

**SUNY CANTON  
PHYSICAL THERAPIST ASSISTANT PROGRAM  
CLINICAL EDUCATION HANDBOOK**



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

## PREAMBLE

This handbook was developed to provide clinical faculty in the physical therapist assistant program at SUNY Canton with information regarding program and faculty policies and procedures.

The handbook is updated annually. Clinical faculty will be provided with any additions or changes made to information in this handbook as they are made.

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

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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](mailto:accreditation@apta.org); website: <http://www.capteonline.org>.

Concerns about SUNY Canton's Physical Therapist Assistant program can be submitted to CAPTE at the following link: <https://www.capteonline.org/Complaints/>

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*SECTION I*

*MISSION/GOALS/OUTCOMES*

## **SUNY CANTON MISSION**

SUNY Canton is dedicated to providing a progression of accessible, affordable, high-quality applied programs that enable students in the North Country, New York State, and beyond to achieve their highest potential both personally and professionally.

### **PHYSICAL THERAPIST ASSISTANT PROGRAM MISSION**

The Physical Therapist Assistant program prepares students to be competent, professional physical therapist assistants who value the differences and needs of every individual. Program graduates are ready to enter the work force or pursue additional educational opportunities. The program provides a quality education in a supportive learning environment, encouraging students to reach their highest potential.

### **PHYSICAL THERAPIST ASSISTANT PROGRAM GOALS**

1. Graduates will demonstrate competent physical therapy practice.
2. Graduates will demonstrate professional behaviors expected of the physical therapist assistant.
3. Graduates will demonstrate awareness of and sensitivity to individual differences and needs.
4. Faculty will set high academic standards in a supportive learning environment to facilitate student achievement of educational and career goals.
5. Faculty will role model lifelong learning by participation in professional development activities that inform their teaching.

## **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 differences, values, preferences and expressed needs and respond appropriately in all aspects of physical therapy services.
3. Exhibit conduct that reflects practice standards that are legal and ethical.
4. Demonstrate 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.
16. Exhibit professional behaviors that are consistent with the expectations of the physical therapy profession.

## **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 behaviors consistent with the core values. 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 their own learning. This includes continuous self-assessment which fosters their 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.

## *SECTION 2*

# *CLINICAL EDUCATION PROGRAM GENERAL INFORMATION*



## **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.
- DCE:**     **Director of Clinical Education** – The DCE is a PT or PTA faculty member who coordinates all clinical education. This includes development and evaluation of clinical experience sites, organizing and supervising student clinicals and acting as the main communication link between the academic and clinical physical therapy communities.
- SCCE:**    **Site Coordinator of Clinical Education** – One person at each clinical site who coordinates the assignments and activities for all the PT and PTA students at their facility.
- CI:**       **Clinical Instructor** – The PT or PTA with at least one year of clinical experience who is assigned by the SCCE to a particular PTA student. With the SCCE, 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.

Reference: APTA Clinical Education Glossary <https://acapt.org/glossary>

### **Student Supervision in the Clinic**

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.

Students are expected to be aware of and adhere to all state laws related to physical therapy practice in the state in which they are participating in their clinical experience.

## CLINICAL EDUCATION REQUIREMENTS AND SEQUENCE

### Types of Experiences:

Students will complete three full-time clinical experiences. The first (4 weeks) will occur at the end of the first year. The second and third (6 weeks each) will occur during the spring semester of the second year. 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

One of the second-year 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 three clinical experiences, 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](http://www.canton.edu/sci_health/pta/instructors.html)**

**Clinical I:** PHTA 104 (4 credit hours)  
Length: 4 weeks  
Time: End of Spring semester first year

**Clinical II:** PHTA 207 (6 credit hours)  
Length: 6 Weeks  
Time: Late January to early March 4th semester

**Clinic III:** PHTA 209 (6 credit hours)  
Length: 6 Weeks  
Time: Mid-March to Early May 4<sup>th</sup> semester

## **CLINICAL 1– PHTA 104**

### **Course Description:**

In this course, the student is assigned to a physical therapy clinical site where they work full time under the direct supervision of a licensed physical therapist or a registered physical therapist assistant. This provides the student with the opportunity to put the knowledge and skills acquired in the classroom and laboratory into practice in the clinical setting. A strong emphasis is placed on communication and professional behaviors.

### **Student Learning Outcomes: By the end of this course, the student will be able to:**

1. Demonstrate appropriate verbal and non-verbal communication with patients, family members, clinical instructor, and other staff members
2. Recognize and appropriately respond to differences in patients, family, and staff members
3. Demonstrate appropriate clinical behavior in all situations
4. Demonstrate safe practice in all situations
5. Complete accurate and legible documentation following facility guidelines.
6. Demonstrate competency in implementing physical therapy interventions consistent with first year coursework.
7. Demonstrate competency in performing elements of data collection consistent with first year coursework.
8. Appropriately communicate with the supervising PT or PTA regarding changes in patient status.
9. Accurately and appropriately participate in patient billing activities.
10. Provide appropriate patient/family education and instruction as related to physical therapy skills.
11. Demonstrate appropriate clinical decision making based on the physical therapy plan of care.

### **COURSE REQUIREMENTS:**

For successful completion of this course, each student must complete four full-time weeks of clinical experience. Students will also complete written assignments to be submitted as below:

- Orientation Checklist
- Weekly Planning Forms
  - 4 – to be submitted weekly via Brightspace
  - At the end of week 2 (midterm of the course) it is expected that the weekly planning form review will be more in-depth, taking into consideration all CPI criteria. Students and CI's should identify areas of strength and areas requiring most improvement during the last two weeks of the clinical.
- Diversity Reflection Assignment – submitted via Brightspace
- Selection List for Senior Clinicals – as per Brightspace
- Clinical Performance Instrument (CPI web) – during last week of the clinical
  - Student Evaluation of Clinical Experience & Clinical Instruction - Completed via Google Form links provided

**EVALUATION CRITERIA:**

Students will be graded on a PASS/FAIL basis. Grades are determined through written and oral evaluations by the clinical instructor and the DCE, using the APTA Clinical Performance Instrument as described below. Grades will be assigned after both the clinical instructor and the DCE have consulted on the student's performance; and all assignments have been completed and turned in. The DCE is ultimately responsible for assignment of the final grade.

The student must pass the clinical based on the Clinical Performance Instrument (CPI) ratings as completed by the clinical instructor and reviewed by the DCE.

A "pass" is defined as follows:

1. Student has submitted all required assignments and clinical forms by the due dates specified.
2. The student receives no checks in the final significant concerns box for any criterion.
3. The student achieves an average of at least advanced beginner on all CPI criteria.
4. The DCE will take into consideration all written and oral comments made by the clinical instructor when determining pass or fail.

## **Clinical 2 – PHTA 207**

### **Course Description:**

This clinical experience correlates with content taught in courses PHTA 100 through PHTA 206. The student is assigned to a physical therapy clinical site where they 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. This experience will take place during the fourth semester and will last six full time weeks.

### **COURSE OBJECTIVES:**

By the end of this course, the student physical therapist assistant will:

1. Perform in a safe manner that minimizes risk to self, patients, and others.
2. Demonstrate expected clinical behaviors in a professional manner in all situations
3. Perform in a manner consistent with established legal standards, standards of the profession, and ethical guidelines.
4. Adapt delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
5. Communicate in ways that are congruent with situational needs.
6. Participate in self-assessment and develop plans to improve knowledge, skills, and behaviors.
7. Demonstrate clinical problem solving
8. Apply physical therapy techniques and modalities in a competent manner: a. Therapeutic Exercise b. Therapeutic techniques c. Physical agents and mechanical modalities d. Electrotherapeutic modalities e. Functional training & application of devices and equipment
9. Produce quality documentation in a timely manner to support the delivery of physical therapy services.
10. Participate in the efficient delivery of physical therapy services
11. Demonstrate the ability to effectively use resources to discuss best practices in physical therapy, via the development of a patient case study (inpatient settings) or an inservice presentation (outpatient settings)

## **PHTA 207 COURSE REQUIREMENTS:**

For successful completion of this course, each student must complete six full-time weeks of clinical experience.

Students will also complete written assignments to be submitted as below:

- Clinical Performance Instrument (CPI web) – midterm & final self-assessment
- Inservice Summary and Feedback (students in OUTPATIENT settings) **OR** Patient Case Study (students in INPATIENT settings). Both submitted via Brightspace.
- Administration/Quality Assurance Assignment
- Weekly Planning Forms (6 – submitted weekly via Brightspace)
- Weekly Tracking Forms (6 – submitted weekly via OneDrive)
- Evaluation of Clinical Site, Evaluation of Clinical Instruction (completed online via Google Forms)

## **EVALUATION CRITERIA:**

Students will be given a letter grade for this course. Grades are determined through written and oral evaluations by the clinical instructor and the DCE, using the APTA Clinical Performance Instrument. Grades will be assigned after both the clinical instructor and the DCE have consulted on the student's performance; and all assignments have been submitted. The DCE is responsible for assignment of the final grade.

### **Procedure for determination of letter grade**

#### **Clinical Performance = 70%**

The student must pass the clinical based on the Clinical Performance Instrument (CPI) completed by the clinical instructor.

A "pass" is defined as follows:

5. The student receives no checks in the final significant concerns box for any criterion.
6. The student achieves an average of at least advanced intermediate criteria
7. The DCE will take into consideration all written and oral comments made by the clinical instructor when determining pass or fail.
8. The student will receive 70% for "passing" based on the CPI, or 0 points for "failing". *Failure to receive the required 70% for CPI criteria will result in failure of the course.*

#### **Written Assignments = 30%**

##### **Students must complete all written assignments to pass Clinical 2.**

All written assignments will be graded by the DCE. There will be a 5 percent deduction will be taken from the final grade for each day that an assignment is submitted late.

1. In-service/Case Study = 10%
  - a. Detailed information and grading rubrics will be provided on written assignments document
2. Administration/Quality Assurance Assignment 10%
  - a. Detailed information & grading rubric to be provided on written assignments document
3. Weekly planning & tracking forms = 10%
  - a. Students will receive 10 points for submitting the completed weekly planning & tracking forms by the due date each week.

- b. Students will thoughtfully complete the “weekly review” and “goals for the next week sections” of the planning form and give the form to the CI (paper or electronic, according to CI preference) at the end of each week, in a time frame that allows the CI to review the document and add comments. The student and CI should discuss the form and agree upon the goals for the following week. Both student and CI should sign and date the form.
- c. The student is responsible to upload the form to the Brightspace dropbox by the end of the day Sunday of each week.
- d. If the clinic/CI schedule does not allow the opportunity for discussion of the form at the end of the week, the student is responsible to inform the DCE via email prior to the Sunday due date/time. The student should upload the planning form to the dropbox with the student sections completed. Once the student and CI have met to review the form, the student will then upload the completed form to Brightspace within 48 hours of the meeting. If this process is followed, the student will not lose points for late submission.
- e. Failure to notify the DCE of the delay or to upload the draft planning form via the due date will result in points being deducted from the planning form as per the late assignment policy.
- f. Weekly Tracking Forms: These will be completed via OneDrive each week with the 11 PM Sunday due date. The DCE will review these forms at the start of each week to ensure that they have been completed. Points will be deducted for late submissions as per the late assignment policy.

## **Clinical 3 - PHTA 209**

### **Course Description:**

This clinical experience correlates with content taught in courses PHTA 100 through PHTA 207. The student is assigned to a physical therapy clinical site where they 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. This experience will take place during the fourth semester and will last six full time weeks.

### **COURSE OBJECTIVES:**

By the end of this course, the student physical therapist assistant will:

1. Perform in a safe manner that minimizes risk to self, patients, and others.
2. Demonstrate expected clinical behaviors in a professional manner in all situations
3. Perform in a manner consistent with established legal standards, standards of the profession, and ethical guidelines.
4. Adapt delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
5. Communicate in ways that are congruent with situational needs.
6. Participate in self-assessment and develops plans to improve knowledge, skills, and behaviors.
7. Demonstrate clinical problem solving
8. Apply physical therapy techniques and modalities in a competent manner: a. Therapeutic Exercise b. Therapeutic techniques c. Physical agents and mechanical modalities d. Electrotherapeutic modalities e. Functional training & application of devices and equipment
9. Produce quality documentation in a timely manner to support the delivery of physical therapy services.
10. Participate in the efficient delivery of physical therapy services
11. Demonstrate the ability to effectively use resources to discuss best practices in physical therapy, via the development of a case study presentation (inpatient settings) or an inservice to facility staff (outpatient settings)



## **PHTA 209 COURSE REQUIREMENTS:**

For successful completion of this course, each student must complete six full-time weeks of clinical experience. Students will also complete several written assignments to be submitted as below:

- Clinical Performance Instrument (CPI web)
- Inservice Summary and Feedback (students in OUTPATIENT settings) **OR** Patient Case Study (students in INPATIENT settings). Both submitted via Brightspace.
- Administration/Quality Assurance Assignment
- Weekly Planning Forms (6 – submitted weekly via Brightspace)
- Weekly Tracking Forms (6 - submitted weekly via Brightspace)
- Evaluation of Clinical Site, Evaluation of Clinical Instruction (completed online via Google Form)

## **EVALUATION CRITERIA:**

Students will be given a letter grade for this course. Grades are determined through written and oral evaluations by the clinical instructor and the DCE, using the APTA Clinical Performance Instrument. Grades will be assigned after both the clinical instructor and the DCE have consulted on the student's performance; and all assignments have been completed and turned in. The DCE is ultimately responsible for assignment of the final grade.

### **Procedure for determination of letter grade:**

#### **Clinical Performance = 70%**

The student must pass the clinical based on the Clinical Performance Instrument (CPI) completed by the clinical instructor.

A "pass" is defined as follows:

9. The student receives no checks in the final significant concerns box for any criterion.
10. The student achieves entry level on all CPI criteria
11. The DCE will take into consideration all written and oral comments made by the clinical instructor when determining pass or fail.
12. The student will receive 70% for "passing" based on the CPI, or 0 points for "failing". *Failure to receive the required 70% for CPI criteria will result in failure of the course.*

#### **Written Assignments = 30%**

#### **Students must complete all written assignments to pass Clinical 3.**

All written assignments will be graded by the DCE. There will be a 5 percent deduction will be taken from the final grade for each day that an assignment is submitted late.

4. Administration/Quality Assurance Assignment 10%
  - a. Detailed information & grading rubric to be provided on written assignments document. All students must attend a wrap up "team meeting" discussion on this assignment (virtual or on campus) during finals week.
5. In-service/Case Study = 10%
  - a. Detailed information and grading rubrics will be provided on the written assignments document
6. Weekly planning/tracking forms = 10%
  - a. Students will receive 10 points for submitting the completed weekly planning/tracking forms by the due date each week.

- b. Students will thoughtfully complete the “weekly review” and “goals for the next week sections” of the planning form and give the form to the CI (paper or electronic, according to CI preference) at the end of each week, in a time frame that allows the CI to review the document and add comments. The student and CI should discuss the form and agree upon the goals for the following week. Both student and CI should sign and date the form.
- c. The student is responsible to upload the form to the Brightspace dropbox by the end of the day Sunday of each week.
- d. If the clinic/CI schedule does not allow the opportunity for discussion of the form at the end of the week, the student is responsible to inform the DCE via email prior to the Sunday due date/time. The student should upload the planning form to the dropbox with the student sections completed. Once the student and CI have met to review the form, the student will then upload the completed form to Brightspace within 48 hours of the meeting. If this process is followed, the student will not lose points for late submission.
- e. Failure to notify the DCE of the delay or to upload the draft planning form via the due date will result in points being deducted from the planning form as per the late assignment policy.
- f. Weekly Tracking Forms: These will be completed via OneDrive each week with the 11 PM Sunday due date. The DCE will review these forms at the start of each week to ensure that they have been completed. Points will be deducted for late submissions as per the late assignment policy.

## CLINICAL EXPERIENCE ASSIGNMENT

### Timeline for Assignment of Clinical Placements

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

May: DCE provides students with a list of available placements for **Clinicals II and III**. Updates to this list will be provided to students as they occur. 2<sup>nd</sup> year students will develop a “wish list” of 3-5 desired sites and submit the list in writing to the DCE with justification for each choice. Students are instructed to confer with DCE to assist in determining their wish list of experience sites.

June – Oct: The DCE will determine placements for **Clinicals II and III** based on clinical availability, academic requirements and student preferences. Every effort will be made to match each student to appropriate sites based on their goals, work-related experiences, abilities and preferences.

December: The DCE will provide 1<sup>st</sup> year students with a list of available placements for **Clinical I**. Students will develop a “wish list” of at least 3 desired locations and submit to the DCE with justification for each choice. Students are instructed to confer with DCE to assist in determining their wish list of clinical locations.

January: The DCE will determine placements for **Clinical I** based on clinical availability, academic requirements and student preferences. Every effort will be made to match each student to appropriate sites based on their goals, work-related experiences, abilities and preferences.

### Notification of placement

The DCE will notify sites of the desired student placements, and sites will provide the DCE with confirmation. At that time the student will be notified of the confirmation. The DCE 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 DCE and must be approved by the DCE.

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 experience by the student may result in postponement of the clinical experience which could result in a delay in graduation date.

Assignment of clinical placements will take into consideration the academic progress of each student at the time of assignment. Students in good academic standing will be given preference over students who are not in good academic standing. Assignment of a student to a clinical site may be delayed until there is sufficient evidence to indicate that the student will meet the academic

expectations to progress to clinical at the end of a given semester.

**The PTA Program reserves the right to assign students to one or more distant clinical experiences (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 experience. 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. In order to request placement at a site not currently contracted with SUNY Canton, a student must be in good academic standing. Development of a contractual agreement with a new clinical site is done at the discretion of program faculty and is not guaranteed.

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 DCE, and clinical site availability.

### **PRE-CLINIC COMMUNICATION WITH CLINICAL SITE**

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

### **SHARING OF STUDENT INFORMATION WITH CLINICAL SITES**

Upon confirmation of placement at a clinical site, the DCE will email the student's name and SUNY Canton email address to the site. Each student will provide additional information to their assigned site via the student profile form and health clearance form. If a site requests a background check, the program will share the status of the background check only (i.e. cleared or not cleared). The program does not share academic information with clinical sites, unless requested to do so by the student. Students are encouraged to share information with the clinical site, if the DCE believes that it is in their best interest to do so. Any additional sensitive student information will be shared with a clinical site only with the consent of the student.

## **COMMUNICATION DURING CLINICAL EXPERIENCES**

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

The DCE will contact the facility to schedule all on-site visits. Visits allow time for the student, the DCE, the CI's and SCCE as necessary, to discuss the experience, both individually and as a group and allow the DCE to observe the student and the site. The DCE 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 experiences. 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.

## **CLINICAL EVALUATION**

Grades for full-time clinical experience courses will be based on the Clinical Performance Instrument (CPI) evaluations by the CI, oral communication between the clinical instructor and the DCE, and student assignments. These evaluations are completed using CPI web.

(<https://cpi2.amsapps.com>) at midterm for Clinicals II and III and final of all experiences. Students are expected to self-assess and receive feedback on an ongoing basis using the Weekly Planning Form during all full-time experiences.

Grades will be assigned after the clinical instructor and the DCE have consulted on the student's performance and all assignments have been completed and turned in to the DCE. The DCE is ultimately responsible for assigning the final grade.

At the end of each clinical experience, students will complete evaluations of the clinical site and clinical instruction. Completed forms will be maintained in the Physical Therapist Assistant Program clinical files at SUNY Canton and will be used for program, 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 courses are not offered every semester, students who need to repeat a clinical course should realize that an extra semester or more may be required for completion of their degree.

Students will be required to complete appropriate remediation prior to repeating a clinical experience. This will consist of identification of areas requiring remediation by the student, CI and DCE. Goals and objectives will be established by the DCE 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 clinic. The student will receive a grade of F for the experience. In this instance, the student will be required to demonstrate readiness to return to the clinical setting prior to reassignment.

### **Withdrawal from Clinical Experience:**

Withdrawal from a clinical experience 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 and/or SCCE. Problems often can be resolved by this approach. If problems persist the student should contact the DCE. Once the DCE is contacted, they 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 DCE will follow up with the student and clinical instructor to discuss the status of the problem.

If the problem is still not resolved, the DCE will arrange a meeting with the student, CI and/or SCCE 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 DCE will work with the student to assign a new clinical experience as soon as possible, based on clinical site availability. The student may have to repeat the clinical in the next regularly scheduled clinical time frame, which may delay their graduation.

2. The student has a medical, family, or other personal issue that limits their ability to complete the experience as scheduled. In this case, reassignment of the experience 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**

It is the responsibility of any PTA student who encounters a temporary medical condition or has a documented disability that could impact their ability to provide physical therapy service to inform the DCE of the disability and provide written documentation of the same. It is also the student's responsibility to request reasonable accommodation. A student may choose to inform the SCCE/CI at the assigned clinical site themselves or may ask the DCE to inform the SCCE/CI. The student must give written permission for the DCE to share this information with the SCCE/CI.

Following the student's written request and permission, the DCE will inform the SCCE at the clinical site of a student's documented disability and request for accommodation. The DCE 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 DCE 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 experience and complete it at a later date, following the Withdrawal Policy in this handbook.

## **INSURANCE COVERAGE**

### **Accident/Sickness**

The State University of New York College of Technology at Canton requires that every full-time student have accident/sickness insurance. 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 all three full time clinical experiences.

## **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 clinical experience. Students are required to provide each clinical site 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.

### **Immunization Requirements**

#### **SUNY Canton Requirements (also required by clinical sites)**

1. Measles, Mumps, and Rubella immunization/Titer demonstrating immunity/ or documented evidence of having had the disease.
2. Meningitis – within the past 5 years
3. Hepatitis B - the Hepatitis B series of immunizations is highly recommended although not required. If the student chooses not to have the immunization, they must sign a waiver stating that they are knowledgeable of the risks of Hepatitis B and have chosen not to receive the immunizations.

#### **Additional Clinical Requirements**

1. COVID-19 Vaccine. As many clinics do not allow exemptions, the COVID-19 vaccine is required for all students in the SUNY Canton PTA program.
2. Tetanus immunization - within the last ten (10) years.
3. Negative PPD or Mantoux Tuberculin test - two doses given at least one week apart.
4. Varicella immunization or titer demonstrating immunity.



5. Influenza vaccine for each flu season student will be in the clinical setting

***Occasionally, a 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. The program will provide verification of this training 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 experiences. Proof of certification must be provided 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 DCE 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 experience, 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 submitted to the DCE by the end of the second week of the experience. Students are required to participate in any additional orientation activities as mandated by the clinical site.



## **CLINICAL ATTENDANCE POLICY**

Each clinical experience 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 experience and the 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, they 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.

### **Absence**

Each student is allowed one full-day absence per clinical experience. Students should notify the clinical instructor of their absence at least 30 minutes prior to their 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 for absences greater than the equivalent of more than one clinical day. If the student who is ill misses three or more consecutive clinical days, a signed note from their physician clearing the student to return to the clinic must be submitted to the DCE and the CI in writing within one week of the absence. The note will be maintained in the student's clinical file.

***If a student is absent for more than five days during Clinical II, they will be required to postpone Clinical III until all obligations for Clinical II are met.***

### **Absence without notice**

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

### **Tardiness**

Students are expected to be prompt at all times during clinical experiences. 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 DCE. 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 DCE.

## **DRESS CODE**

**The dress code policies listed below will apply to SUNY Canton PTA students on clinical experiences 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 adhere to the dress code standards set by the clinical facility.
2. Students are required to wear a nametag at all times. The SUNY Canton student ID (placed in a plastic holder) may be used as a nametag.
3. Recommended standard clinical attire includes chino, khaki, or dress pants; polo shirt; supportive closed toe footwear. Clean sneakers are acceptable.
4. Clothing will be worn and fit in such a manner that it does not expose the abdomen, chest, or buttocks area.
5. Clothing will not be transparent. Undergarments may not be visible.
6. Clothing will be well maintained and free from rips, holes, wrinkles, etc.
7. 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.
8. Students will wear clean, safe, non-skid footwear at all times.
9. 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.
10. All students are required to wear a watch with a second hand.
11. Minimal conservative makeup and nail polish are acceptable. Fingernails must be kept short and well-manicured. Acrylic nails are not acceptable.
12. 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 other areas of the body containing piercing may be visible.
13. 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.
14. Hygiene needs to be consistent with close personal contact. Care should be taken when using scented products (i.e., perfume, cologne).

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 dressed in accordance with the required dress code. At the time, the student will receive a written warning. If a second infraction occurs during a clinical experience, the Clinical Instructor will contact the DCE, 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 course may delay graduation for one year.

## CLINICAL FACULTY

### 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)	.50 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 experience. Please contact the DCE 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/DCE 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 experience documentation in a timely manner
- To be receptive to evaluation & feedback from the academic program

### **Faculty Development for Clinical Educators**

The SUNY Canton PTA Program is committed to providing 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 DCE 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 DCE 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 Credentialed Clinical Instructor Program on an annual basis, typically in the spring of each year, and the Level Two APTA Credentialed Clinical Instructor Program every other year. All clinical sites will be notified of the course via email.

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](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.

## **Clinical 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 Clinical Affiliation Agreement is established between SUNY Canton and the clinical facility. The agreement is sent to the facility and, when approved by the facility, is returned to SUNY Canton with a notarized signature. 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. A fully executed copy of the agreement will be returned to the clinical site. Copies of all signed agreements are kept on file by the DCE.

If a clinical facility prefers to use its own agreement, the agreement should be forwarded to the DCE who will forward it 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 DCE. 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.

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 DCE 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 DCE clinical files.

The DCE 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 DCE 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 DCE 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 DCE 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 site information as requested and should return Clinical Reservation forms to the program on a yearly basis.

## *SECTION 3*

# *PTA Program Academic Standards*

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

***TECHNICAL STANDARDS***

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Technical standards are the physical, cognitive, and psychological attributes a student needs to possess to be successful in SUNY Canton's Physical Therapist Assistant program. A student's ability to progress through the PTA Program to meet requirements for graduation is based not only on satisfactory academic achievement, but also on their ability to demonstrate the technical standards listed in this document.

It is important that every student who is admitted to the SUNY Canton PTA program be able to meet the technical standards listed below, which are consistent with safe and effective physical therapy practice. Any student who believes they would need accommodations in order to meet these standards should contact our Student Accessibility Services department at (315) 386-7392 to begin the process. Prior notice is needed to arrange reasonable accommodations.

**Psychomotor (Physical) Standards**

- Demonstrate ability to lift, push, pull, carry 1/3 of body weight (i.e. transfers, hoist lift, CPR procedures, manual resistance)
- Balance self and provide support to patients during various mobility activities (i.e. gait training, bed mobility, transfers)
- Assume and maintain a variety of positions (i.e. sitting, standing, bending, squatting, reaching)
- Perform fine motor skills (i.e. manipulate dials, ultrasound, manual therapy, palpation, written or computerized documentation)
- Possess adequate vision to read written and computerized information; observe and interpret patient posture and movement, nonverbal communication, and signs of disease and dysfunction; and to identify safety hazards.
- Possess adequate hearing to detect high and low frequency sounds including, but not limited to, alarms, bells, emergency signals, timers.
- Ability to move efficiently and effectively to meet the time restraints of the clinical environment

**Cognitive (Intellectual) Standards**

- Ability to effectively communicate with other students, faculty, patients and their family members and care givers, and other health care providers.
- Ability to produce written communication that is clear, concise, and accurate to document patient care
- Ability to follow written or verbal directions to perform tasks or procedures.
- Demonstrate ability to make sound clinical decisions in an efficient manner in order to provide safe and effective patient care.

- Ability to exercise independent judgment and think logically in the performance of one's duties.
- Master content in technical and clinical courses at the level deemed appropriate for the safe and effective practice of physical therapy.

### **Affective (Psychological) Standards**

- Ability to function effectively under stress and to adapt to an environment which may change rapidly without warning and/or in unpredictable ways.
- Ability to remain calm, rational, and decisive, at all times, especially during emergency situations.
- Exhibit social skills appropriate to professional interactions.
- Ability to plan, prioritize and organize one's work
- Ability to maintain patient confidentiality and exercise ethical judgment, integrity, honesty, dependability, and accountability in the performance of one's professional responsibilities.



## **POTENTIAL HEALTH RISKS ASSOCIATED WITH PHYSICAL THERAPY PRACTICE IN THE LABORATORY AND CLINICAL SETTING**

Being a PTA student or PTA carries with it risks related to physical hazards, chemical hazards, radiation hazards, infectious diseases, and psychological hazards. These risks can be controlled through the responsible application of procedures designed to minimize these risks.

Students learn contraindications and precautions for delivering treatments and should apply these to excuse themselves from receiving and/or applying interventions that would impose a risk as indicated below. (Refer to Student Participation Agreement)

### **Physical Hazards:**

- Risk of musculoskeletal injury related to lifting and moving patients
- Risk of injury from physical assault by violent patients
- Students may be at risk of harm during laboratory activities.

### **Chemical Hazards:**

- Students must follow procedures for storage, handling, and disposing of chemicals. (refer to Laboratory Safety Policies)
- Some laboratory supplies may contain latex. Alternative non-latex products will be made available on request for any student with a latex allergy or sensitivity.

### **Radiation:**

- Some biophysical modalities may emit radiation such as ultrasound, diathermy, infrared, and laser therapy.

### **Infectious Diseases:**

- Healthcare workers have an increased risk of exposure to viral, bacterial and parasitic infections. Students are required to have up to date immunizations including the influenza vaccination.
- Handwashing is an important barrier to the spread of infection. Following universal standard precautions and isolation procedures, when applicable, helps to minimize risk.

### **Psychological Hazards:**

- Attending an intensive, competitive educational program and/or working in healthcare can be stressful. It is important to maintain boundaries between personal emotions and professional roles.
- Individuals experiencing difficulty maintaining boundaries and/or managing the stress of the program and/or work are encouraged to seek assistance or referral from faculty members, counseling center personnel, or other personal support systems.

Much of the information in this section is taken from Health Risks, Report of the 1992 American Physical Therapy Association House of Delegates. The full text of this report is in the 1992 House of Delegates Handbook (APTA, Alexandria, VA; 179-189).

## **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 behaviors consistent with the APTA's Core Values.

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

Faculty will monitor professional behavior of all students in the program. Professional issues are discussed routinely amongst faculty during program meetings. A flag will be raised in Roo Success for any student who demonstrates recurrent lapses in professional conduct. The student will be required to meet with program faculty to further discuss the situation and implement a plan of action.

The Program Director and DCE 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 lapses in professional conduct in the clinical setting may lead to failure of the clinical or dismissal from the program.

As per SUNY Canton policy, no student may attend class impaired by any substance, drugs or alcohol, lawful or unlawful. Students who are suspected to be impaired in the classroom setting will be dealt with according to the policy outlined in the SUNY Canton Student Handbook.

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 DCE. The DCE and clinical faculty will consult to determine the immediate course of action. The student will be required to meet with the DCE within 24 hours of the incident to discuss appropriate intervention. The DCE 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 Core Values for the Physical Therapist and Physical Therapist Assistant. 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 HIPAA 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/Wearable Technology**

Use of cell phones and wearable technology (i.e. smart watch) for non-course related activities during class, lab or clinical is prohibited. Students should utilize wearable technology for the watch function only (i.e., sending/receiving of messages via a smart watch is prohibited).

Students should use their cell phones during scheduled breaks only. Students expecting an emergency call while in the clinic should inform the clinical instructor and follow the clinical instructor's recommended course of action.

***The Physical Therapist Assistant Program upholds Academic Policies and Standards as delineated in SUNY Canton's Student Handbook.***

## *SECTION 3*

# *The PTA Curriculum*

**PHYSICAL THERAPIST ASSISTANT  
Curriculum No. 489**

		<b><u>First Semester</u></b>			
	<b><u>Course</u></b>	<b><u>Credit</u></b>		<b><u>Term</u></b>	<b><u>Grade</u></b>
ENGL 101	Composition and the Spoken Word(GER 10)	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	<u>4</u>		_____	_____
		16			
		<b><u>Second Semester</u></b>			
PSYC 225	Human Development	3		_____	_____
BIOL 218	Human Anatomy/Physiology II	4		_____	_____
PHTA 102	Kinesiology	3		_____	_____
PHTA 103	Musculoskeletal Pathologies	4		_____	_____
PHTA 104	Clinical I (summer)	4		_____	_____
PHTA 105	Musculoskeletal Assessment Techniques	<u>1</u>		_____	_____
		19			
		<b><u>Third Semester</u></b>			
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			
		<b><u>Fourth Semester</u></b>			
PHTA 207	Clinical II	6		_____	_____
PHTA 209	Clinical III	6		_____	_____
PHTA 210	PTA Seminar II	<u>2</u>		_____	_____
		14			

\*\*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

In this course, students are introduced and acclimated to the Physical Therapist Assistant program, and the physical therapy profession. Students are familiarized with the ICF Disablement Model and Patient/Client Management as a framework for guiding physical therapy practice. They receive introduction to a variety of practice settings and the team approach to rehabilitation. Students receive an introduction to the basic principles of medical terminology, physical therapy documentation, and reimbursement. Legal and ethical standards of conduct and the APTA's Core Values are identified and discussed. Students begin developing a greater awareness of and appreciation for the values and differences of others through self-reflection.

#### **PHTA 101 – Fundamental PT Skills and Modalities**

##### Course Description

In this course, students are introduced to basic physical therapy skills necessary for providing patient care across the continuum of physical therapy settings. Students develop competency in basic infection control procedures, data collection, bed mobility, transfers, gait training with assistive devices, wheelchair management, application of thermal modalities, and basic therapeutic exercise. Students develop professional communication and clinical problem-solving skills through weekly case study implementation.

### **SECOND SEMESTER**

#### **PHTA 102-Clinical Kinesiology**

##### Course Description:

In this course, students study aspects of human motion beginning with the structure and functions of the skeletal, muscular, articular, and nervous systems, as well as concepts of arthrokinematics and biomechanics. The course focuses on application of knowledge of origins, insertions, actions and innervations of extremity and trunk musculature and palpable surfaces of the same as they relate to functional human movement. Students will apply this knowledge to analysis of the gait cycle and posture.

#### **PHTA 103-Musculoskeletal Pathologies**

##### Course Description:

In this course students study specific musculoskeletal pathologies across the life span. Students learn their role in assisting the physical therapist with management of an orthopedic based patient population in relation to stages of tissue healing. They will apply a variety of exercise techniques when give the physical therapy plan of care and goals/expected outcomes. Focus is on providing quality instruction and education to the patient and/or caregiver throughout the course in the context of musculoskeletal case-based scenarios.

## **PHTA 104 – Clinical I**

### Course Description

In this course, the student is assigned to a physical therapy clinical site where they work full time under the direct supervision of a licensed physical therapist or a registered physical therapist assistant. This provides the student with the opportunity to put the knowledge and skills acquired in the classroom and laboratory into practice in the clinical setting. A strong emphasis is placed on communication and professional behaviors.

## **PHTA 105 Musculoskeletal Assessment Techniques**

### Course Description

In this course, students are introduced to data collection methods used to assist the physical therapist with assessment of the musculoskeletal system, including the role of the PTA in the assessment process. Students will develop skill in assessment of muscle strength and range of motion using goniometry and manual muscle testing. Students will be taught soft tissue mobilization techniques for assessment and treatment of common musculoskeletal impairments.

## **THIRD SEMESTER**

## **PHTA 203 – PTA Seminar I**

### Course Description

This seminar course allows second year PTA students to engage in activities and discussions to foster the development of the Core Values of the PT and PTA, building on concepts introduced in PHTA 100. Guest speakers, class assignments and group discussion as well as outside activities will promote students' integration of the American Physical Therapy Association Core Values of accountability, altruism, collaboration, compassion/caring, duty, excellence, integrity, and social responsibility, in preparation for culminating clinical experiences and clinical practice as a Physical Therapist Assistant.

## **PHTA 204 - Cardiopulmonary and Integumentary Pathologies**

### Course Description

In this course, students will apply musculoskeletal knowledge from the previous semester to amputee and prosthetic rehabilitation, and orthotics. Students will study the cardiovascular and pulmonary systems and related pathologies. Cardiopulmonary rehabilitation principles and management will be discussed and applied. Conditions of the integumentary system will be discussed with emphasis on physical therapy management of wounds and burns. Students will also receive an introduction to common conditions related to other body systems and their management from a physical therapy perspective. Other systems will include endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, lymphatic, renal and urologic.

## **PHTA 205 – Neuromuscular Pathologies**

### Course Description

In this course, students will study neuroanatomy as applied to peripheral and central nervous system disorders. Principles of neurological rehabilitation and management of patients with neurological conditions are discussed and applied. Students learn about normal motor development, theories of motor control, and motor learning as applied to the rehabilitation of patients with neuromuscular conditions.



## **PHTA 206 - Advanced Physical Therapy Modalities**

### Course Description:

In this course students learn basic principles of electricity and electrotherapy. Application of electrotherapeutic agents for pain control, neuromuscular stimulation, and tissue healing are studied and applied. Students are introduced to spinal traction as a therapeutic modality.

## **FOURTH SEMESTER**

### **PHTA 207 – Clinical II**

#### Course Description

This clinical experience correlates with content taught in courses PHTA 100 through PHTA 206. The student is assigned to a physical therapy clinical site where they 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. This experience will take place during the fourth semester and will last six full time weeks.

### **PHTA 209 – Clinical III**

#### Course Descriptions

This clinical experience correlates with content taught in courses PHTA 100 through PHTA 207. The student is assigned to a physical therapy clinical site where they 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. This experience will take place during the fourth semester and will last six full time weeks.

### **PHTA 210—PTA Seminar II**

#### Course Description

This course is designed to provide for the transition from the student role to the graduate role. Review of national exam material on a weekly basis throughout the semester will help to prepare students for the licensing exam. Students will participate in transitional activities by preparing employment documents, completing licensure paperwork, participate in a mock interview 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 (heart rate, blood pressure, respiration rate, oxygen saturation, pain)

Positioning

Bed mobility

PROM: all extremities

Stand pivot transfer

Transfer board transfer

Wheelchair parts management

Wheelchair transport: ramps, curbs

Ambulation with assistive devices

Sterile gloving/gowning

Cryotherapy

Superficial and deep thermal agents

Ultrasound

### PHTA 103 Musculoskeletal Pathologies

THA Bed Mobility

THA adaptive equipment

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

Spinal stabilization exercises

### PHTA 105 Musculoskeletal Assessment Techniques

Measurement of joint range of motion

Manual muscle testing

Limb length and girth

Height/Weight

Soft tissue mobilization/Massage

PHTA 204 Cardiopulmonary & Integumentary Pathologies

Diaphragmatic breathing training  
Teaching an effective cough  
Postural drainage (with percussion and vibration)  
Residual limb wrapping (transtibial)  
Application and removal of wound dressings

PHTA 205 Neuromuscular Pathologies

Sensory testing  
PNF patterns  
PNF exercise 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

# ***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 Technical Standards 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 Accessibility 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 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 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

**State University of New York at Canton**  
**PHYSICAL THERAPIST ASSISTANT PROGRAM**  
**Orientation Checklist**

This form must be completed and signed by the student and clinical instructor by the end of the first week of the clinical education experience. This checklist is provided to ensure consistent orientation procedures for all students involved in clinical education through SUNY Canton's Physical Therapist Assistant Program.

The student has been oriented to \_\_\_\_\_ as follows:  
(Name of Facility)

1. Tour of facility/department \_\_\_\_\_
2. Emergency procedures \_\_\_\_\_
3. Access to emergency services \_\_\_\_\_
4. Handling of body substances and hazardous materials \_\_\_\_\_
5. COVID-19 Specific Policies & Procedures \_\_\_\_\_
6. Equipment Safety \_\_\_\_\_
7. HIPAA policies/procedures for the PT department/facility \_\_\_\_\_
8. Billing procedures \_\_\_\_\_
9. Scheduling procedures \_\_\_\_\_
10. Telephone procedures including cell phone policy \_\_\_\_\_
11. Computer use policy \_\_\_\_\_
12. Documentation system/procedures \_\_\_\_\_
13. Department organization & function \_\_\_\_\_
14. Review of goals/objectives of clinical experience \_\_\_\_\_
15. Other \_\_\_\_\_

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

SCCE/CI Signature: \_\_\_\_\_



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

**SUNY CANTON PTA PROGRAM  
WEEKLY PLANNING FORM**

Directions: This form is to be completed by the student at the end of each week as a review of the week. Summarize your thoughts on the week, share this information with the clinical instructor at the end of each week and set goals for the upcoming week. Please keep in mind that you should not comment only on skill performance, but also on professional behaviors or any issues that arise.

*This planning form (including CI comments and signature) is to be submitted via Blackboard at the end of each week.*

**Dates:** \_\_\_\_\_ **Week #** \_\_\_\_\_

**Summary of Previous Week:**

**Student:**

**Clinical Instructor comments:**

**Objectives for the Upcoming Week:**

**Student Signature/Date**

**Clinical Instructor Signature/Date**