



Clinical Education Handbook

2025-2026

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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 is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective October 31, 2023, Chaffey College has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call (909) 652-7469 or email adeel.rizvi@chaffey.edu.

Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial 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 or Dean of Health Sciences at 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. The program supports justice, equity, diversity, inclusion, and belonging (JEDI-B) across all learning environments.

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.

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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:

For Student Related Matters:

Dr. Tomeika Carter
(909) 652-6536

tomeika.carter@chaffey.edu

For Employee Related Matters:

Susan Hardie
(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.

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 Program Transfer Credit Policy

Due to the sequential and competency-based nature of the curriculum, all core PTA courses must be completed at Chaffey College. Transfer credits from other institutions will not be accepted for core technical courses. This ensures consistency, faculty oversight, and adherence to the standards and requirements of the Commission on Accreditation in Physical Therapy Education (CAPTE).

General education and prerequisite coursework may be evaluated for transfer credit according to Chaffey College's policies and articulation agreements.

Instructional Methods and Learning Strategies

The PTA program employs a multifaceted instructional approach including lectures, labs, case studies, simulations, group discussions, online learning, and reflective practice. These methods are strategically selected to match course content and learning outcomes, ensuring comprehensive development across cognitive, psychomotor, and affective domains.

PTA Curriculum

General Education

AREA	UNIT(S)	COURSE(S)
English Composition and Oral Communication or Critical Thinking	6 Units	ENG 1A AND (choose 1) ENG 1B or COMSTD 2/4/6/8/72
Mathematical Concepts and Quantitative Reasoning	4 Units	STAT 10 or SCSCI 10
Arts and Humanities	3 Units	PHIL 72*
Social and Behavioral Sciences	3 Units	PSYCH 25
Natural Sciences	4 Units	BIOL 20
Ethnic Studies	3 Units	ETHN 1*
TOTAL = 23 Units		

* Recommended

Prerequisites

AREA	UNIT(S)	COURSE(S)
Physiology	4 Units	BIOL 22
Pathophysiology	3 Units	NURADN 403
Biomechanics	3 Units	KINLEC 24
Introduction to Physical Therapy	3 Units	PTA 1
TOTAL = 13 Units		

PTA Core Courses*

AREA	UNIT(S)	COURSE(S)
Semester 1	Documenting Red Flags	1 Units PTA 11
	Patient Care	2 Units PTA 12
	Biophysical Agents and Modalities	2 Units PTA 13
	Orthopedics	3 Units PTA 14
Semester 2	Professionalism and Ethics	1 Units PTA 21
	Therapeutic Exercise	3 Units PTA 22
	Acute Care	3 Units PTA 23
	Neuromotor Development	3 Units PTA 24
Semester 3	PTA Licensure Preparation	1 Units PTA 31
	Clinical I	5.25 Units PTA 32
	Clinical II	5.25 Units PTA 33
TOTAL = 29.5 Units		

General Education/Prerequisites	36.0 Units	(General Education = 23, Prerequisites = 13)
PTA Program	29.5 Units	
TOTAL	65.5 Units	

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 Related to Clinical Education

Definition of Common Terms Related to Clinical Education Policy

The Definition of Common Terms Related to Clinical Education policy in the Physical Therapist Assistant (PTA) program establishes clear definitions and standard understanding of key terms and concepts used in clinical education. This policy aims to promote effective communication, ensure consistency in interpretation, and enhance clarity and understanding among students, faculty, and clinical partners. For definitions of all terminology related to physical therapy clinical education, please refer to The American Council of Academic Physical Therapy (ACAPT) glossary, <https://acapt.org/glossary>.

1. Clinical Education:
 - a. Clinical education refers to the hands-on training and practical experience component of the PTA program, where students apply classroom knowledge in real-world clinical settings under the guidance of clinical instructors.
 - b. It provides students with opportunities to develop and demonstrate their clinical skills, professionalism, and integration of theoretical concepts into clinical practice.

2. Clinical Site:
 - a. A clinical site is a healthcare facility, such as a hospital, outpatient clinic, or rehabilitation center, where students engage in clinical experiences under the supervision of qualified clinical instructors.
 - b. Clinical sites serve as learning environments where students can observe, practice, and apply their skills in a supervised setting.

3. Clinical Instructor:
 - a. A clinical instructor is an experienced physical therapist or physical therapist assistant who provides guidance, supervision, and mentorship to students during their clinical experiences.
 - b. Clinical instructors play a crucial role in facilitating student learning, assessing competencies, and providing valuable feedback and support.

4. Clinical Rotation:
 - a. A clinical rotation refers to a designated period of time during which students are assigned to a specific clinical site to gain hands-on experience in a particular area of physical therapy practice.
 - b. Clinical rotations offer students exposure to different patient populations, clinical settings, and specialized areas of practice.

5. Clinical Competencies:
 - a. Clinical competencies are the skills, knowledge, and behaviors that students must acquire and demonstrate during their clinical education to meet program requirements and professional standards.
 - b. Competencies encompass various aspects of patient care, critical thinking, documentation, communication, ethical conduct, and collaboration within the healthcare team.

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6. Clinical Evaluation:
 - a. Clinical evaluation involves the systematic assessment of students' performance and progress during their clinical experiences.
 - b. Evaluations may be conducted by clinical instructors, faculty members, or other designated individuals using standardized assessment tools, clinical observations, and feedback from patients and other healthcare professionals.
7. Clinical Performance Evaluation Tool:
 - a. A clinical performance evaluation tool is a valid, reliable, and multidimensional assessment tool utilized to determine if, and how well, a student meets established objectives during clinical education experiences.
 - b. These tools provide a structured framework for evaluating students' clinical performance, guiding the assessment process, and documenting their progress.
8. Clinical Education Agreement:
 - a. A clinical education agreement is a formal and legally binding agreement negotiated between academic institutions and clinical education sites or individual providers.
 - b. It specifies the roles, responsibilities, and liabilities of each party involved in student clinical education, ensuring clear communication and understanding of expectations.
9. Didactic Curriculum:
 - a. The didactic curriculum refers to the component of the physical therapist assistant education program that encompasses the content, instruction, learning experiences, and assessments directed by the academic faculty.
 - b. It includes classroom-based theoretical instruction and knowledge acquisition necessary for effective clinical practice.
10. Director of Clinical Education (DCE):
 - a. The Director of Clinical Education (DCE) is an academic faculty member responsible for planning, directing, and evaluating the clinical education program within the PTA program.
 - b. The DCE oversees clinical site coordination, clinical faculty development, and ensures the quality and effectiveness of the clinical education experiences for students.
11. Entry-Level Physical Therapist Assistant Clinical Performance (PTA):
 - a. Entry-level physical therapist assistant clinical performance refers to the performance that demonstrates knowledge, skills, and behaviors consistent with effective, efficient, and safe patient/client management to achieve optimal outcomes, as expected of an entry-level physical therapist assistant.

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12. Physical Therapist Assistant Student:

- a. A physical therapist assistant student is a student enrolled in a CAPTE-accredited or CAPTE-approved physical therapist assistant education program.
- b. These students undergo comprehensive education and training to become competent physical therapist assistants, adhering to professional standards and program requirements.

13. Site Coordinator of Clinical Education (SCCE):

- a. The site coordinator of clinical education (SCCE) is a professional responsible for administering, managing, and coordinating clinical assignments and learning activities for students during their clinical education experience.
- b. The SCCE also assesses the readiness of preceptors and clinical instructors, communicates student performance to the academic program, and provides essential information to ensure effective clinical education.

14. Supervision:

- a. Supervision in the context of clinical education refers to the guidance and direction provided by a preceptor or clinical instructor to a physical therapist assistant student.
- b. The level of supervision may vary based on patient/client complexity, jurisdictional rules, and the student's abilities, ensuring the safety and quality of patient care.

Clinical Site Affiliation

The Clinical Site Affiliation policy in the Physical Therapist Assistant (PTA) program establishes guidelines for the selection, monitoring, and management of clinical sites where students participate in clinical education experiences. This policy ensures that clinical sites meet established standards, have signed clinical contracts, and are regularly evaluated to provide high-quality learning opportunities for students.

1. Clinical Site Selection:
 - a. Clinical sites are selected based on their ability to provide appropriate learning experiences aligned with program objectives and professional standards.
 - b. The selection process includes assessing the site's resources, patient populations, clinical diversity, supervision capacity, and compliance with accreditation requirements.
2. Clinical Contracts:
 - a. All clinical sites must have a signed clinical contract with the educational institution to be eligible for hosting PTA students.
 - b. The clinical contract outlines the roles, responsibilities, and expectations of both the clinical site and the educational institution, ensuring a mutual understanding of the partnership.
3. Director of Clinical Education (DCE) Responsibilities:
 - a. The Director of Clinical Education (DCE) is responsible for monitoring and managing the clinical affiliation agreements.
 - b. The DCE ensures that all clinical sites have valid and up-to-date contracts, monitors compliance with contract terms, and addresses any issues or concerns that may arise.
4. Clinical Site Evaluation:
 - a. Clinical sites undergo regular evaluations to assess their suitability, effectiveness, and compliance with program and accreditation standards.
 - b. Evaluations may include assessments of the site's facilities, resources, clinical supervision, student experiences, and patient care quality.
5. Quality Assurance and Improvement:
 - a. Feedback from students, clinical instructors, and clinical site coordinators is solicited and used to continuously assess and improve the quality of clinical education experiences.
 - b. The DCE works collaboratively with clinical site coordinators and other stakeholders to address any identified areas for improvement.

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6. Clinical Site Monitoring:

- a. The DCE maintains ongoing communication and collaboration with clinical site coordinators to ensure effective coordination of student placements, address site-specific issues, and ensure adherence to program requirements.
- b. The DCE conducts site visits or assessments as needed to monitor the overall performance of clinical sites and the learning experiences provided to students.

Changes in Clinical Affiliation Agreements:

- a. Any changes to existing clinical affiliation agreements require approval from both the educational institution and the clinical site.
- b. The DCE facilitates the review and negotiation of contract changes, ensuring that the interests and requirements of all parties are considered.

Termination of Clinical Site Affiliations:

- a. In rare cases where a clinical site fails to meet program standards or contractual obligations, the DCE may recommend termination of the clinical affiliation agreement.
- b. The decision to terminate an affiliation will involve a thorough review, consultation with relevant parties, and appropriate notifications and communication.

Qualification of Clinical Instructors

The Qualification of Clinical Instructors policy in the Physical Therapist Assistant (PTA) program establishes criteria and guidelines for selecting qualified individuals to serve as clinical instructors. This policy aims to ensure that students receive high-quality clinical education, supervision, and mentorship from experienced professionals in the field.

1. Minimum Qualifications:
 - a. Clinical instructors must possess the necessary qualifications, experience, and credentials as specified by the program and any applicable regulatory bodies.
 - b. Minimum qualifications may include, but are not limited to, holding a valid license as a physical therapist or physical therapist assistant and having a minimum of 1 year of clinical experience.
2. Clinical Expertise:
 - c. Clinical instructors must demonstrate expertise in the areas of physical therapy practice relevant to the clinical education of PTA students.
 - d. They should have a depth of knowledge and practical skills to effectively guide and supervise students in the clinical setting.
3. Professional Competence:
 - a. Clinical instructors should maintain a high level of professional competence, staying updated with current evidence-based practices, research, and advancements in physical therapy.
 - b. They should be able to apply current knowledge and best practices in their clinical teaching and mentorship of students.
4. Teaching and Communication Skills:
 - a. Clinical instructors should possess effective teaching and communication skills, including the ability to convey information clearly, provide constructive feedback, and facilitate student learning.
 - b. They should demonstrate patience, adaptability, and the ability to tailor their teaching methods to meet the needs of individual students.
5. Ethical and Professional Conduct:
 - a. Clinical instructors must uphold ethical and professional standards in their interactions with students, colleagues, and patients.
 - b. They should adhere to legal and ethical guidelines, maintain patient confidentiality, and model professionalism and ethical behavior for students.
6. Continuing Professional Development:
 - a. Clinical instructors are encouraged to engage in ongoing professional development activities, such as attending conferences, participating in relevant workshops, or pursuing advanced certifications.
 - b. Continual learning and professional growth contribute to the enhancement of their teaching and mentoring capabilities.
 - c. The PTA program will provide continuing education for all clinical instructors for taking our students and through Plus, by Physiopedia.

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7. Selection Process:
 - a. The selection of clinical instructors will follow a comprehensive and systematic process from the pool of clinical contracts managed by the Director of Clinical Education.
 - b. Preference is given to individuals who are Credentialed Clinical Instructors.

Process for Student Assignment of Clinical Education Site Policy

The Process for Student Assignment of Clinical Education Site policy in the Physical Therapist Assistant (PTA) program establishes guidelines for the fair and equitable assignment of students to clinical education sites. This policy aims to ensure optimal learning opportunities, balanced distribution of experiences, and efficient placement processes.

1. Assignment Method:
 - a. The assignment of students to clinical education sites will be conducted through a fair and transparent process.
 - b. The program will use a systematic approach that considers various factors, including student preferences, site availability, learning objectives, and program requirements.
2. Assignment Criteria:
 - a. Assignment criteria will be established to guide the allocation of students to clinical education sites.
 - b. Criteria may include factors such as student readiness, clinical site capacity, diversity of experiences, geographical considerations, and specific learning objectives.
3. Student Preferences:
 - a. Whenever possible, student preferences regarding clinical education sites will be considered in the assignment process.
 - b. Students will have the opportunity to express their preferences through a designated system or form, adhering to any specified deadlines and guidelines.
4. Program Oversight:
 - a. The Director of Clinical Education (DCE) will oversee the assignment process.
 - b. They will ensure that assignments are made in compliance with program requirements, accreditation standards, and the principles of fairness and equity.
5. Clinical Site Availability:
 - a. The availability of clinical education sites may vary based on factors such as capacity, geographical location, and agreements with clinical partners.
 - b. Efforts will be made to secure an adequate number of clinical sites to accommodate student enrollment and provide diverse learning experiences.
6. Communication and Notification:
 - a. Students will be informed of their assigned clinical education site through a formal notification process.
 - b. The communication will include relevant details, such as site name, address, contact information, and any specific instructions or requirements for the site.

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7. Consideration of Individual Needs:
 - a. The program will consider individual student needs, such as accommodations, accessibility, or other considerations that may impact clinical site assignments.
 - b. Students are encouraged to communicate their specific needs to the program in a timely manner to facilitate appropriate arrangements.

8. Changes and Appeals:
 - a. Requests for changes in clinical site assignments will be evaluated on a case-by-case basis, considering factors such as availability, program requirements, and the impact on other students.
 - b. An appeals process will be available to address concerns or disputes related to clinical site assignments, ensuring a fair and impartial review of individual cases.

Assessment of Clinical Site and Instructor Policy

The Assessment of Clinical Site and Instructor policy in the Physical Therapist Assistant (PTA) program establishes guidelines for evaluating the quality and effectiveness of clinical sites and clinical instructors. This policy aims to ensure that clinical education experiences meet established standards, facilitate student learning, and promote continuous improvement in the clinical education program.

1. Assessment Objectives:
 - a. The assessment of clinical sites and clinical instructors aims to evaluate their performance, competence, and adherence to program and professional standards.
 - b. The assessment process aims to identify strengths, areas for improvement, and opportunities for enhancing the quality of clinical education experiences.
2. Evaluation Criteria:
 - a. Evaluation criteria will be established to assess the performance of clinical sites and clinical instructors.
 - b. Criteria may include factors such as instructional quality, supervision, student learning experiences, professionalism, adherence to ethical standards, and compliance with program requirements.
3. Assessment Methods:
 - a. Assessment methods may include direct observations, surveys, interviews, and feedback from students.
 - b. Multiple sources of information will be utilized to gather comprehensive and objective data for assessment purposes.
4. Frequency of Assessment:
 - a. Clinical sites and clinical instructors will undergo regular assessments at defined intervals.
 - b. The frequency of assessments may vary based on factors such as accreditation requirements, program resources, and previous assessment outcomes.
5. Assessment Process:
 - a. The program's designated committee or individual responsible for clinical education will oversee the assessment process.
 - b. The process may involve data collection, analysis, reporting of findings, and the development of improvement plans when necessary.
6. Feedback and Improvement:
 - a. Feedback will be provided to clinical sites and clinical instructors based on assessment outcomes.
 - b. Recommendations for improvement, if applicable, will be communicated to promote ongoing professional development and enhance the quality of clinical education.

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7. Collaborative Approach:
 - a. Assessment of clinical sites and clinical instructors will be conducted in a collaborative manner, fostering open communication and partnerships.
 - b. Feedback and suggestions from clinical sites and clinical instructors will be valued and taken into consideration to enhance the assessment process.

8. Action Plans:
 - a. When areas for improvement are identified, action plans will be developed in collaboration with clinical sites and clinical instructors.
 - b. Action plans will outline specific strategies, timelines, and responsibilities for addressing identified areas of improvement.

9. Documentation and Recordkeeping:
 - a. Assessment findings, recommendations, and action plans will be documented and maintained for recordkeeping purposes.
 - b. Documentation will be securely stored, accessible to authorized individuals, and maintained in accordance with applicable privacy and data protection regulations.

Clinical Performance Assessment Policy

The Clinical Performance Assessment policy in the Physical Therapist Assistant (PTA) program establishes guidelines for assessing student performance during their clinical rotations. This policy ensures consistent evaluation practices using the Clinical Performance Instrument and outlines specific assessment requirements as outlined in the syllabi for each course.

1. Assessment Method:
 - a. Student performance during clinical rotations will be assessed using the Clinical Performance Instrument, a standardized tool designed to evaluate clinical competencies and performance.
 - b. The Clinical Performance Instrument provides a comprehensive framework for assessing students' knowledge, skills, and professional behaviors in various aspects of physical therapy practice.

2. Clinical Performance Instrument:
 - c. The Clinical Performance Instrument consists of predetermined criteria and performance indicators that align with the program's learning outcomes and clinical competencies.
 - d. It provides a structured framework for evaluating student performance and serves as a guide for clinical instructors in assessing and documenting students' progress.

3. Assessment Criteria and Standards:
 - c. Assessment criteria will be clearly defined in the syllabi and align with the specific learning objectives and clinical competencies for each course; please see the appendix for copies of the syllabi for the clinical courses.
 - d. Clear performance standards and expectations will be communicated to students, ensuring transparency and consistency in the evaluation process.

4. Clinical Instructor Responsibilities:
 - a. Clinical instructors will be responsible for assessing student performance using the Clinical Performance Instrument.
 - b. They will evaluate students' competencies, provide constructive feedback, and document their assessments according to the specified timelines and requirements.

5. Timelines and Documentation:
 - a. Assessment timelines, including due dates for completing evaluations and submitting documentation, will be clearly communicated to clinical instructors and students (midterm and final).
 - b. Clinical instructors will document assessment outcomes using the Clinical Performance Instrument, maintaining accurate records of student performance.

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6. Continuous Feedback and Communication:
 - a. Clinical instructors will provide ongoing feedback to students, discussing strengths, areas for improvement, and progress towards meeting learning objectives.
 - b. Open channels of communication will be maintained between clinical instructors, students, and program faculty to address any questions, concerns, or issues related to student assessments.

PTA Clinical Performance Instrument (CPI) Summary

The PTA-CPI is a nationally validated tool used to assess student performance in clinical settings. It is structured around 14 performance criteria, which include:

1. Professional Behaviors (1–6):
 - Safety
 - Clinical behaviors
 - Accountability
 - Cultural competence
 - Communication
 - Self-assessment and lifelong learning

2. Patient/Client Management (7–14):
 - Clinical problem-solving
 - Interventions
 - Documentation
 - Resource utilization
 - Educating others
 - Delegation and supervision
 - Clinical reasoning
 - Data collection and patient care outcomes

Performance is rated on a continuum from “Beginner” to “Entry-Level,” with benchmark expectations for midterm and final evaluations. Students are also required to complete self-assessments using the PTA-CPI.

Clinical Remediation Policy

To support student success and ensure safe and effective patient care, the PTA Program provides remediation for students who do not meet clinical expectations.

Criteria for Remediation:

Remediation may be initiated if a student:

- Receives a rating below “Advanced Beginner” on any CPI criterion by midterm.
- Demonstrates unprofessional behavior or unsafe clinical practice.
- Fails to meet expectations despite prior feedback and support.

Remediation Process:

1. Identification and Notification:
The DCE will notify the student of the concern and schedule a remediation meeting.
2. Plan Development:
A written Clinical Remediation Plan will be created, outlining specific goals, expected improvements, timelines, and consequences.
3. Monitoring and Support:
The student will receive targeted support and feedback from the Clinical Instructor and DCE.
4. Final Evaluation:
Student performance will be re-evaluated at the end of the clinical to determine progression, repeat, or dismissal per program policy.

Duties and Responsibilities of the Site Coordinator of Clinical Education (SCCE), Director of Clinical Education (DCE), and Student Physical Therapist Assistant Policy

The Duties and Responsibilities of the Site Coordinator of Clinical Education (SCCE), Director of Clinical Education (DCE), and Student Physical Therapist Assistant policy in the Physical Therapist Assistant (PTA) program establishes guidelines for the roles and responsibilities of the Site Coordinator of Clinical Education, the Director of Clinical Education, and the Student Physical Therapist Assistant. This policy aims to ensure clarity, collaboration, and effective communication among these key stakeholders in the clinical education process.

Site Coordinator of Clinical Education (SCCE) Responsibilities:

- a. The Site Coordinator of Clinical Education is responsible for administering, managing, and coordinating clinical assignments and learning activities for students during their clinical education experiences.
- b. Specific responsibilities of the SCCE include:
 - 1) Facilitating student placements at clinical sites based on program requirements, learning objectives, and student needs.
 - 2) Assessing the readiness of preceptors and clinical instructors to provide supervision and guidance to students.
 - 3) Supervising and supporting preceptors and clinical instructors in delivering effective clinical education experiences.
 - 4) Communicating with academic faculty regarding student performance, progress, and any concerns or issues that may arise.
 - 5) Providing essential information and support to students, preceptors, and clinical instructors to ensure a positive and productive clinical experience.

Director of Clinical Education (DCE) Responsibilities:

- a. The Director of Clinical Education is an academic faculty member responsible for planning, directing, and evaluating the clinical education program within the PTA program.
- b. Specific responsibilities of the DCE include:
 - 1) Overseeing the overall management and coordination of the clinical education program.
 - 2) Developing and maintaining clinical affiliation agreements with healthcare facilities and clinical partners.
 - 3) Monitoring and managing the clinical site selection, evaluation, and assessment processes.
 - 4) Collaborating with the SCCE to ensure effective coordination of student placements, addressing site-specific issues, and maintaining program standards.
 - 5) Providing guidance and support to clinical instructors and preceptors, including facilitating their professional development and training.
 - 6) Assessing and documenting student progress, working closely with clinical instructors, preceptors, and academic faculty to ensure consistent evaluation and feedback.
 - 7) Identifying areas for improvement and implementing strategies to enhance the quality of clinical education experiences.

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Student Physical Therapist Assistant Responsibilities:

- a. The Student Physical Therapist Assistant is enrolled in the PTA program and actively engaged in clinical education experiences.
- b. Specific responsibilities of the Student Physical Therapist Assistant include:
 - 1) Adhering to program policies, guidelines, and professional standards throughout the clinical education process.
 - 2) Demonstrating professionalism, accountability, and ethical conduct in all interactions with patients, clinical instructors, preceptors, and healthcare professionals.
 - 3) Actively engaging in learning opportunities, demonstrating a commitment to continuous improvement, and seeking feedback for professional growth.
 - 4) Collaborating with the SCCE, DCE, and clinical instructors to communicate any concerns, issues, or needs related to clinical education experiences.
 - 5) Completing assigned tasks, documentation, and assignments in a timely and accurate manner, adhering to program requirements and expectations.

Justice, Equity, Diversity, Inclusion, and Belonging (JEDI-B) in Clinical Education

The PTA Program embraces JEDI-B principles in all clinical learning environments. Students are expected to:

- Provide equitable care that respects all patients' backgrounds, identities, and beliefs.
- Demonstrate cultural humility and avoid assumptions or bias in patient interactions.
- Reflect on their own perspectives and seek feedback to improve inclusivity in practice.

Clinical partners and faculty are encouraged to model inclusive behavior and support students in fostering a sense of belonging within clinical teams and communities.

Clinical Attendance and Punctuality

The Clinical Attendance and Punctuality policy in the Physical Therapist Assistant (PTA) program establishes guidelines for student attendance during clinical education experiences. This policy ensures the importance of punctuality, communication, and completion of required clinical hours for successful participation in clinical rotations.

Attendance Expectations:

- a. Students are expected to attend all scheduled clinical education sessions, including both clinical rotations and related activities, as outlined in the program curriculum and clinical schedule.
- b. Regular and punctual attendance is essential to maximize learning opportunities, fulfill program requirements, and demonstrate professionalism.

Arriving Early:

- a. Students should arrive early at the designated clinical site to allow sufficient time for preparation and readiness for the scheduled activities.
- b. Arriving early demonstrates professionalism, respect for the clinical site, and readiness to engage in clinical experiences.

Absence or Lateness Notification:

- a. In the event of unavoidable lateness or absence from a scheduled clinical session, students must notify both the Director of Clinical Education (DCE) and the Clinical Instructor (CI) as soon as possible.
- b. Students should provide a valid reason for the lateness or absence and communicate their expected arrival time or provide necessary information regarding the absence.

Make-up Clinical Hours:

- a. Any missed clinical hours due to lateness or absence must be made up to fulfill the required minimum hours for the clinical education component of the program.
- b. Make-up clinical hours will be arranged in consultation with the DCE, CI, and clinical site coordinator to ensure appropriate opportunities for skill development and learning.

Completion of Required Minimum Hours:

- a. Students must complete the required minimum hours of clinical education as specified by the program curriculum and accreditation standards.
- b. Failure to meet the required minimum hours may result in remediation, delayed progression, or other consequences as determined by the program policies and guidelines.

Communication Channels:

- a. Students should maintain open lines of communication with the DCE, CI, and clinical site coordinator regarding any concerns, issues, or changes related to attendance or clinical schedules.
- b. Students are responsible for regularly checking emails, official program communication platforms, and other designated channels for important updates, announcements, or changes to the clinical schedule.

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Professionalism and Engagement:

- a. Students are expected to demonstrate professionalism, active engagement, and a positive attitude during clinical education experiences.
- b. This includes being respectful, cooperative, and actively participating in all assigned activities, patient care responsibilities, and learning opportunities provided in the clinical setting.

Compliance with Program Policies:

- a. Students must adhere to all program policies, guidelines, and expectations related to attendance, punctuality, and clinical education.
- b. Failure to comply with these policies may result in disciplinary actions, academic consequences, or impact the student's standing within the program.

Clinical Onboarding Policy

The Clinical Onboarding Policy in the Physical Therapist Assistant (PTA) program establishes guidelines for the onboarding process that students must complete before participating in clinical education experiences. This policy ensures that students are adequately prepared, informed, and compliant with the requirements and expectations of clinical placements.

1. Onboarding Requirements:
 - a. All students participating in clinical education experiences must complete the designated onboarding process before starting their clinical rotations.
 - b. The onboarding process will include specific requirements, such as documentation, training, background checks, health screenings, and compliance with institutional and clinical site policies.
2. Documentation and Forms:
 - a. Students will be provided with a comprehensive list of required documents and forms to be completed as part of the onboarding process.
 - b. These may include, but are not limited to, health history forms, immunization records, liability insurance documentation, and confidentiality agreements.
3. Background Checks:
 - a. Students may be required to undergo background checks as per clinical site and program policies.
 - b. Background checks will be conducted in accordance with applicable laws, regulations, and ethical considerations, and the results will be kept confidential.
4. Health and Immunization Requirements:
 - a. Students must meet the health and immunization requirements specified by the clinical sites and program guidelines.
 - b. This may include providing proof of immunizations, undergoing specific health screenings, and complying with infectious disease protocols.
5. Compliance with Institutional and Clinical Site Policies:
 - a. Students must review and acknowledge their understanding of the institutional and clinical site policies, including code of conduct, confidentiality, safety, and professional behavior expectations.
 - b. Students are responsible for adhering to these policies throughout their clinical education experiences.

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6. Training and Orientation:
 - a. Students will receive training and orientation on important aspects such as clinical site protocols, safety procedures, emergency protocols, documentation requirements, and technological systems used in the clinical setting.
 - b. The training and orientation sessions will be facilitated by the clinical site coordinators, clinical instructors, and/or program faculty.

7. Compliance with Legal and Regulatory Requirements:
 - a. Students must comply with all legal and regulatory requirements related to clinical practice, including but not limited to, privacy regulations (e.g., HIPAA), professional practice acts, and relevant state or local regulations.
 - b. Students are responsible for familiarizing themselves with these requirements and ensuring their practice aligns with them.

8. Confirmation of Onboarding Completion:
 - a. Students must provide documentation or proof of completion for all required onboarding elements to the designated program personnel before the start of their clinical rotations.
 - b. Failure to complete the onboarding process may result in the delay or cancellation of the student's clinical placement.

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.

Confidentiality of Student Records in Clinical Setting

The confidentiality of student records within the clinical setting is of utmost importance to ensure privacy and compliance with legal and ethical standards. Both the program and clinical sites are committed to maintaining the confidentiality of student records and personal information. Access to student records is limited to authorized personnel who require access for legitimate educational and administrative purposes. Any information obtained during clinical education experiences must be treated with the utmost respect for confidentiality. Students, clinical instructors, and program staff are expected to adhere to the strict guidelines and regulations pertaining to the confidentiality of student records established by the program and the clinical site. Any breaches of confidentiality will be addressed promptly and may result in disciplinary actions in accordance with program policies and legal requirements.

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.

Emergency Procedures at Clinical Sites

In the event of an emergency at a clinical facility, students must:

- Follow the facility's emergency protocols, including evacuation, lockdown, or shelter-in-place procedures.
- Immediately notify their Clinical Instructor (CI) and the Director of Clinical Education (DCE).
- Complete any required incident documentation per the facility and program policy.

Students are expected to remain calm, follow staff instructions, and prioritize safety at all times.

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.

Other Clinical Facility Policies

1. Cell Phone Usage:
 - a. The use of cell phones inside the clinical facility is permitted as per the policies of the facility.
 - b. Cell phones must be set on vibration mode to minimize disruption and maintain a professional environment.
2. Chewing Gum:
 - a. Chewing gum is not permitted within the clinical facility to ensure cleanliness, hygiene, and professional appearance.
3. Compliance with Clinical Site Policies:
 - a. All students must adhere to the policies and procedures of the clinical site while participating in the PTA program.
 - b. Students are responsible for familiarizing themselves with and following any changes in clinical site policies communicated by the site or program faculty.
4. 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.

Accidents/Illnesses

- a. Off-Campus Accidents:
 - 1) In the event of an accident or injury off-campus, students must follow the designated procedure for reporting incidents, such as contacting Company Nurse or following the specified protocol.
 - 2) It is essential to promptly notify the Director of Clinical Education (DCE) of any off-campus accidents or injuries for appropriate support and documentation.

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