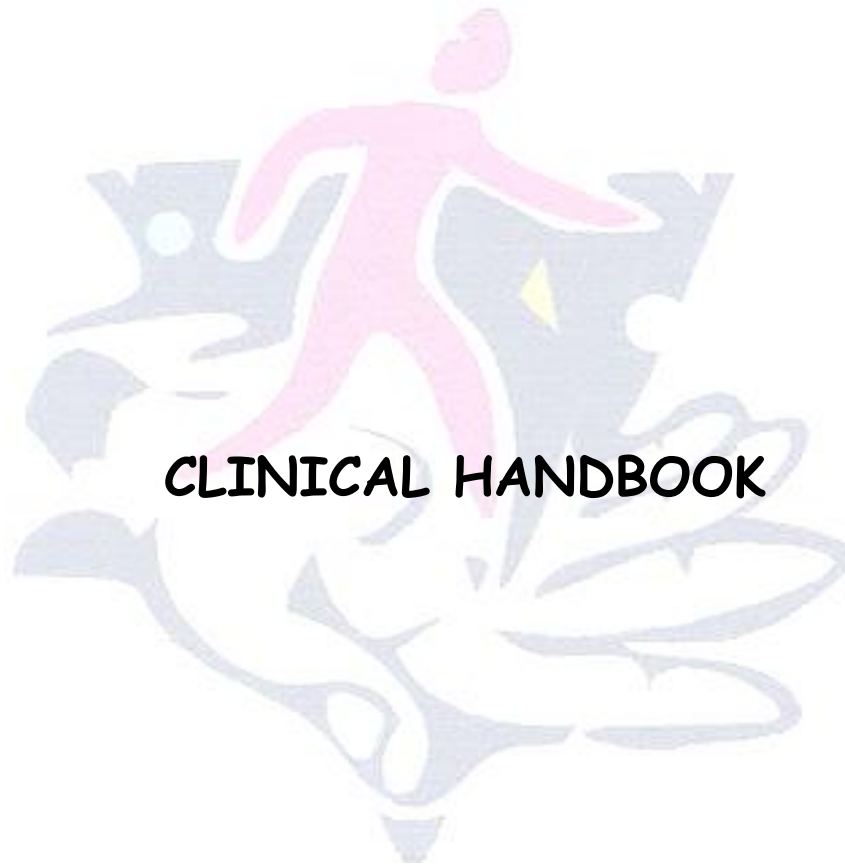


PHYSICAL THERAPIST ASSISTANT PROGRAM



**State University of New York
College of Technology at Canton
Canton, NY 13617**

PREAMBLE

This **HANDBOOK** was developed to provide clinical faculty in the physical therapist assistant program at SUNY Canton with information regarding the clinical education components of the program and clinical affiliation policies and procedures.

All clinical sites will be issued an electronic copy of the clinical handbook at the start of each academic year. Hard copies are available upon request. The handbook is also available in PDF version on the SUNY Canton PTA program website.

Any duplication of materials in this handbook requires written permission from the PTA Program ACCE.

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

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Inquiries regarding the application of laws, regulations, and policies prohibiting discrimination may be directed to Co-Affirmative Action Officers, William Jones at (315) 386-7063/ jonesw@canton.edu or Lashawanda Ingram at (315)386-7128/ingraml@canton.edu. Inquiries regarding the application of Title IX may be directed to the Title IX Coordinator, Amanda Rowley, at (315) 386-7559/rowleya@canton.edu. Inquiries may also be directed to the United States Department of Education's Office for Civil Rights, 32 Old Slip 26th Floor, New York, NY 10005-2500; Tel. (646) 428-3800; email OCR.NewYork@ed.gov.

SECTION I

PTA PROGRAM MISSION/GOALS/OUTCOMES

PHYSICAL THERAPIST ASSISTANT PROGRAM MISSION

The Physical Therapist Assistant program serves to prepare students for rewarding careers as competent entry level physical therapist assistants. The program provides a supportive learning environment which fosters development of the core values of the physical therapy profession as students prepare to function as integral members of the health care team in an ever changing technological society.

PHYSICAL THERAPIST ASSISTANT PROGRAM GOALS

1. To provide academic and clinical environments that allow students to obtain knowledge and skills necessary for entry-level practice as a PTA, with faculty who are committed to maintaining currency in physical therapy practice.
2. To set high academic standards, in the classroom and clinic, to prepare students to be successful on the national licensing examination.
3. Actively promote the development of values-based behaviors for the Physical Therapist Assistant through continuous self-assessment and activities integrated throughout the technical course work and clinical experiences.
4. Provide experiences that will allow students to develop an appreciation for their role as members of a health care community that promotes health and well-being for society.

PHYSICAL THERAPIST ASSISTANT PROGRAM STUDENT LEARNING OUTCOMES

The curriculum prepares students to:

1. Communicate verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.
2. Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services.
3. Exhibit conduct that reflects practice standards that are legal and ethical.
4. Demonstrates safe practice in all situations.

5. Communicate an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
6. Demonstrate competence in implementing and adjusting selected components of interventions identified in the plan of care established by the physical therapist.
7. Demonstrate competency in performing components of data collection skills essential for carrying out the plan of care.
8. Demonstrate sound clinical problem solving in the provision of physical therapy services.
9. Participate in educating and providing patient-related instruction to patients, family members, and caregivers based on the plan of care.
10. Complete accurate and timely documentation in accordance with regulatory guidelines to support the delivery of physical therapy services.
11. Appropriately utilize evidence based resources in the provision of physical therapy services.
12. Participate in activities that contribute to the effective function of the healthcare environment.
13. Participate in practice management functions within a physical therapy service, including billing and organizational planning.
14. Demonstrate awareness of and commitment to social responsibility, citizenship, and advocacy.
15. Identify career development and lifelong learning opportunities for the physical therapist assistant.

PHYSICAL THERAPIST ASSISTANT PROGRAM OUTCOMES

1. Licensing Examination: The two year pass rate for program graduates will meet or exceed 85%.
2. Graduation Rate: 70% of students admitted to the program will graduate within three years.
3. Employment Rate: 90% of graduates seeking employment will be employed within one year of graduation.
4. Professional Behaviors: 90% of employers will report that graduates demonstrate appropriate professional behaviors.
5. Clinical Problem Solving: 90% of employers of graduates will report that the graduate demonstrates sound clinical problem solving.
6. Physical Therapy Interventions: 90% of employers will rate graduates as competent in performing physical therapy interventions.
7. Physical Therapy Data Collection: 90% of employers will rate graduates as competent in performing physical therapy data collection.

PHYSICAL THERAPIST ASSISTANT PROGRAM PHILOSOPHY

We, the faculty of the Physical Therapist Assistant program, believe that every student is an individual who has unique qualities. We recognize and respect individual differences and foster self-discovery of these differences which can maximize each student's contribution to the learning process.

We have a responsibility to present the fundamentals of physical therapy which will allow the student to apply and advance their skills in a clinical setting. It is not enough to memorize facts and figures. Through case study based learning situations integrated with traditional presentation of theory, the student is prepared to function effectively as a health care provider in a dynamic health care environment.

An emphasis is placed on development of values-based behaviors. This is facilitated through role modeling and self-assessment. We believe that learning requires a partnership between teacher and student, each contributing to the overall process. The teacher acts as a role model to provide a baseline by which students can gauge their progress toward becoming an effective healthcare provider. The student assumes the role of an adult learner, accepting responsibility for his/her own learning. This includes continuous self-assessment which fosters his/her self-directed learning. The faculty provide the basis for this self-direction with an emphasis on the importance of a life-long commitment to continued education beyond completion of the PTA program.

The faculty are dedicated to providing a clear identity of the profession of physical therapy and the ideal working relationship of the PT/PTA. In essence, we are providing an environment for transformative learning with the goal of preparing students for the constantly changing trends in healthcare and socialization into the profession of physical therapy.

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY AT CANTON**
Essential Skills: Physical Therapist Assistant Program

What qualities does a student have to possess to successfully complete SUNY Canton's Physical Therapist Assistant Program?

- A. Academic ability to earn a 75 or higher in all professional courses and a 2.00 cumulative average.

- B. Ability to achieve a level of competency in all physical therapy interventions and data collection procedures that will enable the student to practice safely and effectively in a clinical education setting. This includes, but is not limited to, the following:
 - 1. Demonstrate the ability to guard patients when standing and ambulating on level surfaces and stairs with and without the use of assistive devices including cane, crutches and walkers.
 - 2. Demonstrate the ability to safely transfer patients from a bed to a chair and a chair to a bed using minimum, moderate, and maximal assist techniques.
 - 3. Demonstrate good body mechanics in the process of all patient treatments.
 - 4. Perform cleaning protocol procedures for sterile technique with all size whirlpools.
 - 5. Demonstrate the ability to manipulate dials and sound head when applying ultrasound and electrical stimulation treatments.
 - 6. Demonstrate the ability to apply graded manual resistance to patient's body parts for the purpose of determining strength or for applying exercise techniques.
 - 7. Demonstrate the ability to handle the weight of a patient's limb for purposes of performing or measuring passive range of motion.
 - 8. Demonstrate the ability to set up treatment sessions using laboratory or clinic equipment within the time restraints of treatment requirements to provide safe and effective treatments.
 - 9. Demonstrate the ability to measure vital signs, observe thoracoabdominal movement, and listen for changes in breathing patterns.
 - 10. Demonstrate the ability to feel and palpate a pulse, muscle spasm, muscle contractions and bony landmarks.
 - 11. Distinguish color changes of a patients skin and observe changes in skin condition.
 - 12. Observe patient's response to activities and position changes.
 - 13. Administer CPR, and apply standard precautions and other emergency measures.

- C. Communicate effectively, safely and efficiently with patients, family, care givers, significant others, and other health care providers, by:
 - 1. Explaining procedures
 - 2. Receiving information from the patients, family, other health care providers
 - 3. Receiving information from written documentation
 - 4. Introducing self
 - 5. Confirming patient's identity
 - 6. Documenting clear, concise and accurate notes in a patient's chart
 - 7. Exhibiting appropriate interpersonal skills, with patients, family and significant others, that are effective and efficient
 - 8. Recognizing and responding appropriately to nonverbal behavior of self and others.

- D. Detect an unsafe environment and carry out appropriate emergency procedures including:
 - 1. Detect subtle environmental changes and odors including, but not limited to, the smell of burning electrical equipment, smoke, spills, pathophysiological odors and potential environmental hazards.
 - 2. Detect high and low frequency sounds including, but not limited to, alarms, bells, emergency signals, timers.

- E. Demonstrate ability to make sound clinical decisions in an efficient manner in order to provide safe and effective patient care.

- F. Utilize effective strategies to manage the demands of a rigorous academic schedule, an intensive clinical training program, fast-paced clinical environments, and psychosocial aspects of being a healthcare professional.

- G. Recognize the psychosocial impact of dysfunction and disability of patients and appropriately integrate the needs of the patient into patient care.

- H. Demonstrate management skills including planning and organizing responsibilities of clinical practice.

- I. Apply teaching/learning theories and methods in health care and community environments.

- J. Demonstrate professional behaviors consistent with legal and ethical clinical practice.

SUNY Canton seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable prior notice is needed to arrange reasonable accommodations.

Privacy and Recordkeeping

The program follows FERPA regulations in regards to sharing of academic information. (Refer to college Student handbook for full description).

All meetings with students regarding academic and clinical performance or other sensitive topics will be held in a location that ensures privacy.

Student Records

Clinical faculty will ensure that all student files are kept in an area that will maintain confidentiality of student information.

Professional Behavior

The development of professional behavior is as much a part of the PTA curriculum as acquisition of skills and knowledge. Each student is expected to exhibit professional behavior throughout all aspects of the curriculum. Students are required to continuously self-assess and progress in their development of the Values Based Behaviors.

Students are expected to exhibit honesty, respect, responsibility, fairness, citizenship, and caring toward all individuals they encounter in the classroom and clinical setting.

The Program Director and ACCE will review all student records prior to assignment to full time clinical placements. If there is sufficient evidence for faculty to be concerned about a student's ability to perform satisfactorily in the clinical setting, a Learning Contract will be established and the student will be required to share this with their clinical instructor at the beginning of the clinical experience. Repeat offenses in the clinical setting may lead to failure of the clinical or dismissal from the program.

Clinical faculty who suspect that a student is impaired in the clinical setting will remove the student from all patient contact immediately and notify the ACCE. The ACCE and clinical faculty will consult to determine the immediate course of action. The student will be required to meet with the ACCE within 24 hours of the incident to discuss appropriate intervention. The ACCE will follow up with the clinical site to determine appropriate resolution.

Confidentiality

Maintaining confidentiality is of utmost importance for a healthcare provider. Students must follow the guidelines established in the Student Confidentiality Agreement. (see appendix)

Social Media

Students are expected to adhere to standards of professional and ethical behavior in all activity, including social media, in accordance with the APTA House of Delegates RC 23-12, the APTA Code of Ethics, and Values Based Behaviors for the PTA. Examples of social media include, but are not limited to text messaging, Facebook, Twitter, and Blogs.

Students are expected to maintain confidentiality and professional boundaries in all interactions, respecting HIPPA guidelines at all times. This applies to patients, their families, other students, and faculty – both academic and clinical.

Students are encouraged to be attentive to their own privacy in their online presence. Use of privacy settings that will safeguard personal information is recommended.

Students who see unprofessional content posted by their peers have a professional responsibility to encourage the individual to remove or modify the content. If the individual does not remove or modify the content, the student has a responsibility to inform a PTA faculty member.

Informed Consent

Upon enrolling in the program, students read and sign the Student Participation Agreement (see appendix) which clearly explains their role as a student physical therapist assistant and/or surrogate patient. This includes participation in videotaping, audiotaping, photography, and/or digital imaging.

Any other individuals that participate as subjects or patient-simulators during any laboratory or clinical experience outside of standard patient care, must read and sign the Informed Consent Form (see appendix) prior to engaging in the activity. This includes participation in videotaping, audiotaping, photography, and/or digital imaging.

Students involved in patient care activities will wear a name tag identifying themselves as a student. Students will introduce themselves as a physical therapist assistant student during all lab practicals and clinical interactions. Patients have the right to refuse treatment by a student PTA.

Cell phones

Students are required to follow the cell phone use policy of the clinical site.

PTA Curriculum

		<u>First Semester</u>		
	<u>Course</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>
ENGL 101	Expository Writing OR (GER 10)			
ENGL 102	Oral and Written Expression	3	_____	_____
PSYC 101	Introductory Psychology (GER 3)	3	_____	_____
BIOL 217	HumanAnatomy/Physiology I (GER 2)	4	_____	_____
PHTA 100	Introduction to Physical Therapy	2	_____	_____
PHTA 101	Fundamental PT Skills and Modalities	3	_____	_____
PHTA 104	Clinical I	<u>1</u>	_____	_____
		16		
		<u>Second Semester</u>		
PSYC 225	Human Development	3	_____	_____
BIOL 218	Human Anatomy/Physiology II	4	_____	_____
PHTA 102	Kinesiology	3	_____	_____
PHTA 103	Musculoskeletal Pathologies	4	_____	_____
PHTA 106	Clinical II	1	_____	_____
PHTA 105	Musculoskeletal Assessment Techniques	<u>2</u>	_____	_____
		17		
		<u>Third Semester</u>		
PHTA 204	Cardiopulmonary and Integumentary Pathologies	4	_____	_____
PHTA 205	Neuromuscular Pathologies	4	_____	_____
PHTA 206	Advanced Physical Therapy Modalities	2	_____	_____
	Liberal Arts elective (GER 1,4,5,6,7,8,9)	3	_____	_____
PHTA 203	PTA Seminar I**	<u>2</u>	_____	_____
		15		
		<u>Fourth Semester</u>		
PHTA 207	Clinical III	7	_____	_____
PHTA 209	Clinical IV	7	_____	_____
PHTA 210	PTA Seminar II	<u>2</u>	_____	_____
		16		

**Writing Intensive course

All AAS degrees must meet a minimum of four out of ten General Education Requirements.

Graduation Requirements: Total Semester Credit Hours—64

PTA TECHNICAL COURSES

First Semester

PHTA 100 – Introduction to Physical Therapy

Course Description

This course is designed to introduce and acclimate students to the Physical Therapist Assistant program, and the physical therapy profession. Students are introduced to the discipline of physical therapy including history and philosophies. They receive introduction to a variety of practice settings and the team approach to rehabilitation. Students are familiarized with the Guide to Physical Therapist Practice and uniform terminology. Students receive an introduction to the basic principles of medical terminology, physical therapy documentation, and reimbursement. Scope of practice, the New York State Practice Act, ethical standards of conduct of the physical therapist assistant and the core values of physical therapy are identified and discussed. Cultural awareness is discussed and students begin to learn about interaction with individuals from cultures different than their own.

PHTA 101 – Fundamental PT Skills and Modalities

Course Description

Physical therapist assistant students are introduced to fundamental physical therapy skills and modalities to include preparation of the patient and practitioner for physical therapy care, documentation, body mechanics, positioning, dependent mobility, assisted transfers, basic exercise principles, gait training, aseptic techniques, and thermal modalities. The PTA student begins to learn patient data collection including standard vital signs and level of patient arousal. The student begins to recognize and describe the functional status and progression and safety of patients while engaged in gait, locomotion, wheelchair management and mobility activities.

PHTA 104 – Clinical I

Course Description

Students are assigned in small groups to physical therapy clinical sites where they will work under the direct supervision of a licensed physical therapist or physical therapist assistant. Emphasis in this semester is on integration of skills learned in PHTA coursework during the fall semester, including professional behaviors, communication, bed mobility, transfers, vital signs, basic exercise, and gait training. This course provides the student with the opportunity to put the knowledge and skills he/she has acquired so far in the classroom and laboratory into practice in a clinical setting

Second Semester

PHTA 102-Kinesiology

Course Description:

Study and application of human motion is covered beginning with general anatomic terminology and concepts, types and laws of motion, bone, joint, and muscle structure and function. Origins, insertions, actions and innervations of extremity and trunk musculature and palpable surfaces of same are discussed. Kinesiological concepts related to the gait cycle and functional movement are addressed.

PHTA 103-Musculoskeletal Pathologies

Course Description:

Principles and techniques of therapeutic exercise and soft tissue mobilization are presented and related to specific musculoskeletal pathologies across the life span. Students will learn their role in assisting the physical therapist with management of an orthopedic based patient population in relation to the stages of tissue healing. The student will learn to apply a variety of exercise techniques when given the physical therapy plan of care and goals/expected outcomes. There will be a focus on educating the patient and/or care giver throughout the course. Students will also begin to read and understand professional literature.

PHTA 105 Musculoskeletal Assessment Techniques

Course Description

This course introduces students to data collection tools used to assist the physical therapist with assessment of the musculoskeletal system. Emphasis will be placed on developing skill competency with goniometry, manual muscle testing, and postural assessment. Students will also gain familiarity with common medical imaging tests, orthopedic special tests, and functional assessments.

PHTA 106 – Clinical II

Course Descriptions

Students are assigned in small groups to physical therapy clinical sites where they will work under the direct supervision of a licensed physical therapist or physical therapist assistant. Emphasis in this semester is on integration of skills learned in PHTA coursework during the fall & spring semesters appropriate to the outpatient orthopedic physical therapy setting, including professional behaviors, communication, documentation, reimbursement, therapeutic exercise, thermal modalities, massage, & musculoskeletal data collection, emphasizing joint range of motion & manual muscle testing. This course provides the student with the opportunity to put the knowledge and skills he/she has acquired so far in the classroom and laboratory into practice in a clinical setting.

Third Semester

PHTA 203 – PTA Seminar I

Course Description

This seminar course allows second year PTA students to engage in activities and discussions that will facilitate the development of the Values Based Behaviors of physical therapist assistant practice. In-class assignments and discussion, as well as outside activities, will foster the students' integration of the American Physical Therapy Association Values Based Behaviors for the PTA: altruism, compassion/caring, continuing competence, duty, integrity, PT/PTA collaboration, responsibility, and social responsibility, in preparation for culminating clinical affiliation experiences and clinical practice as a Physical Therapist Assistant.

PHTA 204 - Cardiopulmonary and Integumentary Pathologies

Course Description

In the first half of the semester students will study the cardiopulmonary system and related pathologies. Cardiopulmonary rehabilitation principles and management will be discussed and applied. Students will learn about diabetes and peripheral vascular disease as a lead-in to amputee and prosthetic rehabilitation. Management of injuries to the integumentary system, including wounds, burns, and edema will be studied.

PHTA 205 – Neuromuscular Pathologies

Course Description

Neuroanatomy will be presented in preparation for the study of data collection and physical therapy interventions used in treatment of persons with neuromuscular pathologies. Normal motor development and neuropathologies, both central and peripheral, throughout the life span will be discussed and treatment techniques practiced in the lab setting.

PHTA 206 - Advanced Physical Therapy Modalities

Course Description:

Students will learn basic principles of electricity and electrotherapy. Application of electrotherapeutic agents for pain control, neuromuscular stimulation, and tissue/wound healing will be studied and applied. Students will be introduced to spinal traction as a therapeutic modality. Students will enhance their research skills by reviewing and critiquing current professional literature related to various course topics.

Fourth Semester

PHTA 207 – Clinical III

Course Description

This clinical practicum correlates with content taught in courses PHTA 100 through PHTA 206. The student is assigned to a physical therapy clinical site where he/she will work under the direct supervision of a licensed physical therapist or registered physical therapist assistant. This will provide the student with the opportunity to put the knowledge and skills learned in the classroom and laboratory into practice in a clinical setting. The PTA student will demonstrate clinical problem solving skills based on academic knowledge and previous lab and clinical experiences.

PHTA 209 – Clinical IV

Course Descriptions

This clinical practicum correlates with content taught in courses PHTA 100 through PHTA 207. Students are assigned to physical therapy clinic sites where they work under the direct supervision of a licensed physical therapist or registered physical therapist assistant. This will provide students with the opportunity to put the knowledge and skills have learned in the classroom and laboratory into practice in a clinical setting as well as expand the practical knowledge learned in Clinical courses I, II, and III.

PHTA 210—PTA Seminar II

Course Description

This course is designed to provide for the transition from the student role to the graduate role. Web-based review of national exam material will occur throughout the fourth semester of the PTA curriculum. Once back on campus, students will participate in transitional preparation by performing licensing and interviewing procedures and sit for a mock national exam. Students will be required to submit a self-directed plan for career development and lifelong learning. A student/faculty conference is required for each student prior to graduation.

REQUIRED LAB COMPETENCIES

PHTA 101 Fundamental PT Skills & Modalities

Body Mechanics
Handwashing
Vital Signs
Positioning
Draping
Bed mobility
PROM: all extremities
Stand pivot transfer
Sliding board transfer
Wheelchair parts management
Wheelchair transport: ramps, curbs
Ambulation with assistive devices
Sterile gloving/gowning
Whirlpool
Cryotherapy
Superficial and deep thermal agents
Ultrasound

PHTA 103 Musculoskeletal Pathologies

Manual stretching
Active inhibition (hold-relax)
Assisted ROM exercises
Self-stretching
Manual resistance (RRROM, isometrics)
Resistance exercise open chain
Resistance exercise closed chain
Resisted stabilization
Postural awareness training
Cervical ROM
Spinal stabilization exercises
Dynamic spinal strengthening exercise
Massage techniques

PHTA 105 Musculoskeletal Assessment Techniques

Joint range of motion using a goniometer
Functional range of motion
Manual muscle testing
Limb length and girth
Posture

PHTA 204 Cardiopulmonary & Integumentary Pathologies

Height and weight to calculate BMI
Pulse oximetry
Diaphragmatic breathing training
Teaching an effective cough
Postural drainage (with percussion and vibration)
Residual limb wrapping (transtibial)
Intermittent compression
Application and removal of wound dressings

PHTA 205 Neuromuscular Pathologies

Sensory testing
PNF patterns
PNF exercise techniques
Neuromuscular facilitation techniques
Sensory stimulation techniques

PHTA 206 Advanced Physical Therapy Modalities

Transcutaneous electrical nerve stimulation
Neuromuscular electrical stimulation
Interferential stimulation
High volt stimulation/ultrasound combination
Iontophoresis
Mechanical spinal traction
EMG biofeedback

Clinical Education

GUIDE TO CLINICAL ROLES

SPTA: **Student Physical Therapist Assistant** – Student enrolled in the Physical Therapist Assistant program. This abbreviation is not legally recognized for documentation purposes.

ACCE: **Academic Coordinator of Clinical Education** – The ACCE is a PT or PTA faculty member who coordinates all clinical education. This includes development and evaluation of clinical affiliation sites, organizing and supervising student clinicals and acting as the main communication link between the academic and clinical physical therapy communities.

CCCE: **Center Coordinator of Clinical Education** – One person at each clinical site who coordinates the assignments and activities for all the PT and PTA students at his/her facility.

Clinical Adjunct – The PT or PTA who is responsible for oversight of Clinical I and Clinical II learning experiences. The clinical adjunct is responsible for coordinating all aspects of Clinical I and II student learning experiences. Clinical adjuncts grade all clinical assignments and are responsible for determining midterm & final grades for these courses.

CI: **Clinical Instructor** – The PT or PTA with at least one year clinical experience who is assigned by the CCCE to a particular PTA student. With the CCCE, the CI structures the clinical learning experience to best meet the student's needs and the school's clinical objectives according to opportunities available at the facility. The Clinical Instructor acts as a professional role model and is aware of the impact of this role on students.

Supervision

Initial application of a physical therapy method by a student is structured and supervised, with the level of supervision determined by awareness of the student's level of competency, the condition of the patient and the nature of the method used.

If the clinical instructor wishes to teach the student a technique that has not yet been covered in academic course work, this is permissible only if the student is under direct supervision and demonstrates appropriate clinical competence as determined by the supervising physical therapist.

CLINICAL EDUCATION REQUIREMENTS AND SEQUENCE

Types of Affiliations:

Students will complete two integrated and two full-time clinical experiences. Placement in different types of facilities serves to ensure that the student gains exposure to a variety of patient diagnoses, as well as differences in health care delivery in various settings. The types of settings may include any of the following:

1. Acute care hospital
2. Hospital based outpatient PT department
3. Private practice outpatient clinic
4. Nursing Home--long term care and subacute rehab.
5. Acute care rehabilitation hospital
6. School system
7. Home health care agency
8. Developmental center

Clinical I will occur in an inpatient setting and Clinical II takes place in an outpatient setting. These courses are designed to integrate knowledge and skills learned in co-requisite courses.

One of the full time clinical experiences (PHTA 207 or PHTA 209) MUST be done in an inpatient environment (i.e. acute care hospital, nursing home, acute care rehabilitation hospital).

Throughout the four clinical affiliations, the student should receive experience working with general medical/surgical, orthopedic, and neurological dysfunctions. Because several facilities in the local area are multifaceted, the student may gain exposure to several of these types of patients in one setting.

Course Sequence: Please refer to the PTA program website for current information regarding specific course objectives, assignments, & other requirements for each of the clinical courses. http://www.canton.edu/sci_health/pta/instructors.html

Clinical I:	PHTA 104 (1 credit hours)
Length:	40 hours/semester
Time:	Fall semester first year
Clinical II:	PHTA 106 (1 credit hours)
Length:	40 hours/semester
Time:	Spring semester first year
Clinical III:	PHTA 207 (7 credit hours)
Length:	7 Weeks
Time:	Late January to early March 4th semester
Clinic IV:	PHTA 209 (7 credit hours)
Length:	7 Weeks
Time:	Early March to Mid-May 4 th semester

CLINICAL AFFILIATION ASSIGNMENT

Students are assigned to one facility for Clinicals I and II. These clinical site assignments are finalized by faculty at the start of the fall semester.

The Academic Coordinator of Clinical Education (ACCE) is responsible for assigning clinical sites for all full time affiliations.

Timeline for Assignment of Clinical III and IV Placements:

March: ACCE sends request forms for placements for the following year to all contracted clinical sites.

April: ACCE will provide all students with a list of available placements. Updates to this list will be provided via email to students as they occur.

Students will develop a “wish list” of 3-5 desired sites and submit the list in writing to the ACCE with justification for each choice. Students are instructed to confer with ACCE or use Clinical Site Information Forms (available in file cabinet in faculty office area) to assist in determining their wish list of affiliation sites.

May – Sept: The ACCE will determine placements based on clinical availability, academic requirements and student preferences. Every effort will be made to match each student to appropriate sites based on his/her goals, work-related experiences, abilities and preferences.

The ACCE will notify sites of the desired student placements, and sites will provide the ACCE with confirmation. At that time the student will be notified of the confirmation. The ACCE may provide students with a tentative list of placements, however, **CLINICAL PLACEMENTS ARE NOT FINAL UNTIL CONFIRMED BY THE CLINICAL SITE**

Students may request to swap placements with another student following assignment, however, the request to change must be submitted in writing to the ACCE and must be approved by the ACCE.

A student who refuses an assigned clinical placement will be given an alternate placement only after all other students are placed, and if there is availability at an appropriate site. Refusal of an affiliation by the student may result in postponement of the clinical experience which could result in a delay in graduation date

The PTA Program reserves the right to assign students to one or more distant clinical affiliations (Distant is defined as a site more than 1.5 hours commute one way) as is necessary for sound clinical education experiences.

Each student is responsible for his/her own transportation to and from the clinical site. Students are also responsible for their meals, room and board, and any parking fees, as necessary.

Students requesting placement at a site not currently contracted with SUNY Canton must do so at least six months, and ideally, one year prior to the desired affiliation. This time frame is

required for the development of contractual arrangements between SUNY Canton and the facility as well as for the development of mutual goals for the clinical experience between SUNY Canton and the facility.

If extenuating circumstances arise that interfere with a student's ability to complete clinicals during program designated times, the student must submit, in writing, a request for an alternate clinical plan. Approval of the clinical plan is contingent upon approval of the Dean of the School of Science, Health, and Criminal Justice, the PTA Program Director, and the ACCE, and clinical site availability.

PRE-CLINIC COMMUNICATION WITH CLINICAL SITE

At least four weeks prior to each clinical affiliation, each student will complete a student profile form which is submitted to the ACCE for review. Students are required to provide the site with information regarding previous clinical, volunteer or job-related experiences, as well as his/her individual learning needs and objectives. This will enable the CCCE and CI to coordinate an optimal clinical experience. The student profile will be mailed to the CCCE along with a letter of introduction. The student will contact the facility via telephone one to two weeks prior to the start of their affiliation to finalize all details.

COMMUNICATION DURING FULL TIME CLINICAL AFFILIATIONS

All students and their CI's will be contacted by a PTA faculty member at least once during each full time clinical affiliation. This contact will be made by phone, email, or by an onsite visit. The contact will be initiated by the ACCE and will take place during the middle weeks of the clinical affiliation. Students, CIs, or CCCEs may also contact the ACCE anytime during the clinical affiliation as needed.

The ACCE will contact the facility to schedule all on-site visits. Visits allow time for the student, the ACCE, the CI's and CCCE as necessary, to discuss the affiliation, both individually, and as a group and allow the ACCE to observe that student and the site. The ACCE may provide training or education to the CI and/or site as needed during an on-site visit. Additional visits may be scheduled as needed to meet the needs of the student and/or clinical site.

Most students will receive at least one on-site visit during their affiliations. Additional support via phone calls, emails or additional site visits will be provided as needed for any student who is experiencing difficulties with clinical performance.

EVALUATION

Clinical I and II are graded on a pass/fail basis. The clinical adjuncts will assign the grade based on feedback regarding student performance as noted on each block's evaluation form. Clinical adjuncts may consult with the ACCE prior to assigning a grade.

Grades for full-time clinical affiliation courses (Clinical III and IV) will be based on on-line Clinical Performance Instrument (CPI) evaluations by the CI, oral communication between the clinical instructor and the ACCE, and student assignments. Grades will be assigned after both the clinical instructor and the ACCE have consulted on the student's performance and all

assignments have been completed and turned in to the ACCE. The ACCE is ultimately responsible for assigning the final grade.

Midterm and final evaluations will be completed for Clinicals III and IV. Students are expected to self-assess and receive feedback on an ongoing basis using the Weekly Planning Form during all full-time affiliations.

At the end of each clinical affiliation, students will complete a written evaluation of the clinical site using the APTA Clinical Site Evaluation Form. Following the student's evaluation of the clinical site, he/she should share the results of the evaluation with the clinical instructor and both should sign the evaluation. Completed forms will be maintained in the Physical Therapist Assistant Program clinical files at SUNY Canton. These will become part of the facility's permanent on-campus file and will be used for clinical site and clinical faculty development.

Clinical Failure:

Students who do not attain a passing grade in a clinical course will not be allowed to continue in the Physical Therapist Assistant program until that course is successfully repeated. Since Clinical Affiliation courses are not offered every semester, students who need to repeat an affiliation course should realize that an extra semester or more may be required to complete their degree.

Students will be required to complete appropriate remediation prior to repeating a clinical affiliation. This will consist of identification of areas requiring remediation by the student, CI and ACCE. Goals and objectives will be established by the ACCE and the student using a Learning Contract.

If a student's clinical performance has endangered the welfare of a patient or if a student exhibits a significant lapse of professional judgment, the student may need to be immediately removed from the affiliation. The student will receive a grade of F for the affiliation. In this instance, the student will be required to demonstrate readiness to return to the clinical setting prior to reassignment.

Withdrawal from Clinical Affiliation:

Withdrawal from a clinical affiliation is a rare occurrence. However, this is an option under certain situations such as:

1. The student is having significant difficulty due to concerns about the learning environment at the clinical site. In this instance, the student should express the concerns and/or problems immediately to the clinical instructor. Problems often can be resolved by this approach. If problems persist the student should contact the ACCE. Once the ACCE is contacted, he/she will document the problem issues, the time, date and any recommendations made to the student. Within 1 to 2 clinical days from the student's contact, the ACCE will follow up with the student and clinical instructor to discuss the status of the problem.

If the problem is still not resolved, the ACCE will arrange a meeting with the student, CI and/or CCCE to discuss and develop a plan to provide a successful clinical learning experience. If all parties agree that a withdrawal is in the best interest of the student, then the student will be given a W (withdrawal) grade. The ACCE will work with the student to assign a new clinical affiliation as soon as possible based on clinical site availability. The clinical may have to be repeated in the next regularly scheduled clinical time frame, which may delay graduation.

2. The student has a medical, family, or other personal issue that limits his/her ability to complete the affiliation as scheduled. In this case, reassignment of the affiliation will be scheduled as soon as possible. However, students should keep in mind that dependent on site availability, the clinical may have to be repeated in the next regularly scheduled clinical time frame, which may delay graduation.

Withdrawing from a clinical course in poor academic standing is considered the equivalent of not meeting the academic expectations of the course.

STUDENT DISABILITY OR LIMITATION

A PTA student may encounter a temporary medical condition or may have a documented disability that could impact his /her ability to provide physical therapy services. In either case, it is the student's responsibility to inform the ACCE of his/her disability and provide written documentation of the same. It is also the student's responsibility to request reasonable accommodations. A student may choose to inform the CCCE/CI at the assigned clinical site him/herself or may ask the ACCE to inform the CCCE/CI. The student must give written permission for the ACCE to share this information with the CCCE/CI.

Following the student's written request and permission, the ACCE will inform the CCCE at the clinical site of a student's documented disability and request for accommodations. The ACCE will work with the facility to ensure that the student has an appropriate clinical learning experience. If the clinical site is unable to reasonably accommodate the student, then the ACCE will arrange a reassignment.

If a temporary medical condition is significant whereas physical therapy essential skills are unattainable, with or without reasonable accommodations, the student will not be able to complete the clinical experience. The student may need to withdraw from the clinical affiliation and complete it at a later date, following the Withdrawal Policy in this handbook.

INSURANCE COVERAGE

Accident/Sickness

Accident/Sickness Insurance is required by the State University of New York College of Technology at Canton for every full-time student. In addition, a student health fee, per semester, is charged for on-campus health services. (See Academic Catalog for specific charges.) A student may waive the college's insurance by signing a waiver of comparable accident/sickness insurance.

Insurance

General liability insurance is covered by State University of New York College of Technology at Canton. Students are also required to purchase student liability insurance. The cost of the policy is approximately \$40.00 and will cover the student during full time clinical affiliations.

REQUIRED DOCUMENTATION

Physical and Immunizations

PTA students are required to have a current physical on file at SUNY Canton Health Services prior to their first affiliation. All students are required to provide each clinical affiliation with a copy of the Health Status form on or before the first day of each clinical. It is important for students to keep one copy for their own records.

NYS requires PTA students to provide proof of the following:

1. Tetanus immunizations with booster within the last ten (10) years.
2. PPD or Mantoux Tuberculin test - two doses given at least one week apart.
3. Measles, Mumps, and Rubella immunization or Titer demonstrating immunity, or documented evidence of having had the disease.
4. Varicella immunization or titer demonstrating immunity.
5. Influenza vaccine for each flu season student will be in the clinical setting

Hepatitis B:

The Hepatitis B series of immunizations is strongly suggested although not required. If the student chooses not to have the immunization, he/she must sign a waiver stating that they are knowledgeable of the risks of hepatitis B and have chosen not to receive the immunizations.

Occasionally, an affiliation facility requires additional health and/or immunization information. Students are expected to conform to the facility's required policy.

Infection Control

All students will receive training on infection control and OSHA bloodborne pathogens in the first semester of the PTA program. Students will be required to complete a verification of training form which is sent to assigned clinical sites. The program will provide verification to clinical sites.

CPR Certification

All Physical Therapist Assistant students must obtain certification in Basic Life Support for Healthcare providers before participating in PHTA104. Certification must remain current throughout all clinical affiliations. Proof of certification must be given to each clinical site.

Drug Screening/Criminal Background Checks

Some clinical facilities mandate drug screening tests and/or criminal background checks for all employees and volunteers (including students). The ACCE will inform students of this mandate upon clinical assignment. The expense of these may be borne by the clinical facility; however, depending on clinical facility policy, costs of the screening may be the responsibility of the student.

Orientation Checklists

In order to ensure safety and consistency for students while on clinical affiliation, each student must receive an orientation to the clinical facility within the first week of each clinical experience. An Orientation Checklist must be completed and signed by both the student and clinical instructor. The checklist is to be returned to the ACCE with all other clinical documentation at the end of the affiliation. Students are required to participate in any additional orientation activities as mandated by the clinical site.

ATTENDANCE POLICY

Each clinical affiliation consists of an average of 36-40 hours per week or the full-time work week of the clinical facility.

The student is expected to attend each clinical on a full-time basis and to follow the facility's calendar, not the college calendar. For instance, if a holiday occurs during an assigned affiliation and the PT department is open clinical PT department is open, the student is expected to attend clinical.

Each student is to remain at the clinical site for the entire scheduled shift. If a student needs to leave the clinical site for any reason, he/she must have permission from the clinical instructor. Each student should make maximal use of clinical time (i.e. reading professional materials or observing with other staff members if the CI is busy).

Students must not expect or arrange for early release or altered clinical hours for reason of participation in paid employment or other personal obligations.

Absences:

Each student is allowed one full-day absence per clinical affiliation. If the student is going to be absent, he/she must notify the clinical instructor at least 30 minutes prior to his/her scheduled arrival time. If the clinical instructor is not available, the student will leave a message with the secretary or a representative of the PT department or facility.

The student is required to make up missed time if he/she is absent for two or more clinical days. If the student is ill and misses three or more consecutive clinical days, a signed note from his/her physician must be submitted to the ACCE and the CI in writing within one week of the absence. The note will be placed in the student's file in the PTA office. **Please note:** If a student is absent for more than five days during Clinical III, he or she will be required to postpone Clinical IV until all obligations for Clinical III are met.

Absence without notice:

If a student fails to report an absence (as instructed above), the CI should contact the ACCE immediately. The student will receive a warning from the ACCE and a written report of the incident will be placed in his/her program file. A second occurrence will lead to dismissal and failure of the clinical.

Tardiness:

Students should be prompt at all times during clinical affiliations. Tardiness demonstrates a lack of professionalism and is unacceptable. Repeat occurrences of tardiness will be addressed by the clinical instructor and may include notification/consultation with the ACCE. Chronic tardiness may be reflected in the student's professional behavior rating and could result in failure of the clinical.

Make-up time for absenteeism and tardiness will be determined by the clinical instructor and ACCE.

DRESS CODE

The dress code policies listed below will apply to SUNY Canton PTA students performing clinical affiliations and/or representing the PTA program during events such as health fairs or other volunteer activities. Guidelines for professional attire for SUNY Canton PTA students include the following:

1. All students will conform to the dress code standards set by the affiliation facility.
2. Students are required to wear a nametag at all times. The SUNY Canton student ID may be used as a nametag when placed in a plastic holder.
3. Clothing will be worn and fit in such a manner that it does not expose the abdomen, chest, or buttocks area.
4. Clothing will not be transparent. Undergarments may not be visible.
5. Clothing will be well maintained and free from rips, holes, wrinkles, etc.
6. Jeans are not acceptable. Skirts or dress shorts (if allowed by clinic policy) will be no shorter than 2 inches above the knee. Casual shorts are not acceptable at any time.
7. Students will wear clean, safe, non-skid footwear at all times.
8. All students should wear hair neatly, in a manner consistent with professional appearance and may be only colored in conservative tones. Long hair should be pulled back from the face so it does not interfere with patient care.
9. All students are required to wear a watch with a second hand.
10. Minimal conservative makeup and nail polish are acceptable. Fingernails must be kept short and well-manicured. Acrylic nails are not acceptable.
11. For safety reasons jewelry should be kept to a minimum. Dangling jewelry is prohibited. Body piercing jewelry will only be worn on the ear. No others areas of the body containing piercing may be visible.
12. Tattoos must be appropriate in content and in keeping with a professional image. Students may be required to cover tattoos when in the clinical setting.
13. Hygiene needs to be consistent with close personal contact. Care should be taken when using scented products (i.e. perfume, cologne).
14. Any student who is found to be in violation of any of the above dress code standards by the clinical instructor and/or SUNY Canton College facility representative may be sent home and instructed to return to the facility dressed in accordance with the facility dress code. At the time, the student will receive a written warning. If a second infraction occurs, the Clinical Instructor will contact the ACCE and a learning contract will be implemented. In the event of a third dress code infraction, the student will fail the clinical. Failure of a clinical may delay graduation for one year.

Faculty Development for Clinical Educators

The SUNY Canton PTA Program is committed to provide ongoing educational opportunities to our clinical faculty as well as to other clinicians who are interested in learning more about the clinical education process.

The program attempts to provide a minimum of one continuing education workshop per year, typically held on the SUNY Canton campus. These workshops cover a variety of topics, aimed at meeting areas of need determined through evaluation of clinical sites & instructors.

Clinical sites and Clinical Instructors are evaluated as part of the program's annual assessment process. The ACCE will monitor trends in undesirable feedback or/or outcomes regarding a clinical facility or clinical faculty. Sources of information include Evaluations of Clinical Sites & CIs as completed by students, assessment of needs determined by the ACCE based on site visits & other communication with CI's/CCCE's. Efforts will be made to provide development activities that are reflective of the needs determined during this assessment. Activities may be provided on an individual basis or as a workshop for a larger group. Development activities occur in a variety of formats such as phone conferences, visits to the site, emails containing educational materials related to clinical education, or more formal continuing education activities held at SUNY Canton or at clinical sites.

The SUNY Canton PTA program attempts to offer the Level One APTA Clinical Instructor Education and Credentialing Program on an annual basis, typically in the spring of each year. All clinical sites will be notified of the course by mail.

Physical therapists who are Clinical Instructors can participate in the Level Two APTA Advanced Clinical Instructor Education & Training program. SUNY Canton attempts to sponsor this program every other year.

For those interested in taking either course at another location or timeframe, a list of all Clinical Instructor Training courses offered throughout the United States can be found on the APTA website. For more information, visit: http://www.apta.org/Education/educatorinfo/Voluntary_Training. We encourage all clinical instructors to complete this voluntary training program.

SUNY Canton PTA program faculty members are also available to provide inservice training to clinical facilities on a variety of topics, including clinical education. Please contact the PTA program for further information.

Selection of Clinical Faculty

Clinical faculty who will be directly supervising SUNY Canton PTA students are PT's or PTA's who have met the following criteria:

- Have expressed interest in providing clinical education
- Are licensed/registered in the state in which they are practicing
- Have a minimum of one year of experience in clinical practice
- APTA Clinical Instructor Credentialing is highly recommended, but not required

Rights & Privileges of the Clinical Faculty

Clinical faculty involved in providing clinical education experiences for SUNY Canton PTA students have the following rights & privileges:

- To be treated fairly, with dignity & without discrimination by all students & SUNY Canton Faculty
- Free access to the SUNY Canton Library & databases
- Free use of the computer labs on campus
- Faculty rate at SUNY Canton Fitness Center
- Eligible for Equipment Loan Program through the PTA program on an availability basis
- Opportunity to earn CEU's for Clinical Instructor time. New York State grants CEU's for Clinical Instructors as follows:

Supervision of a student (clinical instructor)	.25 hours of continuing education for each two-week period of supervision per student, capped at 6 hours per three-year registration period
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<http://www.op.nysed.gov/prof/pt/ptceapplicantinfo.htm>

Clinical Instructors will be provided with CEU certificates following each clinical affiliation. Please contact the ACCE for further details regarding the above.

Responsibilities of the Clinical Faculty

SUNY Canton PTA clinical faculty members have the following responsibilities:

- To provide students with orientation to the clinical site as per the orientation checklist
- To create a learning environment that fosters development of clinical skills & abilities
- To provide students with timely & appropriate feedback
- To serve as a role model for the PTA in the clinical setting
- To communicate with the academic program/ACCE regarding any student issues or concerns
- To provide students with appropriate levels of supervision based on legal & reimbursement guidelines, and the student's competency level
- To evaluate the student fairly based on course guidelines
- To comply with FERPA standards
- To complete all required affiliation documentation in a timely manner
- To be receptive to evaluation & feedback from the academic program

Clinical Affiliation Agreements

It is the policy of SUNY Canton's Physical Therapist Assistant program to ensure that valid and unexpired written agreements exist for all clinical sites offering clinical experiences.

Prior to assignment of a student to a clinical facility, the Student Affiliation Agreement is established between SUNY Canton and the clinical facility. Two copies of the agreement are sent to the facility and, when approved by the facility, are returned to SUNY Canton with notarized signatures. Once received at SUNY Canton, the agreement is reviewed and signed by the Vice President of Administration. At that time a certificate of liability for the facility will be issued. One copy of the signed agreement will be returned to the clinical site. The second copy will be kept in the clinic's file in the ACCE's office.

If a clinical facility prefers to use its own agreement, the agreement should be forwarded to the ACCE. The agreement will be forwarded to the Vice President of Administration & SUNY legal counsel for review. Any requests for modification to the agreement are communicated to the site via the ACCE. Once all parties have agreed to the changes, the document is signed & notarized by both parties. At that time a certificate of liability for the facility will be issued. One copy of the signed agreement will be returned to the clinical site. The second copy will be kept in the clinic's file in the ACCE's office.

The standard SUNY affiliation agreement is self-renewing and expires only upon cancellation by either party at least one year in advance of the desired termination date. Changes to the SUNY Standard agreement are communicated to the ACCE via the office of the Vice President for Administration. These changes are then sent to the clinical affiliation sites for their review and signature. The signature accepting the changes is kept in the facility's file in the ACCE office.

The ACCE sends Clinical Reservation Forms to all contracted sites in March of each year. Completion of this form by the site indicates intent to continue the affiliation agreement through the next academic year.

The ACCE maintains a database of all current clinical files. A clinical site is deemed to be active if there is a current, valid agreement in place. If the ACCE notes that an agreement requires revision, it will be noted as "pending" in the database. The database includes expiration dates of any agreements that are not self-renewing. If an affiliation agreement is discontinued, the site will be removed from the clinical database, and its file removed from the active clinical files. A signed agreement with the affiliating facility must be in place prior to a student starting a clinical affiliation.

Clinical agreements will be reviewed by the ACCE on an annual basis, as part of the program assessment process. Requests for updated agreements will be made at this time. In addition, the clinical database will be formally reviewed at the end of each academic year as part of the annual program assessment process. Ongoing review & updating of the database will occur throughout the year on an as needed basis.

Affiliated clinical sites should submit updated Clinical Site Information Forms (CSIF) and Clinical Reservation forms to the program on a yearly basis. CSIF's are kept in the clinical files at SUNY Canton for student and PTA program faculty access.

APPENDICES

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY AT CANTON**

Physical Therapist Assistant

STUDENT PARTICIPATION AGREEMENT

I, _____ agree to participate as both a student physical therapist assistant and surrogate patient in the laboratory and clinical activities of the Physical Therapist Assistant program. These laboratory activities involve treatment procedures and modalities consistent with current physical therapy practice. These will be rendered according to standard protocol and under direct supervision of qualified physical therapy personnel.

Contraindications to physical therapy treatments will be clearly stated during class lectures. If I have a medical condition associated with any contraindication, I realize that it is my responsibility to speak privately with an instructor concerning this matter before the particular treatment is practiced in the lab. I understand that I may be excused from participating in the role of a student physical therapist assistant and/or patient during a lab due to a medical condition that is a contraindication to the particular physical therapy treatment being practiced. It is also understood that I will be required to perform all lab competencies, performing as a student physical therapist assistant, required in the course they are instructed, before being allowed to move on in the curriculum.

By reading and signing the Essential Skills list I understand what qualities I must possess to successfully complete SUNY Canton's Physical Therapist Assistant Program. Only reasonable accommodations will be considered in these cases and the final decision for such made by the PTA Program Director in collaboration with PTA faculty and the Accommodative Services department of the college. If my medical condition is temporary, I will receive an incomplete in the course. Completion of the PTA curriculum will follow the graduation requirement guidelines for an associate degree as stated in the college's Student Handbook.

Throughout the physical therapist assistant program, I will be provided with observation experiences in a variety of off-campus settings. I agree to participate in these off-campus educational experiences and assume full responsibility for my own safety while traveling to and from the experience and while participating in the observation experience.

I also agree to participate in videotaping, audiotaping, photography and/or digital imaging for the purpose of instruction, evaluation and PTA program marketing throughout the program.

Student Signature

Date

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY AT CANTON**

Physical Therapist Assistant

STUDENT CONFIDENTIALITY AGREEMENT

Throughout the Physical Therapist Assistant (PTA) Program at SUNY Canton I will have access to protected health information. In accordance with HIPAA regulations, I realize that protected health information should be kept confidential. I also realize that any unauthorized access or release of health information is punishable by fine and/or imprisonment.

I will maintain confidentiality of other sensitive information about any persons or business encountered while engaging in activities during the PTA program.

I realize that adherence to confidentiality includes the use of social media and agree to abide by the PTA program's social media policy.

Throughout my training in the Physical Therapist Assistant Program I will at no time inappropriately release confidential information and I will adhere to the Standards of Ethical Conduct for the Physical Therapist Assistant of the American Physical Therapy Association.

I understand that release of unauthorized information may result in immediate dismissal from SUNY Canton's Physical Therapist Assistant Program.

Print Name

Student Signature

Date

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY AT CANTON**

Physical Therapist Assistant

INFORMED CONSENT FORM

I, _____ agree to participate in the following manner as part of an educational experience for the physical therapist assistant program at SUNY Canton:

Check all that apply:

_____ Subject or patient simulator (Any physical therapy procedures will be rendered according to standard protocol and under direct supervision of qualified physical therapy personnel)

Description of activity: _____

_____ Videotaping

_____ Audiotaping

_____ Photography

_____ Signature

_____ Date

AFFILIATION AGREEMENT BETWEEN

AND

STATE UNIVERSITY OF NEW YORK

This Agreement is made by and between _____, a corporation organized and existing under the laws of the State of New York, with its principal office located at (hereinafter referred to as "Hospital") and the State University of New York, an educational corporation organized and existing under the laws of the State of New York, and having its principal place of business located at State University Plaza, Albany, New York 12246, for and on behalf of (hereinafter referred to as "University").

WHEREAS, the University has undertaken an educational program in the discipline of _____; and WHEREAS, the Hospital operates a facility under Article 28 of the Public Health Law; and WHEREAS, the University and Hospital desire to affiliate for the purpose of carrying out said educational program in the discipline of and meeting the medical needs of the Hospital's patients.

NOW, THEREFORE, it is agreed that:

1. The University shall assume full responsibility for planning and executing the educational program in the discipline of including programming, administration, curriculum content, faculty appointments, faculty administration and the requirements for matriculation, promotion and graduation, and shall bear all costs and expenses in connection therewith. Attached as Exhibit B is a copy of the curriculum. The University further agrees to coordinate the program with the Hospital's designee.
2. The University shall be responsible for assigning students to the Hospital for clinical practice. The University shall notify the Hospital one (1) month in advance of the planned schedule of student assignments to clinical duties including the dates, number of students and instructors. The schedule shall be subject to written approval by the Hospital.
3. The University, at its sole cost and expense, shall provide faculty as may be required for the teaching and supervision of students assigned to the Hospital for clinical experience.
4. The University agrees to provide the students with comprehensive infection control training, including blood borne pathogens, prior to assignment at the Hospital. The University also agrees to inform students of the need for a hepatitis B vaccination prior to their assignment at the Hospital.
5. The University agrees that at all times students and faculty members are subject to the supervision of the Hospital administration and are considered part of the Hospital's workforce only for purposes of access to and disclosure of protected health information ("PHI") as defined by 45 CFR 164.501 only. The University shall inform students and faculty that they must comply with all rules applicable to both students and faculty while at the Hospital, and that failure to comply shall constitute a cause for terminating such student's assignment to or such faculty member's relationship with the Hospital. The Hospital will provide copies of all policies and procedures to the students and faculty members.

6. The University shall advise each student and faculty member that the Hospital may require, and shall be provided upon its request, the following health information: (a) a physician's statement that the student or faculty member is free from any health impairment which may pose a risk of illness or injury to Hospital patients or interfere with the performance of his/her assigned duties; (b) PPD (Mantoux) skin test for tuberculosis performed within one year, and a chest x-ray if positive; (c) Td (Tetanus-diphtheria) booster within ten years; and (d) proof of immunity against measles (Rubella) and German measles (Rubeola); such proof is documentation of adequate immunization or serologic confirmation.
7. Students and faculty members shall respect the confidential nature of all information that they have access to in accordance with the policies and procedures of the University and the Hospital. The University and Hospital agree to cooperate with one another's operational, regulatory, licensure and accreditation requirements including but not limited to related surveys, audits and other reviews. The University shall advise all students and faculty of the importance of complying with all relevant state and federal confidentiality laws, to the extent applicable, including the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"). Hospital agrees to provide students and faculty with training regarding Hospital's policies and procedures relative to HIPAA. University and Hospital acknowledge that students and faculty may use patients' personal health information for educational purposes at the Hospital and as permitted by HIPAA.. Information removed from the Hospital for educational use must be appropriately de-identified as that term is defined in 45 CFR 164.514. Information removed for other purposes as permitted by HIPAA must be removed in a manner approved in writing by the Hospital prior to the removal. Identifiable information removed as permitted by HIPAA may not be used beyond the original purpose unless it is appropriately de-identified as that term is defined in 45 CFR 164.514. Identifiable information as removed by HIPAA must be destroyed or rendered de-identifiable as soon as practicable once the original purpose for the removal has been satisfied.
8. The Hospital may terminate any student's or faculty member's assignment from the Hospital when a student or faculty member is unacceptable to the Hospital for reasons of health, performance, or for other reasons which, in the Hospital's reasonable judgment and to the extent allowed by law, cause the continued presence of such student or faculty member at the Hospital not to be in the best interest of the Hospital. Any such action will be reported by the Hospital to the University orally and in writing.
9. Notwithstanding any other provision of this Agreement, the Hospital is responsible for patient care and treatment rendered at the Hospital.
10. The Hospital, as it deems necessary and proper, shall make available for student experience classrooms and clinical areas, including equipment and supplies, libraries, and cafeteria facilities, consistent with its current policies in regard to availability. The Hospital shall also provide orientation for the University faculty and students.
11. The Hospital shall have no responsibility for the transportation of faculty or students to and from the Hospital.
12. In case of a student or faculty emergency illness or injury during the clinical fieldwork experience, Hospital will provide emergency care to students or faculty at the student's or faculty member's own expense. In the event that care or treatment is required beyond the

- emergency, the student or faculty member shall be responsible for arranging such care or treatment and for all associated costs.
13. Except as set forth in paragraph 5 of this Agreement, students and faculty members shall not be deemed to be employees, servants or agents of the Hospital, but shall be considered invitees. Neither party shall pay the other any compensation or benefits pursuant to this Agreement. The parties acknowledge that the Hospital is not providing any insurance, professional or otherwise, covering any students or faculty members.
 14. The University agrees that it shall secure Workers' Compensation Insurance for the benefit of all faculty members and other University employees required to be insured by Workers' Compensation Insurance and shall maintain such coverage throughout the duration of this Agreement. For the purposes of Workers' Compensation Insurance, no student or faculty member is to be considered an employee, servant or agent of the Hospital.
 15. Subject to the availability of lawful appropriations and consistent with the New York State Court of Claims Act, the University shall hold the Hospital harmless from and indemnify it for any final judgment of a court of competent jurisdiction for the University's failure to perform its obligations hereunder or to the extent attributable to the negligence of the University or of its officers or employees when acting within the course and scope of this Agreement.
 16. Hospital shall fully indemnify, defend and save the University, its officers, employees, and agents harmless, without limitation, from and against any and all damages, expenses (including reasonable attorney's fees), claims, judgments, liabilities, losses, awards, and costs which may finally be assessed against the University in any action for or arising out of our related to this Agreement. The State of New York reserves the right to join in any such claim, demand or suit, at its sole expense, when it determines there is an issue involving a significant public interest.
 17. The University shall maintain during the term of this Agreement general and professional liability insurance, in amounts not less than \$3,000,000 for bodily injury and property damage combined single limit; and the Hospital is to be additionally named insured under such liability policy or policies. The persons insured under such policy or policies shall be the students of the State University of New York with respect to liability arising out of their participation in the clinical training program carried out under this Agreement. The University's faculty members are covered by the defense and indemnification provisions of section 17 of the Public Officers Law with respect to liability arising out of their participation in the clinical program carried out under this Agreement. The University agrees to notify the Hospital in writing no less than ten (10) days prior to the cancellation, modification or non-renewal of any insurance coverage. Notwithstanding the foregoing, the Hospital shall remain liable for direct damages resulting from its negligence.
 18. It is mutually agreed that neither party shall discriminate against any student, faculty member, patient or Hospital employee based upon color, religion, sex, sexual orientation, national origin, age, veteran status and/or handicap.
 19. The provisions of Exhibit A, State University of New York standard contract clauses, attached hereto, are hereby incorporated into this Agreement and made part hereof. The laws of the State of New York will govern this Agreement, without regard for New York's choice of law statute. This Agreement contains the entire understanding of the parties with respect

to the matters contained herein. In the event of any conflict between the terms and conditions set forth in this Agreement, the following order of precedence shall apply: (1) Exhibit A; (2) this Agreement.

20. This effective date of this Agreement shall be _____ and shall continue in full force and effect until terminated as set forth in this paragraph. This Agreement may be terminated by either party upon ninety (90) days written notice to the other, provided, however, that no such termination shall take effect until the students already placed in the program have completed their scheduled clinical training.

21. For purposes of written notification:

To the UNIVERSITY

To the HOSPITAL

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the dates set forth below:

By: _____
_____ Date

By: _____
_____ Date
