time Management and Organization:
  - a. Manage time effectively, prioritize tasks, and meet deadlines related to academic coursework, clinical responsibilities, and professional obligations.
  - b. Balance multiple demands and responsibilities, demonstrating efficiency and adaptability in various environments.

(continued on the next page)

7. Emotional and Mental Stability:
  - a. Maintain emotional and mental stability to effectively cope with stressful situations, ambiguity, and challenging patient circumstances.
  - b. Demonstrate resilience, adaptability, and the ability to handle emotionally demanding situations while providing patient-centered care.
  
8. Interpersonal and Collaborative Skills:
  - a. Foster effective relationships with patients, families, colleagues, and members of the healthcare team through active listening, empathy, and teamwork.
  - b. Demonstrate cultural competence, respect diversity, and work collaboratively to achieve optimal patient outcomes.
  
9. Professional Development:
  - a. Engage in lifelong learning, stay updated with current evidence-based practices, and demonstrate a commitment to professional growth and development.
  - b. Seek opportunities for self-reflection, self-assessment, and continuous improvement of knowledge and skills.

## **Reasonable Accommodations and ADA Compliance**

### **Reasonable Accommodation for Disabilities**

The Physical Therapist Assistant (PTA) program complies with the American with Disabilities Act to ensure that reasonable accommodations are provided to enable student success. Students who wish to request an accommodation are encouraged to discuss the matter with the appropriate personnel in Disability Programs and Services (DPS) office, Campus Center East, Room 100 (909-652-6370). PTA faculty will work with the student and DPS to provide reasonable accommodations for students to demonstrate these essential qualifications.

### **ADA Compliance Statement**

PTA and Allied Health provides reasonable accommodations for students with disability needs. The faculty and staff do not discriminate against individuals and comply with the 1990 Americans with Disabilities Act (ADA), the ADA Amendments Act of 2008, and section 504 of the Rehabilitation Act of 1973. In addition, the faculty and staff are sensitive to student rights, including privacy and confidentiality.

Individuals requesting reasonable accommodations are required to self-disclose to the Disabilities Programs and Services (DPS) Office. The student may request an appointment for a learning disability assessment by calling the DPS office at 909-652-6379. Students, who require adaptive equipment to perform in acute and /or community-based settings within the technical standards outlined, are accommodated to the extent possible and in accordance with clinical and community agency policies, procedures, and regulations.

A qualified individual with a disability is one who, with or without reasonable accommodation or modification, meets the requirements as described in the Technical Standards. Disability is defined as (1) physical or mental impairment that substantially limits one or more of the major life activities of such individuals; (2) a record of such impairment; or (3) being regarded as having such impairment. Disabilities include, but are not limited to physical, visual, hearing, medical, and long-term disabilities, mental health disorders (anxiety), attention deficit disorders (ADD) or attention deficit/hyperactivity disorders (ADHD), or other learning disabilities.

Faculty and staff strive to ensure access to facilities, programs, and services to all students, including students with self-disclosed disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008). Chaffey College provides reasonable accommodation to students on a nondiscriminatory basis consistent with legal requirements. A reasonable accommodation is an adjustment to an instructional activity, equipment, facility, program, or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation.

### **Title IX Statement**

Title IX of the Education Amendment Acts of 1972 prohibits discrimination based on sex (including pregnancy, sexual orientation, and gender identity) in any educational program or activity. Discrimination can be defined as exclusion from participation in, denied the benefits or services, subject any person to different rules or treatment, or engaging in gender-based or sexual harassment such as making unwelcome sexual advances, comments, or name-calling based on sex (U.S. Department of Human Health Services, Office for Civil Rights Headquarters, 2021). Title IX complaints and/or investigations are handled by:

Susan Hardie, Executive Director  
Human Resources and Title IX Coordinator  
(909) 652-6531  
susan.hardie@chaffey.edu

Any student or faculty who is accused and under a Title IX investigation or criminal investigation will be removed from the class or program until the investigation is complete and charges are found unwarranted. Once charges are found unwarranted or dismissed the student will be reinstated and placed in the next available semester.



### Program Cost

Please note that the cost of the program may vary, and the information provided here is a sample cost for reference purposes only.

Tuition	(Residents of California = \$46/unit)
General Education (20 units)	\$920
Prerequisites (17 units)	\$782
PTA Program (29.5 units)	\$1,357
Malpractice Insurance	\$25
Parking Fees	\$55/semester
Transportation (to clinicals)	Varies
BLS/CPR	\$85
Physical Therapy Kit	\$250
APTA Membership	\$103
Textbooks	\$0
Uniforms (polos + scrubs)	\$125
ID Badge	\$15
Health Records and Vaccinations Tracking	\$27
Background Check	\$59
Drug Screen	Varies
PTBC Application for Licensure	\$300
NPTE Exam (\$485) + Prometric Fee (\$82.60)	\$567.60
CA Jurisprudence Exam (\$65) + Prometric Fee (\$20)	\$85
Livescan	\$75
Graduation Pin	\$10-15
TOTAL	\$4,890.60 (with general education) \$3,188.60 (PTA program only)

## **Section II: Curriculum**

### **Program Learning Outcomes/Curricular Threads**

Curricular threads are a conceptual framework used in educational programs to organize and connect various topics, themes, or skill sets across different courses and topics. They seek to provide a cohesive structure that runs throughout the curriculum to enhance the coherence and relevance of the program.

These threads serve as guiding principles to help students understand the connections between different subject areas and how they contribute to a broader understanding of the profession. They represent the essential knowledge, skills, and competencies that students should develop throughout their program.

The program incorporates four curricular threads to guide students' learning and development.

1. Adhere to legal practice standards and demonstrate a professional attitude and moral reasoning skills consistent with APTA's Guide for Conduct of the Physical Therapist Assistant, Standards of Ethical Conduct, and Values Based Behaviors for the Physical Therapist Assistant to meet the needs and expectations of all stakeholders involved in the practice of physical therapy.
2. Coordinate effective therapy services, including discontinuation of care, by producing accurate clinical documentation and exhibiting effective communication skills (verbal/nonverbal/written) with all stakeholders – patients/clients, family members, caregivers, healthcare providers, payers, policymakers, product makers, principal investigators, and purchasers – during the provision of interprofessional and collaborative care.
3. Display self-awareness and empathy while acting with consideration to diverse cultures, genders, values, preferences, socioeconomic status, lifespan, and expressed needs to apply and integrate current knowledge, theory, evidence-based resources, and clinical judgment to support clinical decision-making while effectively executing the plan of care developed by a physical therapist to achieve short and long-term goals.
4. Maintain and promote healthcare provider and patient/client safety while implementing interventions and collecting data essential to the execution of the plan of care developed by the physical therapist; includes reviewing health records prior to implementation, conducting an appropriate interview and providing proper patient education, and monitoring/adjusting interventions based on patient responses, reporting changes, and recognizing when interventions should not be performed based on patient responses, red flags, or if beyond the scope of practice for a physical therapist assistant.

### **PTA Curricular Model**

The program utilizes the 1+1 model of Physical Therapist Assistant (PTA) education. In this model, students complete one year of prerequisite coursework, followed by an additional year of focused PTA-specific training.

During the first year (the "+1" part), students enroll in general education courses and foundational sciences, which provide a solid academic foundation necessary for PTA training. These prerequisite courses cover subjects such as composition, anatomy, physiology, and psychology.

After successfully completing the prerequisite coursework, students move on to the second year (the "1" part), which focuses specifically on PTA education. This phase of the program delves deeper into the principles and practices of physical therapy. Students receive comprehensive instruction in areas such as therapeutic exercises, patient assessment, treatment techniques, rehabilitation procedures, and the ethical and legal aspects of the profession. They also gain hands-on experience through clinical rotations in various healthcare settings, allowing them to apply their knowledge and skills under the supervision of licensed physical therapists.

The 1+1 model aims to provide students with a well-rounded education, combining a solid academic foundation with specialized training in the field of physical therapy. By completing the prerequisite coursework before entering the PTA program, students are better prepared to understand and succeed in the more advanced and focused curriculum. This model helps ensure that PTAs possess the necessary knowledge, skills, and clinical competence to assist physical therapists in delivering quality patient care and rehabilitation services.

**PTA Curriculum**

General Education				
ENGL	1A	English Composition	3	
ETHN	1	Introduction to Ethnic Studies	3	
PHIL	72	Seminar in Ethics (Recommended)*	3	
PSYCH	25	Developmental Psychology Lifespan Development	3	
STAT	10	Elementary Statistics	4	
PHYS	5	The Ideas of Physics	3	
PHYS	6	The Ideas of Physics Laboratory	1	
Prerequisites				
BIOL	20	Human Anatomy	4	
BIOL	22	Human Physiology	4	
KINLEC	24	Biomechanics	3	
NURADN	403	Pathophysiology for Nursing	3	
PTA	01	Intro to Physical Therapy	3	
Core				
PTA	11	Documenting Red Flags	1	Semester 1
PTA	12	Patient Care	2	
PTA	13	Biophysical Agents and Modalities	2	
PTA	14	Orthopedics	3	
PTA	21	Professionalism and Ethics	1	Semester 2
PTA	22	Therapeutic Exercise	3	
PTA	23	Acute Care	3	
PTA	24	Neuromotor Development	3	
PTA	31	PTA Licensure Preparation	1	Semester 3
PTA	32	Clinical I	5.25	
PTA	33	Clinical II	5.25	

General Education/Prerequisites	37.0 Units	(General Education = 20, Prerequisites = 17)
PTA Program	29.5 Units	
<b>TOTAL</b>	<b>66.5 Units</b>	

## Course Descriptions

### Prerequisite

#### **PTA-01 Introduction to Physical Therapy**

This lecture-only course introduces the history, organizational structure, and principles (moral, legal, ethical) of evidence-based physical therapy practice in a multicultural society. Students will learn the knowledge, skills, behaviors, and competencies, along with the personal and professional characteristics needed by a physical therapist assistant to be a safe, effective, and efficient healthcare team member.

### Semester I

#### **PTA-11 Documenting Red Flags**

This lecture-only course builds on knowledge of pathophysiology to recognize and document normal and abnormal findings encountered in the clinical setting. Students will learn to review the medical record, produce defensible documentation, and develop critical thinking skills in observing and reporting clinical and psychosocial flags.

#### **PTA-12 Patient Care**

This lecture and laboratory course focuses on foundational principles and techniques to provide safe and effective patient care. It emphasizes patient and environment preparation and handling strategies to build a therapeutic relationship. Students will demonstrate an understanding of how to assess physiological status, create and maintain a safe and clean environment, and describe devices and equipment encountered in a clinical setting and for mobility and gait training.

#### **PTA-13 Biophysical Agents and Modalities**

This lecture and laboratory course presents the application of biophysical agents and modalities to achieve therapeutic goals. Students will demonstrate an understanding of the theoretical principles, application, and physiological responses of established and developing therapeutic modalities, soft-tissue mobilization, and massage techniques used in physical therapy.

#### **PTA-14 Orthopedics**

This lecture and laboratory course focuses on biomechanical principles, regional anatomy, and normal and abnormal movement patterns associated with musculoskeletal impairments. Students will demonstrate an understanding of the knowledge, skills, and abilities needed to recognize, assess, and manage orthopedic conditions.

### Semester II

#### **PTA-21 Professionalism and Ethics**

This lecture-only course addresses professional, ethical, legal, and social issues encountered by a physical therapist assistant. Students will explore topics related to personal and professional career development, patient advocacy, quality assurance, administrative, fiscal, and legal applications, implications, and limitations of physical therapy practice.

#### **PTA-22 Therapeutic Exercise**

This lecture and laboratory course addresses the pathological and physiological considerations for the integration, modification, and progression of therapeutic exercise. Students will demonstrate an understanding of the knowledge, skills, and abilities to implement therapeutic exercise for movement-related disorders and for health and wellness.

**PTA-23 Acute Care**

This lecture and laboratory course addresses psychosocial and other special considerations, management, and physical therapy interventions for individuals with acute and complex conditions. Students will demonstrate an understanding of the knowledge, skills, and abilities to implement interventions, tests, and measures within the scope of practice in intra and interprofessional practice settings.

**PTA-24 Neuromotor Development**

This lecture and laboratory course describes normal and abnormal neuromotor development related to the aging process. Students will demonstrate an understanding of the knowledge, skills, and abilities needed to manage neuromuscular and nervous system disorders.

**Semester III****PTA-31 PTA Licensure Preparation**

This course assists in preparation for the National Physical Therapy Examination for the Physical Therapist Assistant (NPTE-PTA). Students will complete self-assessment activities, develop test-taking and study skills, and review content to facilitate preparation for licensure.

**PTA-32 Clinical I**

This course is the first of two full-time seven-week clinical experiences. Students will perform delegated tasks as appropriate for the clinical setting under the supervision of a licensed physical therapist or physical therapist assistant. The clinical setting may include acute, sub-acute, outpatient, skilled nursing, or another type of physical therapy or rehabilitation facility.

**PTA-33 Clinical II**

This course is the second of two full-time seven-week clinical experiences. Students will perform delegated tasks as appropriate for the clinical setting under the supervision of a licensed physical therapist or physical therapist assistant and achieve entry-level performance. The clinical setting may include acute, sub-acute, outpatient, skilled nursing, or another type of physical therapy or rehabilitation facility.

## Clinical Skills – Semester I

### **PTA-12 Patient Care**

- Vital Signs
- Global Observation/Cognitive/Mental Functions
- Universal/Standard Precautions and Infection Control (handwashing, don/doff PPE/gloves)
- Body Mechanics + Lifting Techniques
- Posture Assessment
- Patient Positioning and Draping
- Bed Mobility and Transfers
- (Passive Range of Motion)
- Wheelchair Fitting and Mobility
- Gait Training with/without Assistive Devices

### **PTA-13 Biophysical Agents and Modalities**

- Cryotherapy (e.g., cold pack, ice massage, vapocoolant spray)
- Thermotherapy (e.g., hot pack, paraffin bath)
- Electrical Stimulation Therapy (e.g., iontophoresis, TENS, IFC, HVPC, NMES/FES)
- Biofeedback (e.g., relaxation, muscle reeducation, electromyography)
- Ultrasound/Phonophoresis
- Mechanical Modalities (e.g., CPM, dynamic splinting, traction, intermittent pneumatic compression, compression) (Sequential and Intermittent Compression Pump (Jobst))
- Other
  - Actinotherapy/Phototherapy (e.g., UV light, LASER)
  - Hydrotherapy (e.g., contrast baths/pools)
  - Fluidotherapy
  - Diathermy (written)
  - Shockwave therapy
  - Soft-tissue mobilization and massage techniques
  - Taping for neuromuscular reeducation/trauma/pain management

### **PTA-14 Orthopedics**

- Palpation
- Goniometry/ROM/Movement Screening
- Manual Muscle Testing
- Muscle Length
- Anthropometric (limb-length, BMI, girth)



## Clinical Skills – Semester II

### **PTA-22 Therapeutic Exercise**

- Exercises
  - Range of Motion
  - Flexibility/Stretching (includes nerve glides)
  - Strengthening (Open/Closed-Chain, Concentric, Eccentric, Isometric)
  - Posture/Core/Spinal Stabilization (includes William's Flexion and McKenzie Extension)
  - Aerobic/Cardiovascular
  - High-Intensity Interval Training (HIIT)
  - Balance and Stability
- Joint Mobilization
- Soft-Tissue Mobilization
- Specialty Programs

### **PTA-23 Acute Care**

- Cardiac Rehabilitation
- Pulmonary Rehabilitation (Breathing Exercises, Airway Clearance, Postural Drainage)
- Wound Care/Dressing Changes (sterile field)
- Lymphedema Management (Compression/Taping)
- Orthotics/Prosthetics
- Gait Patterns

### **PTA-24 Neuromotor Development**

- Nerve Assessment and Provocation – Cranial Nerve, Dermatome/Myotome (+ Reflex), Tapping/Tension/Stretch, + Sensory Discrimination
- Developmental Reflexes
- Vestibular/Balance and Coordination Training (Berg, Tinetti, TUG, Dynamic Gait, Dix-Hallpike/Epley)
- Neuromuscular Rehabilitation Techniques – NDT/PNF (Inhibition/Facilitation)
- Developmental Activity Training
- Gross Evaluation/Assessment
- Functional Training/Exercises – CVA, SCI, TBI

### **Section III: Policies and Procedures**

## Admission Policy

The governing Board, superintendent/president, faculty, and staff commit to actively pursuing equity for Chaffey College students of all ages, disabilities, diverse cultures, and alternate lifestyles through the implementation of the goals and objectives of the Student Equity Plan. Being sensitive to the personal, professional, and esthetic needs of its diverse populations and cultures, the college will incorporate into its educational process the richness of world cultures, languages, ethnic, and artistic pluralism that is strongly represented within our community.

The college commits to respecting, celebrating, and integrating students' diverse cultures into all phases of campus life. The college will provide leadership in creating a climate to ensure that all students, faculty, staff, and administrators share in the implementation of Chaffey College's equity goals.

### 1. Application Process

- a. Application Information: The application to the PTA program is distinct from the college's general application. Detailed information about the program, selection criteria, and other important particulars can be found on the program website at: <https://www.chaffey.edu/acc/hwa/hwa-academics/pta.php>
- b. Limited Enrollment: The PTA program has a limited capacity, and the class size is set at 24 students. This limitation is due to factors such as faculty-to-student ratios, clinical placement availability, and educational resources.
- c. Falsification Warning: Any falsification of application information will result in immediate disqualification as a candidate for the program.

### 2. Program Acceptance

- a. Initial Eligibility Evaluation: Applications will be initially evaluated to determine eligibility based on the completion of all prerequisite courses with a combined GPA of 2.8.
- b. Random Selection Process: Eligible applicants will then go through a random selection process.
- c. Waitlist: The program does not utilize a waitlist.

### 3. Onboarding and Seat Reservation

- a. Accepting a Spot: Upon being accepted into the PTA program, students must confirm their acceptance to reserve their spot in the cohort.
- b. Onboarding Deadline: Students must complete the onboarding process by the specified deadline to retain their seat.
- c. Seat Forfeiture: If a student fails to complete the onboarding process within the given timeframe, the seat will be offered to the next eligible student in line.

## Professional Conduct and Ethics

The Professional Conduct and Ethics policy establishes guidelines and expectations for students enrolled in the Physical Therapist Assistant (PTA) program to ensure professional behavior, ethical practice, and adherence to the highest standards of conduct in the field of physical therapy.

1. Professional Behavior:
  - a. Students are expected to conduct themselves in a professional and respectful manner at all times, both inside and outside of the classroom, lab, and clinical settings.
  - b. Professional behavior includes demonstrating integrity, honesty, responsibility, and accountability in all interactions with faculty, staff, patients, colleagues, and members of the healthcare team.
2. Ethical Standards:
  - a. Students must adhere to the ethical standards and guidelines set forth by professional organizations, such as the American Physical Therapy Association (APTA) Code of Ethics, and follow applicable local, state, and federal laws and regulations.
  - b. Students are responsible for maintaining confidentiality and privacy of patient information in accordance with Health Insurance Portability and Accountability Act (HIPAA) regulations and other relevant laws and policies.
3. Communication and Interpersonal Skills:
  - a. Students should demonstrate effective communication skills, including active listening, empathy, cultural sensitivity, and the ability to communicate with patients, families, colleagues, and other healthcare professionals with professionalism and respect.
  - b. Students should engage in collaborative teamwork, fostering a positive and supportive environment for learning and patient care.
4. Professional Boundaries:
  - a. Students must maintain appropriate professional boundaries with patients, colleagues, faculty, and staff to ensure a safe and therapeutic environment.
  - b. Students should recognize and avoid conflicts of interest, personal biases, and dual relationships that may compromise professional judgment or patient care.
5. Dress Code and Appearance:
  - a. Students should adhere to the dress code and appearance standards established by the PTA program and clinical facilities, which may include wearing appropriate attire, uniforms, or personal protective equipment (PPE) during clinical experiences.
  - b. Maintaining personal hygiene and presenting a professional appearance are essential aspects of professional conduct.
6. Conflict Resolution and Professionalism:
  - a. Students are encouraged to address conflicts or concerns in a constructive manner and seek guidance from faculty or program administrators when necessary.
  - b. Disruptive behavior, unprofessional conduct, or acts that undermine the learning environment, patient safety, or professional integrity may lead to disciplinary action.

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7. Continuing Professional Development:
  - a. Students are expected to engage in continuous learning and professional development by staying updated with current evidence-based practices, attending relevant conferences or workshops, and seeking opportunities for growth and advancement in the field of physical therapy.
  
8. Consequences of Non-Compliance:
  - a. Violation of professional conduct and ethics may result in disciplinary actions, including but not limited to academic penalties, remediation, probation, suspension, or dismissal from the PTA program, in accordance with the program's policies and procedures.

## Attendance and Punctuality

The attendance and punctuality policy aims to promote a positive learning environment and ensure the success of students in the Physical Therapist Assistant (PTA) program. Regular attendance and punctuality are essential for maximizing educational opportunities, fostering professional behavior, and meeting program requirements.

1. Attendance Expectations:
  - a. Students are expected to attend all scheduled classes, labs, and clinical rotations as outlined in the program curriculum.
  - b. Students must arrive on time and be prepared for each session, including having the necessary materials, textbooks, and completed assignments.
2. Absence and Tardiness:
  - a. Students are responsible for notifying the appropriate faculty member or clinical instructor in advance regarding any planned absences or anticipated tardiness.
  - b. In case of unforeseen circumstances or illness, students must notify the faculty or clinical instructor as soon as possible.
3. Make-up Work:
  - a. Any missed coursework, assignments, or clinical hours must be made up according to the guidelines set by the program and the instructor.
  - b. It is the student's responsibility to communicate with the instructor or clinical coordinator to arrange for make-up work or clinical experience.
4. Attendance Record:
  - a. The program will maintain accurate records of student attendance for each class, lab, and clinical rotation.
  - b. Excessive absences, tardiness, or a pattern of inconsistent attendance may result in academic consequences, including grade reductions or course failure.
5. Professionalism and Accountability:
  - a. Students are expected to demonstrate professional conduct and respect for faculty, staff, fellow students, and patients in all aspects of attendance and punctuality.
  - b. Students are accountable for their attendance and punctuality and should take ownership of their educational and professional responsibilities.
6. Absence Due to Extenuating Circumstances:
  - a. In case of serious illness, personal emergencies, or other extenuating circumstances, students should communicate with the program administration to discuss possible accommodations or support.
7. Consequences of Non-Compliance:
  - a. Failure to comply with the attendance and punctuality policy may result in academic penalties, delay in graduation, or dismissal from the PTA program.

## Teaching Methodologies, Testing, and Evaluation Policy

The Teaching Methodologies, Testing, and Evaluation policy in the Physical Therapist Assistant (PTA) program establishes guidelines for effective teaching strategies, assessment methods, and evaluation processes. This policy aims to promote student learning, ensure fairness in assessment, and maintain academic standards within the program.

1. Teaching Methodologies:
  - a. The PTA program will employ a variety of teaching methodologies, including but not limited to lectures, discussions, laboratory exercises, case studies, simulations, and hands-on practice.
  - b. Teaching methodologies will be selected based on their alignment with program goals, learning outcomes, and best practices in physical therapy education.
2. Student Assessment:
  - a. Assessment methods will be used to measure student achievement of learning outcomes, competency development, and clinical performance.
  - b. Assessment methods may include written exams, practical demonstrations, laboratory skill assessments, clinical evaluations, projects, and reflective assignments.
3. Alignment with Learning Outcomes:
  - a. Assessments will be designed to align with the stated learning outcomes of each course, ensuring that students are evaluated on their mastery of relevant knowledge, skills, and professional behaviors.
  - b. Clear expectations and assessment criteria will be provided to students to facilitate their understanding of the assessment process.
4. Fairness and Equity:
  - a. Assessment practices will be fair, transparent, and free from bias, ensuring that all students are evaluated based on their individual abilities and performance.
  - b. Students will be treated with respect and without discrimination in the evaluation process.
5. Formative and Summative Assessments:
  - a. Formative assessments will be utilized throughout the program to provide ongoing feedback, monitor progress, and guide student learning.
  - b. Summative assessments will be conducted at the end of each course or clinical experience to evaluate overall student achievement.
6. Evaluation Criteria and Standards:
  - a. Clear evaluation criteria and standards will be established for each assessment method to guide faculty in making objective and consistent evaluations.
  - b. Evaluation criteria will be communicated to students in advance to provide transparency and facilitate their understanding of expectations.

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7. Feedback and Remediation:
  - a. Students will receive timely and constructive feedback on their performance, allowing them to identify areas of strength and areas needing improvement.
  - b. Opportunities for remediation will be provided when students demonstrate deficiencies, aiming to support their growth and ensure attainment of required competencies.
  
8. Academic Integrity:
  - a. Students are expected to uphold the principles of academic integrity, avoiding plagiarism, cheating, or any other form of academic dishonesty.
  - b. Consequences for violations of academic integrity will be in accordance with the program's academic integrity policy.
  
9. Continuous Program Evaluation:
  - a. The PTA program will regularly review and evaluate its teaching methodologies, assessment methods, and evaluation processes to ensure their effectiveness and alignment with program goals.

Feedback from students, faculty, clinical partners, and other stakeholders will be considered in the ongoing improvement of teaching and assessment practices.



## Academic Progression and Grading

The progression and grading policy ensures academic standards, promotes student success, and establishes clear guidelines for evaluation and progression within the Physical Therapist Assistant (PTA) program.

1. Course Completion and Minimum Passing Grade:
  - a. Students must pass all courses and components within each course to successfully complete the class.
  - b. The minimum passing grade for each course and its components is set at 75%.
  - c. Failure to achieve the minimum passing grade in any course or component will result in the student not successfully passing the class.
  
2. Progression to Subsequent Semester:
  - a. Students are expected to make satisfactory progress in completing program requirements, including coursework, clinical experiences, and skill competencies.
  - b. Satisfactory progress will be evaluated based on established criteria, including academic performance, clinical evaluations, and professional conduct; passing all classes is a minimum requirement for students to progress to the subsequent semester.
  - c. Students who do not pass all required classes in a semester will be required to repeat those courses before progressing to the next semester.
  
3. Grading Scale:
  - a. The following grading scale will be used for evaluating student performance in a didactic course:  
91% - 100%: A      75% - 82%: C  
83% - 90%: B      67% - 74%: D (not passing)
  - b. All clinical courses are graded as Pass/Fail by the Director of Clinical Education
  - c. Instructors will assign grades based on established criteria, including exams, assignments, practical assessments, and other relevant factors.
  
4. Grade Calculation and Reporting:
  - a. Instructors will calculate and record individual grades for each student based on their performance throughout the course.
  - b. Students will have access to their grades through the designated academic platforms or systems.
  - c. Final grades will be submitted by instructors within the specified timeframe.
  
5. Grade Appeals:
  - a. Students who believe there has been an error or unfairness in the grading process may follow the established grade appeals process outlined by the program.
  - b. The grade appeals process typically involves communicating with the instructor or course coordinator to address concerns and provide supporting documentation if necessary.

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6. Academic Support and Resources:
  - a. Students are encouraged to utilize available academic support services such as tutoring, study groups, or faculty office hours to enhance their understanding of course materials and improve their academic performance.
  - b. Academic advising will be provided to students to ensure they receive guidance and support throughout their academic journey.
  - c. Students are encouraged to seek assistance from faculty or advisors when facing academic challenges or needing additional support.
  
7. Remediation and Improvement Plans:
  - a. Students on probation will be required to develop and follow an improvement plan in collaboration with faculty or advisors.
  - b. Remediation strategies may include additional coursework, tutoring, skill development, or other interventions to address identified deficiencies.
  
8. Program Dismissal:
  - a. Dismissal considerations will be based on program policies, academic standards, and the overall suitability for progressing as a competent and ethical physical therapist assistant.
  - b. Students who consistently demonstrate poor academic performance or fail to meet the minimum passing grade requirements may be subject to dismissal from the PTA program.
  
9. Review and Appeal Process:
  - a. Students who receive a dismissal decision have the right to a review and appeal process as outlined in the program's policies.
  - b. The review and appeal process will ensure fairness and provide students with an opportunity to present their case and address concerns.
  
10. Re-Admission:
  - a. Dismissed students may be eligible for re-admission to the program.
  - b. Re-admission decisions will be based on program capacity, academic performance, and the ability to demonstrate growth and readiness to succeed.

## Student Evaluation and Assessment

The Student Evaluation and Assessment policy aims to ensure fair and objective evaluation of student performance and progress within the Physical Therapist Assistant (PTA) program. It establishes guidelines for assessment methods, grading criteria, and feedback mechanisms to support student learning and professional development.

1. Assessment Methods:
  - a. Multiple assessment methods may be used, including written examinations, practical demonstrations, presentations, projects, clinical skills assessments, and reflective portfolios.
  - b. The selection of assessment methods will align with program objectives, course learning outcomes, and professional standards.
2. Grading Criteria:
  - a. Clear grading criteria and rubrics will be provided for each assessment to facilitate transparency and consistency in evaluating student performance.
  - b. The grading criteria will be communicated to students at the beginning of each course, outlining expectations and performance standards.
3. Timely Feedback:
  - a. Faculty members will provide timely and constructive feedback on assessments to facilitate student learning and improvement.
  - b. Feedback will be specific, meaningful, and aimed at helping students understand their strengths and areas for development.
4. Grade Calculation and Reporting:
  - a. Grades will be calculated based on the established criteria for each assessment component.
  - b. Weightage assigned to different assessments and components will be clearly communicated to students.
  - c. Final grades will be reported within the designated timeframe, ensuring accuracy and confidentiality.
5. Assessment Integrity:
  - a. Students are expected to adhere to principles of academic integrity and honesty.
  - b. Any form of cheating, plagiarism, or academic misconduct is strictly prohibited and may result in disciplinary action.
6. Missed Examinations or Assignments
  - a. Students unable to attend a scheduled examination due to illness or emergency must inform the instructor beforehand and contact them on the same day to request a make-up exam.
  - b. Make-up exams are at the instructor's discretion, may require documentation, and should be completed within one week, with potential deductions for delayed completion.
  - c. All assigned papers must be submitted by the due date at the start of class, with no late submissions accepted and resulting in a grade of zero.
  - d. Review of assignments will occur within two weeks of submission.

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7. Assessment Review and Appeals:
  - a. Students have the right to request a review of their assessments or contest a grade if they believe an error has occurred or if they have concerns about the fairness or consistency of the evaluation process.
  - b. The program will have a formal process in place for assessment review and grade appeals, which students can follow as outlined in the program policies.
8. Continuous Assessment and Progress Monitoring:
  - a. The program may incorporate continuous assessment methods to monitor student progress throughout the program.
  - b. Students will receive regular updates on their performance and progress to ensure they are aware of their standing in the program.
9. Faculty Development:
  - a. Faculty members will engage in ongoing professional development to enhance their assessment practices and stay current with best practices in evaluation and student assessment.
10. Confidentiality and Privacy:
  - a. Student assessment records will be treated with confidentiality and in compliance with applicable privacy laws and regulations.

## Grievance and Appeals Process

*In accordance with the Chaffey Community College District's Administrative Procedure 3430-Prohibition of Harassment, the District is committed to providing an academic and work environment free from unlawful harassment. The District shall provide access to its services, classes, and programs and shall not discriminate on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical disability, genetic information, marital status, sex, gender identity, gender expression, age, or sexual orientation of any person, or the perception that a person has one or more of these characteristics.*

Students who wish to discuss a grievance or issue should follow due process guidelines found below. Further, these guidelines outline below are instituted to ensure due process and fair and equitable outcome for all health science students. Requests for a meeting with the director or the dean must be in the form of a direct verbal request or direct email to the individual with which a meeting is requested. Using a cc, bcc, or other forms of indirect communication will not be accepted as a request for a meeting as they may be vague and are not considered standard communication practice.

- a. Students who have a grievance should first address the issue with his/her faculty member within five (5) instructional days of when the event occurred or when the student became aware of the issue.
- b. The faculty shall meet with the student within two (2) instructional days but no longer than ten (10) instructional days and respond to the student within two (2) instructional days but no longer than ten (10) instructional days unless the student would be irreparably harmed by a delay. If so, the student and the faculty shall consult with the program director for guidance. If the student is not satisfied with the outcome, the student shall have two (2) instructional days but no longer than ten (10) instructional days to grieve to the program director.
- c. The program director shall meet with the student within two (2) instructional days but no longer than ten (10) instructional days and respond to the student within two (2) instructional days unless the student would be irreparably harmed by a delay. If so, the student and the program director shall consult with the dean for guidance. If the student is not satisfied with the outcome, the student shall have two (2) instructional days but no longer than ten (10) instructional days to grieve to the dean.
- d. The dean shall meet with the student within five (5) instructional days and respond to the student within five (5) instructional days unless the student would be irreparably harmed by a delay. The student must inform the dean of a possible negative effect due to a five-day delay and ask for an expedited review. If additional time is necessary to complete a full investigation, the student will be informed. The student shall present the dean with a written narrative of the factual events and the requested remedy at the first meeting (see, form). If the student is not satisfied with the outcome, the student shall then proceed with the College's formal process found in AP 5530.
- e. The process may be accelerated due to exigent circumstances. The student, faculty, and/or director should inform all individuals if a fact-track process is needed and explicitly agree upon a new timeline. All efforts should be made not to negatively impact a student's progress if at all possible while the grievance process is occurring.

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- f. This process does not supersede any process found in the College Student Handbook or other institutional publication.
- g. If a student perceived that he/she cannot discuss the matter with either the faculty member or program director, the student must explain why in the written narrative to the dean.
- h. This process is not to be used for any Title IX complaints.

## Lab and Clinical Policies and Procedures

1. Release of Liability and Assumption of Risk:
  - a. Students participating in lab/activity components, including those in the Physical Therapist Assistant (PTA) program, are required to sign a release of liability and assumption of risk agreement.
  - b. Students must exercise good judgment, follow standard precautions, and promptly communicate any safety concerns while serving as simulated patients.
  
2. Interactions with Human Subjects and Patients:
  - a. In the PTA program, students will engage with patients and human subjects in lab, classroom, and clinical settings.
  - b. It is expected that students adhere to all professional and legal standards established for the physical therapist assistant role.
  
3. Lab Availability:
  - a. The lab will have designated open hours posted each semester, allowing students to practice and study outside of regular class time.
  - b. To utilize specific equipment, students should contact the faculty member present during open lab sessions; practicing skills without an instructor present is prohibited.
  
4. Lab Upkeep and Laundry Usage:
  - a. Students are responsible for maintaining a clean and orderly lab.
  - b. Each student should clean tables and equipment after use, while clean linens can be found in the designated closet. Soiled linens must be placed in the provided laundry bin.
  
5. Laboratory Equipment and Supplies:
  - a. All equipment and supplies in the lab are college property.
  - b. Students should handle them with care, prioritize safety, and return them to their original storage locations after use.
  - c. Permission from the Program Director is required before removing equipment from the lab.
  - d. Students assume financial responsibility for any checked-out equipment.
  - e. Electrical equipment is inspected annually, while the Program Director oversees the inspection, repair, or replacement of other lab facilities.
  - f. Students should promptly report any safety hazards to prevent accidents.
  - g. Material Safety and Data Sheets are available for all hazardous materials and are accessible in the PTA laboratory.

## Health and Safety Policies

The Health and Safety Policies in the Physical Therapist Assistant (PTA) program aim to maintain a safe and healthy learning environment for students, faculty, and staff. These policies encompass general safety guidelines, infection control measures, and the maintenance of lab equipment to promote student well-being and prevent accidents or injuries.

1. General Safety Guidelines:
  - a. All students must adhere to safety protocols and guidelines established by the PTA program and clinical sites.
  - b. Students are responsible for familiarizing themselves with safety procedures, emergency protocols, and the location of safety equipment.
  
2. Infection Control:
  - b. Students must comply with infection control measures to prevent the spread of infectious diseases.
  - c. Proper hand hygiene, use of personal protective equipment (PPE), and adherence to standard precautions are essential.
  
3. Lab Equipment Maintenance:
  - a. The PTA program will conduct regular maintenance checks on lab equipment and ensure their proper functioning.
  - b. Lab equipment, including therapeutic modalities and exercise equipment, will undergo a yearly maintenance check to ensure safety and accuracy.
  - c. In case of any malfunction or safety concerns with lab equipment, students should report it immediately to the appropriate faculty or staff member.
  
4. Safe Work Practices:
  - a. Students must follow safe work practices and utilize proper body mechanics when providing patient care or engaging in lab activities.
  - b. Proper lifting techniques, body alignment, and ergonomics should be employed to minimize the risk of musculoskeletal injuries.
  
5. Hazardous Materials and Waste Management:
  - a. Students must adhere to proper handling, storage, and disposal protocols for hazardous materials, chemicals, and waste in accordance with applicable regulations and guidelines.
  - b. Training and education regarding the safe handling of hazardous substances will be provided to students.
  
6. Emergency Preparedness:
  - a. Students should be familiar with emergency procedures, including fire safety, evacuation routes, and the location and use of emergency equipment.
  - b. Regular drills and training sessions will be conducted to ensure preparedness in the event of emergencies.

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7. Reporting Safety Concerns:
  - a. Students are encouraged to promptly report any safety concerns, accidents, or near-miss incidents to the faculty or program administration.
  - b. Anonymous reporting mechanisms may be available to ensure confidentiality and encourage open communication.
8. Compliance with Regulations:
  - a. The PTA program will comply with local, state, and federal health and safety regulations.
  - b. Students are expected to comply with all applicable laws, regulations, and guidelines related to health and safety in the program and clinical settings.
9. Accidents/Illnesses
  - a. On campus: All accidents that occur during on campus activities involving personal injury and/or damage to equipment must be reported immediately to the instructor and PTA Program Director. Accidents involving personal injury must also be reported to the College Nurse immediately.
  - b. Off campus: Follow the procedure for Company Nurse and notify the PTA Program Director.
10. Insurance
  - a. Health insurance is required by our clinical facility affiliation agreements. Verification of health insurance coverage is required at the beginning of each semester, and coverage must remain in effect each semester while in the program. Visit: <https://www.healthforcalifornia.com> for insurance options if you need them at any time
  - b. Liability (malpractice) insurance is recommended due to direct patient contact by the student and must be current while the student is in the program.

## Confidentiality and HIPAA Compliance

The Confidentiality and Health Insurance Portability and Accountability Act (HIPAA) Compliance policy in the Physical Therapist Assistant (PTA) program is established to protect the privacy and confidentiality of patient information. This policy ensures that students maintain the highest standards of confidentiality, adhere to HIPAA regulations, and respect the privacy rights of patients.

1. Confidentiality of Patient Information:
  - a. Students must respect and maintain the confidentiality of all patient information encountered during their educational experiences, including clinical rotations, labs, and assignments.
  - b. Patient information includes but is not limited to medical records, personal identifiers, treatment plans, and any other sensitive information shared in the course of patient care.
2. HIPAA Compliance:
  - a. Students must comply with HIPAA regulations, which include understanding and adhering to the HIPAA Privacy Rule and Security Rule.
  - b. HIPAA training will be provided to students, emphasizing the importance of protecting patient privacy and confidentiality.
3. Use and Disclosure of Patient Information:
  - a. Students are only permitted to access and use patient information for educational and authorized purposes within the context of their training.
  - b. Disclosure of patient information to unauthorized individuals or parties is strictly prohibited unless required by law or with patient consent.
4. Safeguarding Patient Information:
  - a. Students must take appropriate measures to safeguard patient information, both in physical and electronic formats, against unauthorized access, use, or disclosure.
  - b. Students should maintain the security of their personal electronic devices and ensure that patient information is not inadvertently disclosed or accessible to unauthorized individuals.
5. Access and Disclosure of Student Records:
  - a. Student records and educational information will be handled in compliance with applicable laws and institutional policies, ensuring confidentiality and privacy.
6. Reporting Privacy or Security Breaches:
  - a. Students must promptly report any actual or suspected privacy or security breaches, unauthorized access, or disclosure of patient information to the appropriate faculty, staff, or program administration.
  - b. Reporting mechanisms will be in place to ensure the confidentiality and protection of the reporting individual.

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7. Consequences of Non-Compliance:
  - a. Violations of confidentiality or HIPAA compliance may result in disciplinary action, including academic penalties, suspension, or dismissal from the PTA program, in accordance with program policies.
  
8. Confidentiality Training:
  - a. Students will receive training on confidentiality and HIPAA compliance at the beginning of the program and periodically throughout their training to ensure ongoing awareness and understanding.

## Patients/Human Subjects

The Patients/Human Subjects policy in the Physical Therapist Assistant (PTA) program establishes guidelines to ensure the ethical and responsible treatment of patients and human subjects during the educational experiences of students. This policy promotes patient safety, privacy, informed consent, and respect for autonomy while providing optimal care.

1. Patient-Centered Care:
  - a. Students must prioritize the well-being and safety of patients in all aspects of their educational experiences.
  - b. Patient care should be provided in a compassionate, respectful, and culturally sensitive manner.
2. Informed Consent:
  - a. Students must obtain informed consent from patients or their legally authorized representatives before performing any assessment, treatment, or intervention.
  - b. Informed consent should include a clear explanation of the purpose, risks, benefits, alternatives, and potential outcomes of the proposed procedures or interventions.
3. Privacy and Confidentiality:
  - a. Students must respect patient privacy and maintain confidentiality in accordance with applicable laws and regulations, including HIPAA.
  - b. Patient information and records should only be accessed and disclosed on a need-to-know basis and with proper authorization.
4. Respect for Autonomy and Dignity:
  - a. Students should respect patients' autonomy and make efforts to involve them in decision-making processes related to their care, including the patient's right to refuse treatment by a student.
  - b. Patients' cultural, personal, and religious beliefs should be acknowledged and honored, promoting their dignity and individuality.
5. Professional Boundaries:
  - a. Students must establish and maintain appropriate professional boundaries with patients, refraining from engaging in dual relationships or exploiting their positions of trust and authority.
  - b. Boundaries must be maintained to ensure objectivity, professionalism, and the preservation of therapeutic relationships.
6. Patient Advocacy:
  - a. Students should advocate for patients' rights, safety, and well-being, reporting any concerns regarding patient care to the appropriate faculty or clinical supervisors.
  - b. Advocacy includes communicating patients' needs, participating in interdisciplinary teams, and facilitating continuity of care.

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7. Interprofessional Collaboration:
  - a. Students should collaborate effectively with other healthcare professionals, respecting their expertise and contributions to patient care.
  - b. Communication and teamwork are essential in promoting positive patient outcomes and ensuring comprehensive care.
  
8. Consequences of Non-Compliance:
  - a. Violation of patient rights, privacy, informed consent, or ethical guidelines may result in disciplinary action, including academic penalties, suspension, or dismissal from the PTA program, in accordance with program policies.

## Safety of Students when in the Role of Subjects or Patient-Simulators

The Safety of Students when in the Role of Subjects or Patient-Simulators policy in the Physical Therapist Assistant (PTA) program ensures the well-being and safety of students participating in hands-on learning experiences that involve acting as subjects or patient-simulators. This policy aims to prevent injury, prioritize student welfare, and maintain a secure learning environment.

1. Training and Supervision:
  - a. Students will receive proper training and instruction before participating as subjects or patient-simulators.
  - b. Faculty or qualified instructors will provide guidance and supervision during these experiences to ensure student safety.
2. Voluntary Participation:
  - a. Participation as subjects or patient-simulators should be voluntary, and students have the right to decline involvement without negative consequences.
  - b. Informed consent, as applicable, must be obtained from students participating in these activities.
3. Risk Assessment:
  - a. Risk assessments will be conducted to identify potential hazards or risks associated with the activities in which students act as subjects or patient-simulators.
  - b. Precautions and safety measures will be implemented to minimize identified risks and ensure a safe learning environment.
4. Protective Equipment:
  - a. Appropriate personal protective equipment (PPE) will be provided to students when required during activities that may pose a risk of injury or exposure.
  - b. Students must use the provided PPE as instructed to safeguard their well-being.
5. Communication and Feedback:
  - a. Students are encouraged to communicate any discomfort, concerns, or safety-related issues they may experience during their participation as subjects or patient-simulators.
  - b. Faculty and instructors should maintain open lines of communication with students and provide opportunities for feedback regarding their safety and well-being.
6. Emergency Preparedness:
  - a. Emergency protocols and procedures will be in place to address any unforeseen incidents or injuries during activities involving student participation as subjects or patient-simulators.
  - b. Faculty and instructors will be trained in first aid and emergency response to ensure prompt and appropriate action when needed.

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7. Continuous Monitoring and Improvement:
  - a. The PTA program will continually monitor and assess the safety protocols and practices related to student participation as subjects or patient-simulators.
  - b. Feedback from students and faculty will be collected to identify areas for improvement and implement necessary changes to enhance safety.
  
8. Consequences of Non-Compliance:
  - a. Failure to comply with safety guidelines, neglecting to use provided protective equipment, or engaging in unsafe practices may result in disciplinary action, including academic penalties or limitations on further participation in activities involving student roles as subjects or patient-simulators.

## **Information on Potential Health Risks in the Education Program and Clinical Practice**

The Information on Potential Health Risks in the Education Program and Clinical Practice policy in the Physical Therapist Assistant (PTA) program aims to provide students with essential information about potential health risks they may encounter during their education and clinical practice. This policy ensures students are aware of potential hazards, understand preventive measures, and can make informed decisions to prioritize their health and well-being.

1. Communication of Health Risks:
  - a. The PTA program will provide comprehensive information to students about potential health risks associated with their educational experiences and clinical practice.
  - b. Information on health risks will be communicated through orientation programs, handbooks, training sessions, and ongoing updates as necessary.
2. Hazards and Preventive Measures:
  - a. Students will be informed about potential hazards they may encounter, including but not limited to infectious diseases, physical exertion, exposure to chemicals or hazardous materials, and ergonomic risks.
  - b. Preventive measures, such as proper hygiene practices, personal protective equipment (PPE), safe work practices, and ergonomic principles, will be emphasized to minimize risks.
3. Infection Control:
  - a. Students will receive education on infection control practices and procedures to reduce the risk of acquiring or transmitting infectious diseases.
  - b. Guidelines for hand hygiene, proper use of PPE, and adherence to standard precautions will be provided to students.
4. Health and Immunization Requirements:
  - a. Students will be informed of the health and immunization requirements necessary for participation in the PTA program and clinical practice.
  - b. Students must comply with these requirements to ensure their own health and the well-being of patients and the healthcare team.
5. Reporting Health Concerns:
  - a. Students are encouraged to promptly report any health concerns or incidents they experience during their education or clinical practice to the appropriate faculty or program administration.
  - b. Reporting mechanisms will be in place to ensure confidentiality and appropriate follow-up to address health-related issues.
6. Confidentiality of Health Information:
  - a. Any health information disclosed by students in the context of reporting health concerns will be treated with strict confidentiality, adhering to applicable privacy laws and regulations.

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7. Professional Responsibility:
  - a. Students have a responsibility to prioritize their health and well-being while adhering to professional standards and guidelines.
  - b. Students should actively engage in practices that promote their own health, such as seeking appropriate medical care, managing stress, and practicing self-care.
  
8. Continuous Education and Updates:
  - a. The PTA program will provide ongoing education and updates regarding potential health risks and preventive measures to keep students informed about emerging hazards and best practices.

## Dress Code and Appearance Standards

The Dress Code and Appearance Standards policy in the Physical Therapist Assistant (PTA) program establishes guidelines for students regarding appropriate attire and professional appearance. This policy aims to maintain a professional environment, promote a positive image, and ensure compliance with industry standards and patient expectations.

1. Professional Attire:
  - a. Students are expected to dress in professional attire that reflects the standards of the healthcare industry and promotes a respectful and trustworthy image.
  - b. Professional attire may include scrubs, lab coats, or other appropriate healthcare uniforms.
2. Cleanliness and Personal Hygiene:
  - a. Students must maintain good personal hygiene and cleanliness to ensure a professional and comfortable environment for themselves, patients, and colleagues.
  - b. Clean and well-groomed appearance, including proper grooming of hair, nails, and personal cleanliness, is expected.
3. Appropriate Clothing:
  - a. Students should wear clothing that is clean, modest, and appropriate for the healthcare setting.
  - b. Clothing should not be revealing, provocative, or offensive, and should not include logos, slogans, or images that may be deemed inappropriate or unprofessional.
4. Safety Considerations:
  - a. Students should consider safety when choosing attire, ensuring that it does not pose a risk to themselves or others during clinical or laboratory activities.
  - b. Footwear should be closed-toe and provide adequate support to prevent accidents or injuries.
5. Adherence to Uniform Requirements:
  - a. Students must adhere to any specific uniform requirements outlined by the program or clinical sites.
  - b. Uniform requirements may include color, style, or specific insignias that identify the student as a member of the PTA program.
6. Jewelry and Accessories:
  - a. Jewelry and accessories should be minimal and non-distracting to ensure safety and maintain a professional appearance.
  - b. Dangling earrings, excessive bracelets, and large necklaces may pose a risk during patient care activities and should be avoided.
7. Tattoos and Body Piercings:
  - a. Visible tattoos should be covered if possible, as per institutional and clinical site policies.
  - b. Body piercings should be limited to conservative and non-distracting options, with consideration for patient preferences and cultural sensitivities.

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8. Compliance with Infection Control Standards:
  - a. Students must comply with infection control standards, including wearing appropriate personal protective equipment (PPE) when required.
  - b. Compliance with hand hygiene protocols and following proper infection control practices is essential.
  
9. Consequences of Non-Compliance:
  - a. Non-compliance with the dress code and appearance standards may result in disciplinary action, including academic penalties or limitations on participation in clinical experiences.

## Drug Testing and Background Checks

The Drug Testing and Background Checks policy in the Physical Therapist Assistant (PTA) program establishes guidelines for students regarding drug testing and background checks to ensure compliance with clinical site requirements and regulatory standards. This policy aims to maintain patient safety, uphold professional standards, and align with the specific requirements of clinical sites.

1. Drug Testing:
  - a. Students may be required to undergo drug testing as a condition of participating in clinical experiences.
  - b. Drug testing may be conducted to ensure the safety of patients, comply with clinical site policies, and meet regulatory requirements.
2. Background Checks:
  - a. Students may be required to undergo background checks, including criminal history checks and other relevant screenings, as determined by clinical site policies and regulatory requirements.
  - b. Background checks may be necessary to protect the well-being of patients and maintain the integrity of the healthcare profession.
3. Clinical Site Variability:
  - a. Drug testing and background check requirements may vary among clinical sites.
  - b. Students must comply with the specific drug testing and background check requirements of each clinical site they are assigned to.
4. Reporting Requirements:
  - a. Students are responsible for promptly disclosing any relevant information regarding drug use or criminal history that may impact their participation in clinical experiences.
  - b. Failure to report such information accurately and in a timely manner may result in disciplinary action, including academic penalties or limitations on clinical participation.
5. Final Determination by Licensing Bodies:
  - a. Students should be aware that final determinations regarding professional licensure eligibility rest with the relevant licensing boards, such as the Physical Therapy Board of California (PTBC).
  - b. The PTBC or similar licensing bodies have the authority to review and evaluate background check results and make final determinations regarding licensure eligibility.
6. Confidentiality and Privacy:
  - a. Drug testing and background check results will be treated with strict confidentiality and privacy, adhering to applicable laws and regulations.
  - b. Access to this information will be restricted to authorized personnel involved in the evaluation and decision-making process.

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7. Compliance with Clinical Site Policies:
  - a. Students must comply with the drug testing and background check policies of each clinical site they are assigned to.
  - b. Failure to comply with clinical site policies may result in the student's inability to participate in clinical experiences, which could impact program progression.
  
8. Consequences of Non-Compliance:
  - a. Non-compliance with drug testing or background check requirements, or providing false or misleading information, may result in disciplinary action, including academic penalties or dismissal from the PTA program.

## Social Media

The Physical Therapist Assistant (PTA) program is committed to protecting the health information of every patient with whom a student comes in contact. The PTA Program recognizes that social networking websites are used as a means of communication. Information can “live on” beyond its removal from the original website and continue to circulate in other venues.

Students may not post any material that could potentially violate patient and/or other students' confidentiality or professional behavior guidelines on social media sites. Although Canvas and other online tools used in a PTA course are not considered social media sites, students are expected to observe professional standards for communication in all interactions.

Administration may periodically search the internet for breaches in policy. Students may be subject to disciplinary action by the school and the clinical agency for comments that are either unprofessional or violate patient privacy. Potential consequences will depend on the particular nature of the student's conduct. A written report will be completed and may result in being dropped from the PTA program.

The following guidelines are intended to minimize the risk of using social media.

1. Student nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
2. Student nurses are prohibited from transmitting by way of any electronic media any patient related image. In addition, student nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
3. Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.
4. Limited access to posting through privacy settings is not sufficient to ensure privacy
5. Do not refer to patients or others in a disparaging manner, even if the person cannot be identified with information stated.
6. Do not take photos or videos of patients on personal devices, including cell phones. Follow hospital policies for taking photographs or video of patients for treatment or other legitimate purposes using employer provided devices.
7. Maintain professional boundaries in the use of electronic media. Like in-person relations, the nurse has the obligation to establish, communicate, and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the student nurse does not permit the student nurse to engage in a personal relationship with the patient.

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8. Promptly report any identified breach of confidentiality or privacy.
9. Be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the workplace.
10. Do not refer to anyone in a disparaging manner (classmates, instructors, preceptors, etc.) even if the persona cannot be identified with the information stated.

## **Section IV: Appendices**



# Chaffey College

## INJURY REPORTING PROCEDURES FOR STUDENTS ASSIGNED TO CLINICAL OR INTERNSHIP SITES



24/7 Injury Hotline: (888) 375-0280

- ▶ For all life- or limb-threatening injuries, students can be treated at clinical/internship site, if emergency services are available. If emergency services are not available at the site, call 911 for immediate medical attention. Once the situation has stabilized, it is the responsibility of the student and/or instructor/supervisor to report the injury to Company Nurse® with detailed information.  
**FOR NON-LIFE-THREATENING INJURIES**
- ▶ Student must immediately report the injury to Chaffey College's injury reporting service: Company Nurse on Call® (888) 375-0280
- ▶ Student may receive initial treatment at the clinical/internship site if the injury has required time constraints for treatment when exposed to blood borne pathogens (needle stick/instrument, poke/cuts, etc.). If the injury involves the exposure to blood borne pathogens, the student must follow the clinic/agency protocol for testing and follow-up treatment. Incident must be reported to Company Nurse®.
- ▶ Student must immediately report the injury to their Chaffey College instructor.
- ▶ Medical Billing: If the student is referred for medical treatment, the medical provider shall forward invoices to York Risk Services Group, P.O. Box 619079, Roseville, CA 95661; Phone: (909) 266-5782.
- ▶ Student is required to follow-up within 24 hours of the injury by contacting Risk Management at (909) 652-6531 or (909) 652-6521 to arrange a time to complete the required forms.

INJURY REPORTING PROCEDURES FOR STUDENTS ASSIGNED TO CLINICAL OR INTERNSHIP SITES

24/7 Injury Hotline 1-888-375-0280



**INTRODUCTION:** Company Nurse On Call® is an innovative injury reporting service. According to Labor Code 3368, educational institutions shall treat students in an unpaid work-experience/educational setting in the same manner as employees. Therefore, students in this classification are required to report injuries to the Chaffey College “Company Nurse On Call®” service. Within minutes of an injury at the clinical or internship site, students will be provided the services of RN’s & medical professionals to assist with triage & self-care advice; or, if necessary, the student will be referred to a medical provider for treatment. The student may receive initial treatment at the clinical/internship site if the injury has required time constraints for treatment when exposed to blood borne pathogens (see A-5 below).

**MEDICAL BILLING:** If the student is referred for medical treatment, the medical provider shall forward invoices to York Risk Services Group at P.O. Box 619079, Roseville, CA 95661; Phone: (909) 266-5782.

**REPORTING AN INJURY:** For all life or limb threatening injuries, student can be treated at clinical/internship site, if emergency services are available. If emergency services are not available at the site, call 911 for immediate medical attention. Once the situation has stabilized, it is the responsibility of the student and/or instructor/supervisor to report the injury to Company Nurse® with detailed information.

Students are required to immediately report all injuries to Company Nurse®. Students must report the injury to their instructor as soon as possible.

Once the instructor has knowledge of the injury, the instructor must contact Company Nurse® to ensure proper reporting procedures were followed by the student.

Exposure to blood borne pathogens (needle stick/instrument poke/cuts, etc.) If the injury involves the exposure to blood borne pathogens, the student must follow the clinic/agency protocol for testing & follow- up treatment. The medical provider shall forward invoices to York Risk Services Group at P.O. Box 619079, Roseville, CA 95661; Phone: (909) 266-5782. The student must report to the College’s Risk Management office located in the SSA Building, Room 202 for direction on follow-up care.

**NOTE:** Company Nurse® does not diagnose injuries. The nurse utilizes a triage process that will guide the student to the appropriate level of care for treatment given the information obtained during the telephone call.

#### **MEDICAL/PHYSICAL ACTIVITY STATUS REPORT**

After the incident students are required to submit a copy of the medical/physical activity status report to their instructor immediately following medical treatment or on the next business day.

Note that students will not be allowed to return to the clinical or internship site without providing documentation from the treating physician to the instructor.

#### **RELEASE TO RETURN TO WORK EXPERIENCE/EDUCATIONAL SETTING WITH RESTRICTIONS**

If the treating physician releases students to return to the clinical or internship site with restrictions, students must obtain authorization from their instructor to return to the clinical or internship site as long as program policy allows for temporary light duty assignments.

#### **SAFE WORK PRACTICES**

In order to avoid accidents or injuries, it is the responsibility of all students to use proper safe work practices & appropriate protective equipment while performing their duties at the clinical or internship site.

For questions or additional information, please contact:

Susan Hardie, Director, Human Resources at (909) 652-6531

Maria Martinez, Administrative Assistant, Risk Management at (909) 652-6521.



All students in Health Sciences programs are expected to report for clinical, classroom, and laboratory assignments with no alcohol or illegal drugs, or metabolites of illegal drugs in their bodies and emotionally prepared to participate in instruction. A student must not have alcohol, an illegal drug, or metabolites of illegal drugs in his or her body at any time while in clinical, classroom or laboratory experience, whether the student's performance is or is not affected by this use of alcohol or illegal drugs.

### I. DEFINITIONS

"School site" includes, but is not limited to, any college property and/or any place where the student is assigned for school courses (including clinical sites) or any place where school business is conducted. "Under the Influence," for the purpose of this policy, means that the student is affected by alcohol, or any other drug, in any detectable manner. The symptoms of influence are not confined to those consistent with problem behaviors identified. A determination of "influence" may be established by a professional opinion, a scientifically valid test, or by a lay person's opinion. The College will conclusively presume that the student is under the influence of alcohol if the student has a urine content greater than 0. The College will conclusively presume that the student is under the influence of drugs if the student has any positive results on the Drug Screen Ten (10) Panel plus Ethanol test.

### II. PRE-ADMISSION DRUG TESTING

Consideration for placement within our clinical facilities is a negative drug/ethanol screening. Health Sciences programs require a negative Drug Screen Ten (10) Panel plus Ethanol screening result. Refer to section II, E.

### III. PROBLEM BEHAVIOR, DEMEANOR, OR APPEARANCE

Students who exhibit problem behavior, demeanor, or appearance cause concern for the welfare of clients, staff, other students, and the general public. Problem behavior, demeanor, or appearance may indicate impairment in the student's ability to maintain a safe environment. (See Chaffey College Student Behavior Code, section 6.)

Problem behavior, demeanor or appearance may include, but are not limited to:

#### Physiologic:

- Slurred or rapid speech
- Trembling Hands
- Persistent rhinorrhea
- Altered pupil dilation
- Flushed face
- Red eyes
- Odor of alcohol
- Unsteady gait
- Declining health

#### Behavioral:

- Irritability and mood swings
- Isolation or avoidance of group work
- Pattern of absenteeism and tardiness
- Decreased clinical and academic performance
- Change in dress or appearance
- Inappropriate responses
- Elaborate excuses for behavior
- Decreased alertness/falling asleep in class
- Dishonesty

## **LEGAL DRUGS, ILLEGAL DRUGS, AND ALCOHOL**

- A. Legal Drugs. Legal drugs include prescribed drugs and over-the-counter drugs which have been legally obtained and are being used for the purpose for which they were prescribed and manufactured.

No prescription drug shall be brought onto the school site by any person other than the person for whom the drug is prescribed by a licensed medical practitioner. Prescription drugs shall be used only in the manner, combination, and quantity prescribed. The manufacture, dispensation, or sale offer to sell, purchase, use, transfer, or possession of legal drugs, except under the conditions specifically permitted herein, is prohibited.

If a student has any question or concern as to his or her ability to safely or efficiently perform his or her assignment while taking a prescription drug or other medication, the student has an affirmative obligation to report the use of that drug or medication to the Dean of Health Sciences.

- B. Illegal Drugs. A student may not manufacture, sell, or offer to sell, give, purchase, or use illegal drugs (including having illegal drugs or their metabolites in a student's body).

Illegal drug means any drug:

1. which is not legally obtainable; or
2. which is legally obtainable but has not been legally obtained.

No student shall possess or bring unlawful drug paraphernalia onto any school site.

- C. Alcohol. Any student while at a school site is prohibited from being under the influence of alcohol due to concerns for:
1. the safety of the student, co-workers, clients, and/or the general public;
  2. the student clinical performance; and
  3. the safety or efficiency of school operations.

## **ENFORCEMENT OF POLICY BASED ON REASONABLE SUSPICION**

- D. Whenever a faculty member or administrator establishes reasonable suspicion that a student is impaired based on his or her observations of a particular student's behavior, demeanor or physical appearance, consistent with the conditions listed in section IV of this policy, the faculty member or administrator will remove the student immediately from the instructional area.
- E. At that time, the student will be given the opportunity to explain the circumstances involving his or her behavior, demeanor, or appearance.
- F. If the exhibited behavior, demeanor or appearance cannot be explained to the satisfaction of the faculty member or administrator, the student will be asked to leave the school site, submit to a urine and breath test, and will be scheduled to meet with the Program Coordinator the next day. Faculty members will immediately contact their Program Coordinator any time a student is asked to leave a school site to submit to a urine and breath test. The Program Coordinator will then notify the Dean of Health Sciences. The instructor shall then document, in writing, the observations or information, which led to the request and submit the report to the Program Coordinator.

- G. The same procedure shall apply to any Health Sciences student who has been involved in an accident, injury, or any physical or verbal altercation while in the educational setting and a faculty member or administrator believes the accident, injury or altercation was the result of some type of substance use.

#### **PROTOCOL FOR CONDUCTING SUSPICION-BASED TESTING**

An evaluation may be conducted to determine the cause of the problem behavior, demeanor, or appearance.

- H. To ensure the expectation of privacy for students and that test results are sufficiently trustworthy and reliable, all suspicion-based testing of students under this policy shall be administered by trained personnel with requisite medical expertise.
- I. Students presumed to be under the influence of illegal drugs, or impaired by prescription drugs or alcohol will be obligated to submit to a urine and breath test by a trained medical professional at a designated medical facility immediately following a suspected occurrence. Chaffey College will pay for the urine test. The designated medical facility will be:

Concentra Medical Center  
9405 Fairway View Place  
Rancho Cucamonga, CA 91737  
(909) 481-7345

The Dean of Health Sciences or designee (Program Coordinators or Educational Program Assistant) will arrange transportation for the student to the testing center and notify the testing center of the student's impending arrival and request testing. The student is responsible for arranging transportation home from the testing facility.

- J. During such testing, the individual:
1. Will be monitored but not directly observed while providing urine samples.
  2. Urine samples will be handled and controlled only by testing center personnel who are responsible for conducting the tests and/or testing the samples.

Samples which need to be evaluated for suspected drug use or impairment will:

3. Be tested utilizing the Drug Screen Ten (10) Panel plus Ethanol test.

The Dean of Health Sciences will receive the results of the panel test.

D. Individuals who refuse to submit to a urine test will be dismissed from the program.

E. Individuals for whom a urine testing reveals a positive finding in any amount will be considered under the influence per this policy.

#### **DISMISSAL FROM THE PROGRAM**

If a student is found to be under the influence of drugs or alcohol, the student will be dismissed from the program pursuant to the applicable student handbook.

### **PROGRAM REENTRY**

If a student who has been dismissed from a Health Sciences program pursuant to the applicable student handbook and this guideline, he or she may petition for readmission after one year has elapsed. Petitions are reviewed by the Dean of Health Sciences who will determine if the student should return to the program. In determining if the student should be readmitted to the program, the Dean of Health Sciences considers the following:

- K. The student must submit proof of his or her enrollment in an alcohol and/or drug abuse follow-up treatment, counseling, or rehabilitation program to the Dean of Health Sciences, who will determine in his or her sole discretion if the rehabilitation program is sufficient. Proof of student's attendance at all required sessions must be submitted to, and approved by, the Dean of Health Sciences. Attendance will be closely monitored.
- L. The student will be readmitted to the program only if there is space available.
- M. Students who are readmitted to the program after dismissal due to drug or alcohol problems or who have been convicted of crimes related to drug or alcohol use may have issues obtaining professional licenses. The determination of whether such students are licensed is solely within the control of the licensing agency and not within the control of the Chaffey Community College District.
- N. Upon reentry into the program and for the length of the program, the student agrees to voluntarily submit to testing for alcohol and illegal drugs on a random basis as requested by the Dean of Health Sciences. The student's failure of such testing during this period or the student's refusal to submit to such testing shall be grounds for immediate dismissal from the program.
- O. The student must maintain an acceptable attendance and performance record and comply with all other school and program policies upon his or her return to school. For the length of the program, the Dean of Health Sciences, in his or her sole discretion, may require a written doctor's certificate for any time the student is absent.
- P. The costs of rehabilitation and treatment will be borne by the student.
- Q. Failure of the student to comply with all of the above conditions will result in the student's immediate dismissal from the program.



**Chaffey College**

**Drug and Ethanol Testing Agreement**

Consideration for placement within our clinical facilities requires a negative drug/ethanol screening annually. I must submit to a drug test at a designated laboratory, which will provide the result of the test to the program. I understand that if the test result is positive, I will be denied admission. I further understand that I may be subject to drug tests while enrolled. A positive drug test or refusal to submit to testing will result in dismissal from the program.

This signed document constitutes my consent for drug testing by a designated laboratory. It also constitutes consent for the laboratory to release the result of my drug test to the program.

By signing this document, I indicate that I have read, I understand, and I agree to the School of Health Sciences Impaired Student Policy. I understand that a negative drug and ethanol test is required for admission and for progression in Health Sciences programs.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Student

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

## CHAFFEY COLLEGE HEALTH SCIENCE DIVISION HEALTH EXAMINATION FORM

The following student has been accepted to a Health Sciences Program:

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI. \_\_\_\_\_ Birth Date        /        /         
MM DD YYYY

**Section I. Drug Screening:      REQUIRED LABORATORY TEST:      **Attach copy of results****

TEST	FINDINGS	DATE
Drug Screening (10 panel PLUS ethanol)		

**Section II. Immunizations/Screenings: ( Attach copy of results)**

	TYPE/RESULTS	DATE
<b>Tdap</b>	Tdap Vaccination (renewed every 10 years)	Date:
<b>TB (2-step)</b>  <b>OR</b>  <b>Chest x-ray</b> If new positive TB Skin Test or prior positive, then a chest x-ray report is required every 3 years.	1 <sup>st</sup> Skin Test (PPD Only) - Results: _____ 2 step required before program begins  2 <sup>nd</sup> Skin Test (PPD Only) – Results: (at least 7 days from 1 <sup>st</sup> read date; not more than 21 days)  Chest X-ray: (every 3 years) – Results: <b>1.) Copy of radiology report required.</b> <b>2.) TB Health Questionnaire completed by your Health Care Provider annually.</b>  If you submit a chest x ray, you must also submit a <b>TB Health Questionnaire</b> , completed by your health care provider. This questionnaire is renewed by your health care provider and submitted by you annually.	Date: #1 _ #2  Date:
<b>Influenza Vaccine/Waiver</b>	<b>Required:</b> Current flu season is traditionally September through March.  Outside of this time, when the flu vaccine is not available, you are required to complete an Influenza Acknowledgement Form.	Date:
<b>Varicella</b>	TITER - Results: _____ <b>Numeric value required</b>	Date: #1 _ #2 _



	If varicella titer is negative or equivocal a series of two vaccinations are required for post-secondary students and health care providers)	
<b>MMR</b> (Rubeola/Measles, Mumps, Rubella)	Rubeola TITER - Results: _____ <b>Numeric value required</b> Mumps TITER – Results: _____ <b>Numeric value required</b> Rubella TITER – Results: _____ <b>Numeric value required</b>  If results are negative, or equivocal, Series of two doses of immunization are required for post-secondary students and health care providers.	Date:
<b>Hepatitis B</b> (Titer required)	_____TITER - Results: _____ <b>Numeric value required</b> Vaccination if titer is negative or equivocal (Immunization series is required. – (Please review "Explanation of Immunizations" attachment)  <b>Energix</b> vaccination requires a series of 3 doses over 6 months.  <b>Twinirix</b> (Hepatitis A/B combination) vaccination requires a series of 3 doses over 6 months.  OR <b>HEPSILAV</b> vaccination requires two doses over 4 weeks.	#1 _ #2 _ #3 _
<b>COVID-19</b> Immunization- vaccination required for all hospital-based clinical programs	<b>COVID</b> vaccination(s) series is:  1 single dose (Johnson and Johnson)  OR  2 doses, 3 weeks apart (Pfizer) OR 2 doses, 28 days apart (Moderna)  COVID-19 vaccination(s) is/are required, unless medically contraindicated.	#1_ #2_



**Section III. Health Practitioner Attestation**

I have completed a medical history and physical examination and attest that the individual does not have any health condition that would create a hazard to him or herself, fellow employees, or patients.

Print Health Practitioner Name: \_\_\_\_\_

**Signature of Health Practitioner:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_



### **Explanation of Required Immunizations and Health Requirements**

#### **Drug Screening (10 panel PLUS Ethanol)**

All drugs need to be tested separately, drugs cannot be combined: Amphetamines, Barbiturates, Benzodiazepines, Cocaine Metabolites, Marijuana Metabolites, Methadone, Methaqualone, Opiates, Phencyclidine, Propoxyphene **AND** Ethanol.

#### **Tdap**

Individuals who have had a primary series of Tetanus/Diphtheria containing product (TDP, TDAP, DT, Td) are required to receive a booster every 10 years after the one time dose of Tdap (required for all health care providers under the age of 65) (CDC, 2008).

#### **Two Step TB Screening**

All students are required to have an initial 2 step TB screening. The 1st TB is administered and then read 2-3 days after. 7-21 days after the 1st read date, the 2nd TB is administered, and once again read 2-3 days after.

For those with a positive skin test or TB infection in the past, a clear chest x ray with interpretation, and a TB Health Questionnaire are required.

Student needs to follow up with a chest x-ray (every 3 years) when there is prior documentation of a positive TB test, and a TB Health Questionnaire is submitted annually.

#### **Influenza Vaccination or Student Declination of Vaccine**

Record of Influenza vaccination is required by clinical facilities and renewed yearly. If the flu vaccine is out of season during the application period an Influenza Acknowledgement Form needs to be submitted until the new season vaccine becomes available.

#### **Varicella – numeric value required for results and reference range.**

Titer showing proof of immunity is required. If results are negative or equivocal, 2 doses of varicella are required unless medically contraindicated. Vaccines are given one month apart (CDC,2008).

#### **MMR – numeric value required for results and reference ranges.**

Titer showing proof of immunity is required. If results are negative or equivocal, 2 doses of MMR are required unless medically contraindicated (CDC, 2008; <http://www.immunize.org/catg.d/p2017.pdf>).

(continued on the next page)

**Hepatitis B (2 or 3 step vaccine series) –numeric value for results and reference range. (if negative, 1st shot is required before classes begin)**

Titer showing proof of immunity is required.

If results are negative:

3 doses of **ENERGIX** vaccine are required, with the second dose given 4 weeks after the first dose. Third dose is given 5 months after the 2nd dose. (CDC, 2008).

OR

3 doses of **TWINRIX** (Hepatitis A/B combination vaccine , with the second dose given 4 weeks after the first dose. Third dose is given 5 months after the 2nd dose.

OR

If **HEPSILAV** vaccine is used in adults, use is restricted to those over the age of 18, and received as 2 doses, 4 weeks apart.

**COVID-19 (1 or 2 vaccine series, depending on manufacturer).**

COVID-19 vaccination(s) may cause false positive/negative results for TB testing. It is recommended that students receive TB testing first, before receiving COVID-19 vaccine. Additional boosters or vaccinations may be required for COVID-19.

If COVID-19 immunizations are already in process, students must wait 4 (four) weeks after last immunization, before TB testing can be performed. COVID-19 vaccinations may result in a false positive or false negative TB result if waiting period is not observed.

**Health Practitioner Attestation**

A report, signed by the physician, physician's assistant, or nurse practitioner, shall be provided to the nursing program. The health provider attestation indicates that the student does not have any health condition(s) that would create a hazard to themselves, employees, or patients (Title 22).

**BLS Certification**

Current Basic Life Support for Health Care Providers (BLS) certification through American Heart Association is required. Certification is valid in accordance with school policy. On-line classes are not accepted.

**Background Check**

Background check is completed through American DataBank/Complio or CastleBranch.



# Chaffey College

## Medical Release Form

\_\_\_\_\_ (Student) is under my care and after examination I find that he/she is able to resume their program of studies in the Associate Degree Nursing Program including full clinical duties in an acute hospital setting without limitations.

He/She may continue in the Associate Degree Nursing Program until

\_\_\_\_\_ (date).

Physician's Name (Please Print): \_\_\_\_\_

Physician's Signature: \_\_\_\_\_

Physician's Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_



# Chaffey College

## REQUEST FORM

PLEASE PRINT

Instructor Name: \_\_\_\_\_ Date of Request: \_\_\_\_\_

**Program:**

- ADN
- LVN
- RT
- DA
- CNA
- PTA

**Request For:**

- Change of Address
- Jury Duty
- Recommendation Letter
- Verification

For Letters of Recommendation, please check all that apply:

- Member of student organizations (e.g., NSAC)
- Officer of student organization (list office held)
- Serves on program committee or class committee (list committee)
- Other (please explain)

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Requested by (Please Print):

Frist Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ Phone #: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

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

Letter Addressed To (Please Print):

Agency:

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_



# Chaffey College

## EXIT INTERVIEW/CONTRACT FOR READMISSION

**Introduction:** Each student who leaves the program prior to completion is responsible for scheduling an exit interview with the semester faculty, then Director. This constitutes an important part of the on-going review of the Physical Therapist Assistant (PTA) program and will provide the opportunity for students and faculty to identify steps for the student to take in order to maximize success in the future.

### THE CRITERIA FOR READMISSION LISTED BELOW MUST BE COMPLETED PRIOR TO READMISSION

Student Name: \_\_\_\_\_ Student Number \_\_\_\_\_  
Last, First MI

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

Zip Code: \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_ Email \_\_\_\_\_

Faculty: \_\_\_\_\_ Semester Level \_\_\_\_\_

Drop:  Faculty Initiated  Student Initiated: Theory Percentage Grade at Drop: \_\_\_\_\_%

Eligible for readmission to program:  Yes  No

Last earned Clinical Performance Grade:  Satisfactory  Needs Improvement  Fail

Reason for Drop:  Academic  Clinical  Personal  Medical  Other \_\_\_\_\_

1. When a student withdraws/drops from Chaffey College PTA Program or fails to earn a grade of "C" or better, although all efforts are made to offer space to returning students, there is no promise or guarantee as to when there will be available space for readmission.
2. A *Contract for Readmission* to the Chaffey College PTA Program must be initiated by the faculty and student and submitted to the Program Director within a week of withdraw from program.
3. A student who withdraws/drops from the program will be allowed to be READMITTED ONE TIME ONLY.
4. A student who fails theory and/or clinical is required to complete a plan of skills success plan developed by the faculty and student.

**Criteria for Readmission:** (Check applicable criteria.) Completion of each must be documented and submitted to the Program Director, who will notify the lead instructor or designee.

Contract for Readmission to the Chaffey College ADN Program initiated

Plan for Skills success plan initiated

Skills success plan completion date \_\_

Updated health information: Flu shot, CPR, etc. provided

Other: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Contract for Readmission Complete: Director of Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_