

Physical Therapist Assistant Program

STUDENT HANDBOOK

2027 – 2028

Wayne County Community College District

CURTIS L. IVERY DOWNTOWN CAMPUS

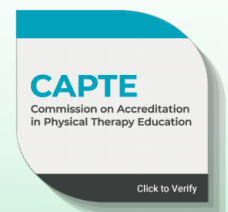
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CAPTE Accredited Program



Dear Physical Therapist Assistant Students,

On behalf of the faculty and staff of the Physical Therapist Assistant Program, I am delighted to welcome you to this exciting and rewarding journey. Congratulations on taking the first step towards becoming a skilled and compassionate physical therapist assistant.

The Physical Therapist Assistant Program is a two-year, comprehensive program designed to equip you with the knowledge, skills, and clinical experience necessary to excel in this dynamic healthcare field. As you embark on this transformative academic experience, you will be guided by a team of dedicated faculty with extensive clinical expertise, you'll receive the highest quality education and support you need to succeed in the physical therapy profession.

As you delve into the program, I encourage you to embrace the challenges and opportunities that lie ahead. Be open to new ideas, engage actively in your coursework, and seek guidance from your instructors and peers. Remember, we are here to support you every step of the way.

To ensure a smooth transition into the program, I encourage you to carefully review this Program Student Handbook. This comprehensive guide outlines the program's curriculum, policies, expectations, and resources. Familiarize yourself with the handbook's contents, as it will serve as a valuable reference throughout your academic journey.

On behalf of the entire Physical Therapist Assistant Program team, I extend a warm welcome and express our unwavering support as you embark on this exciting chapter in your professional development.

This handbook is a supplement to the Wayne County Community College District (WCCCD) Student Handbook, which can be found on the WCCCD webpage at <https://www.wcccd.edu/policies-and-procedures>.

Sincerely,

Dr. Sherry Sagers
Dean, Physical Therapist Assistant Program

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SECTION I: PROGRAM INFORMATION

Purpose of the PTA Program Student Handbook

The Physical Therapist Assistant (PTA) Program Student Handbook is a supplement to the Wayne County Community College District (WCCCD) College Catalog and the WCCCD Student Handbook. These policies and procedures apply to all students of the PTA program. Please refer to the WCCCD Catalog and WCCCD Student Handbook for more information about College policies and services.

- WCCCD College Catalog 2024-2025 <https://www.wcccd.edu/college-catalog>
- WCCCD Student Handbook <https://www.wcccd.edu/policies-and-procedures>

This manual outlines policies and procedures specific to the WCCCD PTA Associate of Applied Science (AAS) program. It also provides a framework within which students and faculty can function harmoniously. Students are expected to become thoroughly familiar with its contents and to use these policies and procedures to govern their behavior in the PTA program. Success will also require student investment in their education with active participation in the learning process.

Disclaimer for the PTA Program Student Handbook

This handbook does not constitute a contract with the WCCCD, PTA program, either expressed or implied. The PTA program reserves the right at any time to change, delete, or add to any of the provisions at its sole discretion and prior versions are void.

The provisions of this document are designed to serve as firm guidelines rather than absolute rules and exceptions may be made by the PTA program on the basis of extenuating circumstances.

The PTA Program Student Handbook is a living document, subject to change. Students can find the most recent version on the PTA program webpage and are responsible for familiarizing themselves with the current iteration.

The policies and procedures summarized in this handbook supplement those of the WCCCD.

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Key to Success

Treat the program like a full-time job. The program demands unwavering dedication and hard work. Over the course of two years, you will delve into the intricate skills and knowledge required to become a competent PTA. This program is akin to a full-time job, and attempting to work more than 10-20 hours per week will pose a significant hindrance to your success. If you are working too much, you will not be able to keep up with the rigorous academic demands.

Put the time in. The PTA program requires a substantial amount of study time. Your studies demand your undivided attention. You will need to attend classes Monday through Thursday, with occasional Fridays. Additionally, you will need to devote extra time for hands-on practice in the labs. Don't underestimate how much time and effort you'll need to devote to your studies.

It is important to be fully immersed in the PTA program. This means that you need to be focused on your studies and not on anything else. You need to be able to ask for help if you need it. There are many resources available to you, so don't be afraid to use them.

Embrace the journey and trust the process. The path to becoming a successful PTA is not always easy, but it is rewarding. There will be challenges along the way, but by staying positive, using feedback constructively, and trusting in your abilities, will help you to achieve your goals.

Work as a team. Collaborative learning is paramount to your success, as you will work closely with instructors and fellow students to grasp and apply the concepts.

Memorization will NOT work. Unlike traditional educational approaches where you passively receive information and regurgitate it for exams, the PTA program emphasizes active engagement and practical application of knowledge. You will not merely memorize facts; instead, you will be challenged to think critically, analyze information, and synthesize concepts from various courses to formulate solutions to patient-specific problems. This mirrors the reality of clinical practice, where every patient and situation presents unique challenges. *Memorization is not a substitute for critical thinking and problem-solving skills!*

Be professional at all times. The PTA program instills and emphasizes professional behaviors, which extend beyond technical knowledge and skills. These essential qualities are crucial for your success in both the classroom and clinical settings. They align with the professional expectations published by the American Physical Therapy Association (APTA) outlined in the [Standards of Ethical Conduct for the Physical Therapist Assistant | APTA](#) and the [Core Values for the Physical Therapist and Physical Therapist Assistant](#).

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Physical Therapist Assistant Program Directory

PTA Program Staff Contacts

Dr. Sherry Saggars, PTA, EdD, MS, BS, AS, AAS
Physical Therapist Assistant Program Dean
(313) 496-2818; ssagger1@wcccd.edu

Dr. Celestine Walker, DPT
Physical Therapist Assistant Program Associate Dean
(313) 496-2758 ext 2034; cwalker2@wcccd.edu

Many other adjunct faculty and clinicians participate in the PTA Program as instructors, guest lecturers, and clinical educators. Adjunct faculty will provide contact information at a later date.

Other Useful Phone Numbers

District Public Safety Department (campus police)
(313) 496-2558
(313) 496-2563

Student Services Department
(313) 496-2759

Learning Resource Center
(313) 496-2358

Bookstore
(313) 496-2690

Student Support Services - TRIO
(313) 496-2957

IT Technical Support - Help Desk
(313) 496-2666

Facilities (maintenance)
(313) 496-2867

Webgate Technical Support
(888) 374-6768

Giant Janitorial
(313) 718-5640

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Program Description

The Physical Therapist Assistant Program (PTA) at the Wayne County Community College District (WCCCD) is a 72-credit, two-year associate of applied science (AAS) degree program designed to develop the knowledge and competencies necessary for entering the field of physical therapy. The PTA program will prepare individuals to work under the direction and supervision of the Physical Therapist in a variety of settings such as acute care hospitals, rehabilitation hospitals, long term care facilities, outpatient rehabilitation settings, school systems, and/or home care settings.

The PTA program is designed to prepare students for the national licensure examination provided by the Federation of State Board of Physical Therapy (FSBPT). Graduates must also meet licensure requirements as mandated by the Michigan Board of Physical Therapy or the state in which license is sought. The PTA curriculum includes on-campus coursework and clinical experiences in traditional and non-traditional physical therapy settings.

Program Vision, Mission, Philosophy, & Values

Program Vision

We will be a premier Physical Therapist Assistant program that cultivates excellence, fosters diversity and inclusivity, inspires innovation, and transforms learners into leaders in the profession.

Program Mission

The mission of the Physical Therapist Assistant (PTA) Program is to empower students to become highly skilled, safe, and responsible PTAs by providing them with access to high-quality contemporary PTA education in a diverse and inclusive environment that is dedicated to meeting the current and emerging needs of the individuals and communities it serves.

Program Philosophy

We value the Physical Therapist Assistant (PTA) profession and believe that every student should have access to high quality PTA education. We are dedicated to providing excellent, innovative, and diverse educational opportunities that prepare graduates to develop the skills and professionalism required of the entry-level PTA for contemporary practice.

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Program Values

Our educational focus is to prepare individuals to become licensed physical therapist assistants who competently work under the supervision of physical therapists by providing them with a broad background from which they may later choose to develop expertise as specialists. In addition, our graduates gain an appreciation for life-long professional development and serve as resources and advocates to meet the health needs of their communities.

We Believe in Excellence

The curriculum is characterized by a series of scaffolds, whereby students are advanced from foundational knowledge to the application of complex skills and strategies. Learners progress through the curriculum by demonstrating the knowledge and skills necessary to provide the highest quality care to their patients. The result is an intentional, rigorous, future-focused curriculum that helps students become highly skilled clinicians, effective leaders, strong communicators, and critical thinkers. Our faculty share a commitment to continuously developing curricula and methods based on current evidence and best practices.

We Believe in Diversity and Inclusion

We believe our charge is to prepare students from diverse backgrounds to positively transform the physical therapy profession. Every student should have access to well-qualified instructors, modern facilities and equipment, and well-respected learning resources. Faculty and staff are committed to doing this through collaboration, inclusivity, innovation, integrity, and excellence.

We Believe in Empowerment

We are committed to providing student-centered learning opportunities and empowering learners to take an active role in the learning process. True learning occurs when students are actively engaged in the process and take responsibility for their own learning. We utilize a holistic approach to creating productive learning environments by establishing positive student relationships and valuing the voice of every learner.

We Believe in Serving the Community

Altruism and social responsibility are core values of the physical therapy profession. We believe in the importance of providing direct community service while learning about the context in which service is provided. Service-learning opportunities allow learners to realize the connection between their service, academic coursework, and responsibilities as citizens.

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PTA Program Accreditation

Effective April 30, 2024, Wayne County Community College District has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call (313) 496-2818 or email ssagger1@wcccd.edu.

Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

The Physical Therapist Assistant Program expects to receive an accreditation decision by October 2025. If the accreditation decision is positive, students who complete the program in December 2025 will graduate from an accredited program.

The Wayne County Community College District Physical Therapist Assistant program is committed to unconditional compliance with CAPTE standards, so it is our intention to maintain integrity in all aspects of the accreditation process including, but not limited to the:

- timely submission of annual accreditation reports and fees once the program is implemented;
- timely notification of any planned or unexpected substantive program changes;
- timely reporting any institutional factors that may affect the program's progress toward accreditation;
- timely correction of any areas of deficiency identified by CAPTE which may result in non-compliance;
- publicly reporting of program data related to admission, graduation rates, national physical therapy examination outcomes, and employment rates.

Staff Biographies

Dr. Sherry Saggars, Physical Therapist Assistant Program Dean

Dr. Saggars is a highly qualified PTA educator with over 16 years of experience. She is passionate about teaching and is committed to helping her students succeed. She has a doctorate in Higher Education and is up to date on the latest trends and best practices in the field. She is also a licensed Physical Therapist Assistant in the State of Michigan and has 15 years of clinical experience. She uses her extensive knowledge and experience to create a student-centered, supportive, and challenging learning environment. Dr. Saggars is a member of the American Physical Therapy Association (APTA) and serves as the founder and co-chair of the APTA Michigan PTA Engagement Group. She also serves on the Michigan Board of Physical Therapy and Disciplinary Subcommittee (DSC).

Dr. Celestine Walker, Physical Therapist Assistant Program Associate Dean

Dr. Celestine Walker is a highly experienced clinician and educator with a proven track record of success in managing clinical education programs. She is a licensed physical therapist with over 30 years of clinical experience, including 20+ years as a clinical instructor. Dr. Walker participates in the Detroit Area Clinical Education Forum (DACEF) and is a member of the American Physical Therapy Association and PTA SIG.

Adjunct Faculty

The PTA program is committed to ensuring that all faculty are highly qualified and competent to teach in their respective subject area, including current knowledge and expertise. We achieve this by:

- Encouraging faculty to pursue continuing education and professional development opportunities.
- Providing faculty with access to resources and support to help them stay up-to-date on the latest research and best practices in their field.
- Conducting regular faculty evaluations to ensure that they are meeting the high standards of the program.

We are committed to providing our students with a high-quality education by attracting and retaining highly qualified and competent faculty. Our dedicated team of practicing physical therapists brings their expertise and passion to the classroom, ensuring that students receive the best possible education in physical therapy.

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Core Values for the Physical Therapist Assistant

The APTA's core values are essential to the physical therapy profession and help to ensure that PTs and PTAs are providing high-quality care to their patients and upholding the highest standards of professionalism. The PTA program is committed to upholding these core values.

- **Accountability**

Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist and physical therapist assistant including self-regulation and other behaviors that positively influence patient and client outcomes, the profession, and the health needs of society.

- **Altruism**

Altruism is the primary regard for or devotion to the interest of patients and clients, thus assuming the responsibility of placing the needs of patients and clients ahead of the physical therapist's or physical therapist assistant's self-interest.

- **Collaboration**

Collaboration is working together with patients and clients, families, communities, and professionals in health and other fields to achieve shared goals.

Collaboration within the physical therapist-physical therapist assistant team is working together, within each partner's respective role, to achieve optimal physical therapist services and outcomes for patients and clients.

- **Compassion and Caring**

Compassion is the desire to identify with or sense something of another's experience, a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.

- **Duty**

Duty is the commitment to meeting one's obligations to provide effective physical therapist services to patients and clients, to serve the profession, and to positively influence the health of society.

- **Excellence**

Excellence in the provision of physical therapist services occurs when the physical therapist and physical therapist assistant consistently use current knowledge and skills while understanding personal limits, integrate the patient or client perspective, embrace advancement, and challenge mediocrity.

- **Inclusion**

Inclusion occurs when the physical therapist and physical therapist assistant create a welcoming and equitable environment for all. Physical therapists and physical therapist assistants are inclusive when they commit to providing a safe space, elevating diverse and minority voices, acknowledging personal biases that may impact patient care, and taking a position of anti-discrimination.

- **Integrity**

Integrity is steadfast adherence to high ethical principles or standards, being truthful, ensuring fairness, following through on commitments, and verbalizing to others the rationale for actions.

- **Social Responsibility**

Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

Source: [Core Values for the Physical Therapist and Physical Therapist Assistant | APTA](#)

Physical Therapist Assistant Program Goals

The WCCCD PTA program has established specific goals, Outcomes, and Expected Achievement Levels (TAL) through which it strives to achieve its mission. The goals and Outcomes are in harmony with the mission of the institution. The WCCCD PTA Program is designed around 3 Program goals, 17 Outcomes, and 50 TALs.

The goals of the WCCCD PTA Program are to:

1. **Students/Graduates:** Graduate highly skilled clinicians who are prepared to enter the workforce as safe, legal, ethical, culturally competent, and effective entry-level physical therapist assistants.
2. **Faculty, Staff, & Educators:** Create an environment of academic excellence rooted in innovative, forward-thinking, and learner-centered instruction while remaining aligned with industry needs, CAPTE standards, and APTA best practices.
3. **Program:** Connect education to practice by inspiring a desire for lifelong learning and supporting opportunities for professional development, advocacy, and community outreach/service for students, faculty, and clinical partners.

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PTA Program Objectives & Outcomes

Objective 1.1 Students/graduates will demonstrate clinical skills commensurate with those of an entry-level physical therapist assistant working under the supervision of a licensed physical therapist.

Upon completion of the PTA Program students/graduates will be able to:

Outcome 1.1.1 Students/graduates will demonstrate competence with managing physical therapy interventions in a safe, effective, and patient-centered manner under the supervision and within the plan of care of a physical therapist.

Outcome 1.1.2 Students/graduates will use critical thinking and problem-solving skills to appraise patient response to interventions to appropriately progress, modify, or regress interventions while competently implementing the plan of care as directed by the physical therapist.

Outcome 1.1.3 Students/graduates will demonstrate professional behaviors and attributes (e.g., professionalism, accountability, and resource management) in adherence with the practice standards established by the American Physical Therapy Association (APTA).

Outcome 1.1.4 Students/graduates will produce clinical documentation that accurately, promptly, and effectively communicates the need and rationale for physical therapy intervention using appropriate medical terminology.

Outcome 1.1.5 Students/graduates will demonstrate commitment to self-assessment and lifelong learning.

Outcome 1.1.6 Students/graduates will utilize effective interpersonal communication skills to suit all situations and commensurate with the needs of the learner.

Outcome 1.1.7 Students/graduates will demonstrate cultural competence when providing care to individuals from a variety of lifestyles, cultures, ages, socioeconomic backgrounds, and abilities.

Outcome 1.1.8 Graduates will exceed CAPTE standards including a graduation rate of more than 60%, a license pass rate surpassing 85%, and an employment rate exceeding 90%.

Objective 2.1 Faculty and staff will be content experts who use active, learner-centered andragogy and high-impact practice(s) while prioritizing equity, diversity, and inclusion in the classroom.

Outcome 2.1.1 Faculty and staff engage in on-going professional development related to enhancing knowledge of contemporary physical therapy practice, andragogy, and/or service.

Outcome 2.1.2 Faculty possess current and relevant expertise in their assigned teaching areas.

Outcome 2.1.3 Course instructors demonstrate effective teaching and evaluation by cultivating a positive, student-centered, active-learning environment.

Outcome 2.1.4 Clinical Instructors demonstrate effective teaching and evaluation by cultivating a positive, student-centered, active-learning environment.

Outcome 2.1.5 Faculty integrate a variety of instructional materials, activities, strategies, and assessments to meet students' needs and maximize learning of all students.

Outcome 2.1.6 Faculty promote a climate of diversity, equity, and inclusion.

Outcome 2.1.7 Core staff and adjunct faculty maintain a physical therapist or physical therapist assistant license that is current and in good standing.

Outcome 2.1.8 Students perceive faculty as fostering positive and supportive learning environments.

Outcome 2.1.9 Clinical instructors meet specific program needs including current PT or PTA license in good standing, minimum one year clinical experience, and relevant clinical skills.

Outcome 2.1.10 Clinical instructors promote a climate of diversity, equity, and inclusion.

Objective 3.1 The Program will, through its faculty and students, show a commitment to the community and the profession through activities of continuing education, service, and advocacy for the physical therapy profession.

Outcome 3.1.1 The program will, through its faculty and students, show a commitment to the community and the profession through activities of continuing education, service, and advocacy for the physical therapy profession.

Outcome 3.1.2 The program will provide faculty with professional development opportunities relevant to the profession, andragogy, license requirements, and/or desired areas of professional growth.

Outcome 3.1.3 The program will educate the community about the role of the physical therapist assistant in health care and other information relevant to the profession of physical therapy.

Outcome 3.1.4 The program's admissions process and criteria will support student success, reflect the mission of the program and meet the needs of the community.

Outcome 3.1.5 Program prerequisite coursework prepares students for the rigors of the technical phase.

Outcome 3.1.6 Program curriculum is current and relevant and meets the needs of our students and the communities served by the WCCCD Physical Therapist Assistant Program.

Outcome 3.1.7 Program enrollment will appropriately reflect available resources, program outcomes and workforce needs.

Outcome 3.1.8 The curriculum model effectively prepares students for practice as entry-level physical therapist assistants.

PTA Program Plan of Study

Prerequisite Phase Courses		Credit Hours	Contact Hours	Totals	
ENG 119	English I	3	45 lecture	Credit Hours	Contact Hours
BIO 240	Human Anatomy and Physiology I	4	60 lecture; 30 lab	22	390
PTT 101	Introduction to Physical Therapy	2	30 lecture		
PS 101	American Government	3	45 lecture		
BIO 250	Human Anatomy and Physiology II	4	60 lecture; 30 lab		
SPH 101	Fundamentals of Speech	3	45 lecture		
PSY 101	General Psychology	3	45 lecture		
Semester 3 - Fall	Technical Phase Courses (15 wks)	Credit Hours	Contact Hours	Semester Totals	
PTA 102	Clinical Pathology	2	30 lecture	Credit Hours	Contact Hours
PTA 103	Functional Mobility (lecture & lab)	3	30 lecture; 60 lab	14	300
PTA 104	Clinical Kinesiology (lecture & lab)	3	30 lecture; 60 lab		
PTA 105	Neurological Foundations of Motor Control (1st 7.5 weeks)	2	30 lecture		
PTA 106	Functional Movement Development (2 nd 7.5 weeks)	2	30 lecture		
PTA 107	Clinical Documentation for the PTA	2	30 lecture		
Semester 4 - Spring	Technical Phase Courses (15 wks)	Credit Hours	Contact Hours	Semester Totals	
PTA 110	Patient Assessment (lecture & lab)	3	30 lecture; 60 lab	Credit Hours	Contact Hours
PTA 112	Therapeutic Exercise (lecture & lab)	3	30 lecture; 60 lab	13	380
PTA 114	Manual Therapy Techniques (lecture & lab)	3	30 lecture; 60 lab		
PTA 115	Professional Preparation	2	30 lecture		
PTA 220	Clinical Education I (80 hours)	2	80 clinical		
Academic courses first 13 weeks; Clinical last 2 weeks					
Semester 5 - Summer	Technical Phase Courses (12 wks)	Credit Hours	Contact Hours	Semester Totals	
PTA 204	Neuromuscular Rehabilitation (lecture & lab)	3	30 lecture; 60 lab	Credit Hours	Contact Hours
PTA 205	Pediatric Management	2	30 lecture	11	255
PTA 210	Therapeutic Modalities (lecture & lab)	3	30 lecture; 60 lab		
PTA 212	PTA Seminar in Specialty Practice	3	45 lecture		
Semester 6 - Fall	Technical Phase Courses (15 wks)	Credit Hours	Contact Hours	Semester Total	
PTA 230	Clinical Experience II 7 weeks (272 hours)	6	272 clinical	12	544
PTA 240	Clinical Experience III 7 weeks (272 hours)	6	272 clinical		
PROGRAM TOTAL CREDITS				72	1,869
Prerequisite Courses				22	390
Technical Track Courses				50	1,479

Teaching Methods

The physical therapist assistant program uses a variety of teaching methods to best prepare students for their future careers. These methods include active learning, problem-based learning, case-based learning, system-based learning, lab-based learning, and clinical experiences. The teaching methods used by the PTA program are defined below:

- **Active learning:** Student-centered approach that focuses more on listening to the student, not having the student just listen. Instructors create an open setting where students feel comfortable expressing their ideas and asking questions. They also encourage students to take an active role in their learning by participating in discussions, group activities, and problem-solving exercises.
- **Problem-based learning:** Student-centered approach to learning where students learn about a subject by working through real-world problems. Students are presented with a problem and work together to solve it. They use their previous knowledge and skills to solve the problem, and they also learn new knowledge and skills along the way.
- **Case-based learning:** Case-based learning is a method in which students learn by analyzing and discussing case studies. Students are presented with a case study that describes a patient with a particular condition. The case study will typically include information about the patient's medical history, symptoms, and physical examination findings. Students are then asked to work together to analyze the case study and come up with an appropriate plan for physical therapy interventions.
- **System-based learning:** System-based learning (SBL) is a teaching method that focuses on the interrelationships between different body systems. This approach helps students to understand how the different systems work together to maintain health and function. SBL is used to teach students about the management of individuals with functional limitations related to the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems.

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- **Lab simulation:** Lab simulation allows students to practice skills and techniques in a controlled environment. This is done by using classmates to simulate patients, or by using actors or volunteers who are willing to share their injuries, disabilities, and functional abilities. This type of learning is believed to help students practice clinical skills, decision-making, and interventions in a safe and controlled setting.
- **Clinical experiences:** Clinical experience is a teaching method that allows students to apply their knowledge and skills in a real-world setting. It is an essential part of PTA education, as it allows students to gain hands-on experience working with patients under the supervision of experienced clinicians. Clinical experience is a valuable learning experience that helps students to solidify their understanding of the material and to develop their clinical reasoning skills.

The program emphasizes active student participation in the learning process, student input into teaching activities, and student accountability for learning. Group learning activities and inquiry are incorporated throughout the curriculum, and reflective activities are used to facilitate self-assessment, assessment of others, and reflection on experiences. The program also emphasizes a collegial approach to learning, with staff, faculty, and students working together to achieve mutual goals. Through this interaction, staff and faculty members model and impart a value system that guides the professional development and decision-making of PTA students.

Content Delivery Methods

The physical therapist assistant program may utilize any or all of the following instructional methods to suit the needs of the program.

- **Traditional (or Face-to-Face):** A standard in-person course typically meets in a classroom on campus for a fixed number of times per week. The instructor and students meet face-to-face to deliver and receive instruction, with technology used to supplement the learning experience. Face-to-face learning is the preferred format for the PTA program because it allows for the best possible student-to-faculty interaction and hands-on learning experiences. However, in the case of a pandemic, the program may need to utilize alternative methods, such as online learning or hybrid learning.

- **Hybrid:** A hybrid course is a course that combines face-to-face instruction with online instruction. The instructor deliberately and purposefully integrates online learning into the course in order to provide students with more flexibility and choice in how they learn. This may include activities such as online lectures, discussion forums, or quizzes.

A hybrid course is not a course that is simply moved online due to illness, snow days, or other unforeseen circumstances. In a hybrid course, the online components are designed to be an integral part of the learning experience, not just a way to make up for missed class time.

- **Online:** Online courses are delivered entirely online and can be synchronous, asynchronous, or a combination of the two. Synchronous courses are live, while asynchronous courses are not. Online courses offer flexibility and convenience for students who live far away or have busy schedules.

The program will make every effort to continue providing high-quality education to its students, regardless of the learning format.

Curriculum Plan and Design Theme

Curriculum Design

The PTA curriculum is a 1+1 hybrid design that integrates elements of the APTA's Standards of Practice for Physical Therapy and Standards of Conduct for the Physical Therapist Assistant, the International Classification of Functioning, Disability and Health (ICF) model, and movement systems as frameworks. It directly reflects the skills, professionalism, leadership, and critical reasoning necessary for entry-level, contemporary physical therapist assistant practice, and lifelong learning expected across graduates' careers.

Course Content and Organization

Course content is organized to provide theoretical concepts and learning experiences that reflect the program's and institution's missions. It is sequenced progressively across cognitive, psychomotor, and affective domains. The design centers on the integration of human anatomy science, movement systems, contemporary physical therapy practice, and personal and professional development.

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The curriculum is delivered over six (6) semesters and includes 72 credit hours with 18 weeks of clinical education. The curriculum consists of seven (7) laboratory courses threaded throughout the first three semesters – Functional Mobility, Clinical Kinesiology, Patient Assessment, Therapeutic Exercise, Manual Therapy Techniques, Neuromuscular Rehabilitation, and Therapeutic Modalities.

The PTA curriculum begins with prerequisite coursework in year one, delivered in a traditional model for general education and foundational science courses. Year two utilizes a student-centered progressive instructional approach related to physical therapy practice and the human sciences. In this progressive curriculum, courses are built around physiological systems, such as the musculoskeletal and neuromuscular systems, and content progresses from normal to abnormal function within each system.

As the curriculum progresses from basic to complex human sciences and from normal to abnormal function within a physiological system, content is presented in a learner-centered, modified problem-based format. Mock patient scenarios of increasing complexity are used throughout the curriculum to facilitate the integration of cognitive, psychomotor, and affective domains of learning. This hybrid curricular model also emphasizes the use of evidence to inform and develop the student's clinical decision-making and clinical reasoning skills.

Semester Themes

- Semester 1: Basic patient care skills
- Semester 2: Musculoskeletal assessment and interventions
- Semester 3: Neuromuscular assessment and interventions
- Semester 4: Clinical Experiences

In order to achieve the goal of exposing students to the continuum of healthcare delivery so as to enable them to experience clinical practice learning broadly, the program strives to provide each student clinical experiences in at least one outpatient facility and at least one inpatient facility.

Curriculum Guiding Principles

The Physical Therapist Assistant Program's curriculum is guided by the following educational principles:

- Learning occurs both autonomously and collaboratively.
- Deep learning requires learner-centered activities that concurrently address the cognitive, psychomotor, and affective domains.
- Didactic and clinical learning experiences are of equal importance and are integrated in the curriculum.
- Case-based learning activities are essential for developing skills in critical thinking, creative problem-solving, and clinical decision-making.
- Students must be actively engaged in the learning process and empowered to take ownership of their learning in order to meet expectations of entry-level practice.
- Motivation for learning is nurtured through challenging experiences and a supportive environment.

As students are exposed to increasingly challenging skills throughout the curriculum, they have the opportunity to progressively master skills that are important for clinical practice.

PTA Student Guidance and Mentoring

PTA Program Staff Support

The PTA program staff is here to help you succeed throughout this year. If you have any questions or challenges, please do not hesitate to reach out to us.

First Speak to Your Course Instructor

If you are having difficulty with coursework, please first speak to the course instructor. They are the best person to help you understand the material and develop a plan to succeed.

Program Staff Will Monitor Your Progress

Your Program Deans will monitor your classroom and clinical performance. If they have any concerns, they will contact you as soon as possible to discuss them. These concerns may include academic performance, personal conduct, or anything else that may affect your ability to succeed in the program.

The following PTA program staff are available to assist you as needed:

Sherry Sagers, Physical Therapist Assistant Program Dean
313-496-2818
ssagger1@wcccd.edu

Celestine Walker, Physical Therapist Assistant Program Associate Dean
313-496-2758, ext. 2034
cwalker2@wcccd.edu

Students are also welcome to meet with an academic advisor located within the Student Services Office.

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PTA Program Course Descriptions

PTT 101 Introduction to Physical Therapy

2 credits

This course introduces students to the foundations and principles of the profession, the history of physical therapy, and the roles of the members of a rehabilitation team. Basic theory and practice of contemporary physical therapy are emphasized, with a detailed analysis of the boundaries between the physical therapist, the assistant, and the technician. Professional organizations including the American Physical Therapy Association (APTA) are discussed. The course also examines current issues and trends in physical therapy. *30 hours of direct instruction is required. Must complete with an 80% (B) or better to be eligible to apply to the physical therapist assistant program.*

Prerequisites: None

Corequisites: None

Course Offering: Spring semester (prerequisite course)

PTA 102 Clinical Pathology

2 credits

Explores pathologies commonly encountered in physical therapy settings including orthopedic, neurological, rheumatological, cardiopulmonary, and acute medical conditions. The pathologies introduced in this course are further explored in courses throughout the physical therapist assistant curriculum. Emphasis is placed on anatomical and physiological considerations, etiologies, and therapeutic management of common conditions encountered in physical therapy settings. 30 hours of direct instruction is required. Must complete with a 77% (C) or better.

Prerequisites: PTT 101, Admission into the Technical Track of the Physical Therapist Assistant Program

Corequisites: PTA 103, PTA 104, PTA 105, PTA 106, PTA 107

Course Offering: Fall; first semester of technical track

PTA 103 Functional Mobility

3 credits

Introduces students to fundamental patient care skills including patient interviewing, bed mobility activities, wheelchair utilization, assistive device fitting and training, transfer activities, positioning and draping, rapport development, written and verbal communication, hand washing, aseptic techniques, body mechanics, guarding, and basic exercises. This lecture/lab course provides students the opportunity to develop these basic patient care skills and apply this knowledge to simple patient case scenarios prior to part-time and full-time clinical experiences. Patient and clinician safety, levels of independence along the mobility spectrum, professional behavior, and standard precautions are emphasized. *30 hours of direct instruction and 60 hours of lab is required. Must complete with a 77% (C) or better.*

Prerequisites: PTT 101, Admission into the Technical Track of the Physical Therapist Assistant Program

Corequisites: PTA 102, PTA 104, PTA 105, PTA 106, PTA 107

Course Offering: Fall; first semester of technical track

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PTA 104 Clinical Kinesiology

3 credits

Building upon Human Anatomy and Physiology I, this course provides an understanding of normal human movement and gives a clinical perspective to the science movement as it pertains to the musculoskeletal system, osteokinematics, arthrokinematics, and biomechanics. During this lecture/lab course, students will have an opportunity to learn the fundamentals of posture, positioning, and normal gait. Clinical application of kinesiology to support functional movement development across the lifespan and observational gait analysis are emphasized. *30 hours of direct instruction, 30 hours of direct instruction and 60 hours of lab is required. Must complete with a 77% (C) or better.*

Prerequisites: PTT 101, Admission into the Technical Track of the Physical Therapist Assistant Program

Corequisites: PTA 102, PTA 103, PTA 105, PTA 106, PTA 107

Course Offering: Fall; first semester of technical track

PTA 105 Neuromuscular Foundations

2 credits

Explores theories, processes, and structures that determine the execution and control of voluntary movements as it builds on prerequisite knowledge from BIO 240. Emphasis is placed on normal and abnormal physiology of the neuromuscular system including the relationship between the nervous system and motor control, motor learning, and skill acquisition. This lecture-based course builds a foundation for courses later in the curriculum that will address the assessment and intervention of patients with neurological conditions from a physical therapy perspective. *30 hours of direct instruction is required. Must complete with a 77% (C) or better.*

Prerequisites: PTT 101, Admission into the Technical Track of the Physical Therapist Assistant Program

Corequisites: PTA 102, PTA 103, PTA 104, PTA 106, PTA 107

Course Offering: Fall; first semester of technical track; first 7.5 weeks

PTA 106 Functional Movement Development

2 credits

Presents current theories and perspectives about human growth and development across the lifespan. The relationship between lifespan development and the delivery of physical therapy interventions to patients of varying socioeconomic statuses, ages, genders and cultural beliefs is emphasized. This lecture-based course builds a foundation for courses later in the curriculum that will address the assessment and intervention of diverse patient populations. *30 hours of direct instruction is required. Must complete with a 77% (C) or better.*

Prerequisites: PTT 101, Admission into the Technical Track of the Physical Therapist Assistant Program

Corequisites: PTA 102, PTA 103, PTA 104, PTA 105, PTA 107

Course Offering: Fall; first semester of technical track; second 7.5 weeks

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PTA 107 Clinical Documentation for the PTA

2 credits

Explores the administrative aspects of physical therapy services including documentation, electronic health records, medical terminology, professional liability, chart reviews, and billing and coding. SOAP note writing is emphasized. This lecture-based course builds a foundation for courses later in the curriculum that will address timely and accurate documentation of physical therapy treatment sessions. *30 hours of direct instruction is required. Must complete with a 77% (C) or better.*

Prerequisites: PTT 101, Admission into the Technical Track of the Physical Therapist Assistant Program

Corequisites: PTA 102, PTA 103, PTA 104, PTA 105, PTA 106

Course Offering: Fall; first semester of technical track

PTA 110 Patient Assessment

3 credits

Explores patient assessment and data collection techniques while integrating the knowledge and basic patient care skills taught during the previous semester. During this lecture/lab course, students will have an opportunity to practice common physical therapy assessment techniques such as goniometry, manual muscle testing, muscle length and girth testing, and gait assessment using standardized methods. *30 hours of direct instruction and 60 hours of lab is required. Must complete with a 77% (C) or better.*

Prerequisites: PTT 101, PTA 102, PTA 103, PTA 104, PTA 105, PTA 106, PTA 107

Corequisites: PTA 112, PTA 114, PTA 115, PTA 220

Course Offering: Spring; second semester of technical track; 1st 13 weeks

PTA 112 Therapeutic Exercise

3 credits

Explores therapeutic exercise theory and application. Exercise physiology in rehabilitation and various orthopedic conditions are studied, with emphasis on diagnosis-specific precautions and treatment guidelines. During this lecture/lab course, students will have the opportunity to apply concepts and principles related to therapeutic exercise and functional mobility. *30 hours of direct instruction and 60 hours of lab is required. Must complete with a 77% (C) or better.*

Prerequisites: PTT 101, PTA 102, PTA 103, PTA 104, PTA 105, PTA 106, PTA 107

Corequisites: PTA 110, PTA 114, PTA 115, PTA 220

Course Offering: Spring; second semester of technical track; 1st 13 weeks

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PTA 114 Manual Therapy Techniques

3 credits

Explores theory and basic techniques for manual therapy interventions. Peripheral joint and soft tissue mobilization are emphasized. This lecture-lab course provides students the opportunity to practice hands-on techniques to inhibit pain, recognize joint hyper/hypomobility, reduce muscle guarding, improve fascial mobility, and increase range of motion. Management of common musculoskeletal conditions including assessment, treatment interventions, and manual therapy techniques are addressed. *30 hours of direct instruction and 60 hours of lab work is required. Must complete with a 77% (C) or better.*

Prerequisites: PTT 101, PTA 102, PTA 103, PTA 104, PTA 105, PTA 106, PTA 107

Corequisites: PTA 110, PTA 112, PTA 115, PTA 220

Course Offering: Spring; second semester of technical track; 1st 13 weeks

PTA 115 Professional Preparation

2 credits

Explores professionalism in the practice of physical therapy including effective communication, interdisciplinary approach, and typical organizational structure. Students will have the opportunity to practice effective communication using case studies. Operational issues affecting the PTA in today's healthcare arena, including documentation and reimbursement are emphasized. This lecture-based course builds a foundation for clinical experiences later in the curriculum and provides an orientation to the clinical experience process. Career-readiness training, including resume and cover letter writing, and development of a professional portfolio is also provided. *26 hours of direct instruction and a minimum of 60 hour outside class work is required. Must complete with a 77% (C) or better.*

Prerequisites: PTT 101, PTA 102, PTA 103, PTA 104, PTA 105, PTA 106, PTA 107

Corequisites: PTA 110, PTA 112, PTA 114, PTA 220

Course Offering: Spring; second semester of technical track; 1st 13 weeks

PTA 220 Clinical Education I

2 credits

Provides an integrated, unpaid two-week work experience in an affiliated physical therapy setting, under the direction of a licensed physical therapist or physical therapist assistant who serves as clinical instructor (CI). Students are given the opportunity to practice skills in clinical documentation, professionalism, communication, patient assessment, and plan of care implementation. Emphasis on appreciating the PT/PTA relationship, beginning to manage a caseload, and participating in the interprofessional team. Students must successfully complete both the clinical site portion and the Blackboard assignments in order to pass this component of the program. *10 hours of direct instruction/student work + 80 clinical contact hours is required. Must complete with a 77% or better.*

Prerequisites: PTT 101, PTA 102, PTA 103, PTA 104, PTA 105, PTA 106, PTA 107

Corequisites: PTA 110, PTA 112, PTA 114, PTA 115

Course Offering: Spring; second semester of technical track; last two weeks

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PTA 204/204L Neuromuscular Rehabilitation

3 credits

Explores common neuromuscular pathologies, contemporary rehabilitation concepts, and accepted therapeutic interventions for these conditions. Clinical implications and applications of treatment approaches will be discussed based on current best practices utilizing the International Classification of Functioning (ICF) model. Students will be provided the opportunity to learn basic neurological treatment theories and techniques for use with patients with various neurological disorders. This lecture/lab course emphasizes the application of strategies to facilitate functional mobility in persons with neurological disorders. *30 hours of direct instruction and 60 hours of lab is required. Must complete with a 77% (C) or better.*

Prerequisites: PTT 101, PTA 102, PTA 103, PTA 104, PTA 105, PTA 106, PTA 107, PTA 110, PTA 112, PTA 114, PTA 115

Corequisites: PTA 205, PTA 210, PTA 212

Course Offering: Summer; third semester of technical track

PTA 205 Pediatric Management

2 credits

Explores principles of pediatric habilitation and rehabilitation pertinent to the practice of physical therapy. Students will have the opportunity to learn about pathological conditions and neurological management interventions encountered in pediatric physical therapy.

Patient/family-centered care, awareness of cultural diversity, psychosocial aspects of disability, and evidence-based practice are emphasized. *30 hours of direct instruction is required. Must complete with a 77% (C) or better.*

Prerequisites: PTT 101, PTA 102, PTA 103, PTA 104, PTA 105, PTA 106, PTA 107, PTA 110, PTA 112, PTA 114, PTA 115

Corequisites: PTA 204, PTA 210, PTA 212

Course Offering: Summer; third semester of technical track

PTA 210 Therapeutic Modalities

3 credits

Explores the contemporary usage and basic foundation of therapeutic modalities. The scientific basis of musculoskeletal rehabilitation involving therapeutic modalities will be examined.

Emphasis will be placed on fundamental concepts of tissue healing and pain control. During this lecture/lab course, students will have the opportunity to learn common physical therapy modalities including cryo/thermotherapy, traction, ultrasound and electrical stimulation. *30 hours of direct instruction and 60 hours of lab is required. Must complete with a 77% (C) or better.*

Prerequisites: PTT 101, PTA 102, PTA 103, PTA 104, PTA 105, PTA 106, PTA 107, PTA 110, PTA 112, PTA 114, PTA 115

Corequisites: PTA 204, PTA 205, PTA 212

Course Offering: Summer; third semester of technical track

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PTA 212 PTA Seminar in Specialty Practice

3 credits

Introduces students to a variety of physical therapy specialties. Acute & long-term care, cardiopulmonary rehabilitation, geriatrics, orthotics & prosthetics, pelvic floor rehabilitation, and lymphedema management will be emphasized. Assessment and treatment of common diagnoses in these groups are addressed. Other topics may be presented based on community resources and guest presenters. *45 hours of direct instruction is required. Must complete with a 77% (C) or better.*

Prerequisites: PTT 101, PTA 102, PTA 103, PTA 104, PTA 105, PTA 106, PTA 107, PTA 110, PTA 112, PTA 114, PTA 115

Corequisites: PTA 204, PTA 205, PTA 210

Course Offering: Summer; third semester of technical track

PTA 230 Clinical Education II

6 credits

Provides an unpaid eight-week work experience in a clinical setting, under the supervision of a licensed physical therapist or physical therapist assistant who serves as clinical instructor (CI). Students will have the opportunity to integrate and apply academic knowledge and clinical skills learned over the course of the curriculum. Safety while practicing and perfecting assessment and intervention techniques is emphasized. Successful completion of all previous clinical and didactic coursework is required to participate in this course. In-services are a required component of this course. Clinical competence will be assessed by the student's CI using the Clinical Performance Instrument (CPI). *15 hours of direct instruction/student work + 272 clinical contact hours is required. Must complete with a 77% (C) or better and meet all clinical requirements.*

Prerequisites: PTT 101, PTA 102, PTA 103, PTA 104, PTA 105, PTA 106, PTA 107, PTA 110, PTA 112, PTA 114, PTA 115, PTA 204, PTA 205, PTA 210, PTA 212

Corequisites: PTA 240

Course Offering: Fall; fourth semester of technical track

PTA 240 Clinical Education III

6 credits

Provides an unpaid eight-week work experience in a clinical setting, under the supervision of a licensed physical therapist or physical therapist assistant who serves as clinical instructor (CI). Students will have the opportunity to integrate and apply academic knowledge and clinical skills learned over the course of the curriculum. Safety while practicing and perfecting assessment and intervention techniques is emphasized. Successful completion of all previous clinical and didactic coursework is required to participate in this course. In-services are a required component of this course. Clinical competence will be assessed by the student's CI using the Clinical Performance Instrument (CPI). *15 hours of direct instruction/student work + 272 clinical contact hours is required. Must complete with a 77% (C) or better and meet all clinical requirements.*

Prerequisites: PTT 101, PTA 102, PTA 103, PTA 104, PTA 105, PTA 106, PTA 107, PTA 110, PTA 112, PTA 114, PTA 115, PTA 204, PTA 205, PTA 210, PTA 212

Corequisites: PTA 230

Course Offering: Fall; fourth semester of technical track

Estimated PTA Program Costs Beyond Tuition and Books

The following information is provided to you by the PTA Program as a courtesy to ensure that you are fully prepared to complete the Program. The following costs are estimates only so students should understand that 'real costs' may vary.

ITEM	ESTIMATED COSTS	WHEN REQUIRED <u>DURING THE PROGRAM</u>
TEAS	\$87.00	Spring <i>Part of the application process</i>
Uniforms	\$200.00	Fall <i>Prior to start of program</i>
Immunizations	Varies	Fall semester <i>Students may already have some of the vaccines. Details will be provided</i>
Background Check	\$80.00	Fall semester <i>May need to be repeated per clinical site requirements</i>
Travel Expense	Varies	Summer & Fall <i>To/from clinical sites*, field trips</i>
Scorebuilders Mock Exam	\$50.00	Summer
FSBPT PEAT Mock Exam	\$90.00	Fall
CPR / First Aid	\$60.00	Spring <i>This fee may be waived if the program provides the training. Details will be provided</i>
ESTIMATED TOTAL	\$567.00	Does not include NPTE license exam costs

*While efforts are made to place students within moderate proximity of their home addresses for clinical affiliations, convenience is not a chief priority. Emphasis is placed on the experiential needs of students and quality of clinical sites. All students should be prepared to travel for clinical affiliations.

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National Physical Therapy Examination

Physical Therapist Assistants (PTAs) must be licensed to work in all 50 states. This requirement ensures that PTAs meet certain educational and competency standards before they are allowed to practice. The total cost of the exam is estimated to be \$920.00. The exam is not required for graduation from the program, but it is required to gain employment.

The fees for the NPTE are paid to multiple entities:

- **The Federation of State Boards of Physical Therapy (FSBPT):** The FSBPT is the organization that publishes the NPTE. The registration fee for the NPTE is currently \$485.
- **The State of Michigan Board of Physical Therapy:** The Michigan Board of Physical Therapy charges a license application fee of \$216.30. This includes a \$138.95 application fee and a \$77.35 two-year license fee.
- **The State of Michigan Jurisprudence Exam:** The Michigan Board of Physical Therapy also requires all applicants to pass the Michigan Jurisprudence Exam. The fee for this exam is currently \$65.
- **Background check and fingerprinting fee:** The Michigan Board of Physical Therapy requires all applicants to undergo a background check and fingerprinting. The fee for this is typically around \$50.
- **Prometric testing center fee:** The NPTE is administered by Prometric testing centers. The fee for taking the exam at a Prometric testing center is typically around \$100.

National Physical Therapy Examination (NPTE) Testing Dates and Eligibility

The NPTE is offered four times per year in January, April, July, and October.

Early Testing:

Students who are enrolled in the technical phase of the physical therapist assistant program may be eligible to take the NPTE prior to graduation in October. Please consult with the program dean for specific eligibility requirements and application deadlines.

Post-Graduation Testing:

All students who successfully complete the physical therapist assistant program will be eligible to take the NPTE in the January administration immediately following their graduation date.

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SECTION II: ACADEMIC POLICIES AND PROCEDURES

The policies included or referenced in this manual apply to all students enrolled in the technical phase of the Wayne County Community College District (WCCCD) Physical Therapist Assistant (PTA) Program unless specifically stated otherwise in each policy.

These policies are intended as guidelines only and may be modified, supplemented, or revoked at any time at the Program's discretion.

Please note that the policies in this manual are abbreviated summaries provided for general reference. To review the complete and official PTA Program Policies and Procedures Manual, students should contact the Program Dean. A full copy is maintained and available for review in the Dean's Office.

The policies in this handbook are reviewed and updated annually by PTA program staff, and any changes will be communicated to all stakeholders in a timely manner.

This handbook supersedes all previous versions, and any policies that are not included in this handbook are no longer in effect. Please refer to this handbook for the most current and accurate information on PTA program policies and procedures. The Program will provide as much notice as possible of any changes in these policies and procedures.

All WCCCD policies and procedures are fully enforced by the PTA program. Faculty and staff should read and review their respective handbooks, which can be found on the WCCCD website.

Procedures on how to follow the policies outlined within this Handbook are described in the PTA Program Policies and Procedures Manual, which exists as a separate document.

A complete list of clinical education policies and procedures can be found in the Clinical Education Manual. This manual is available on the PTA Program website and from the Associate Dean. Students are strongly encouraged to review the manual carefully.

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001 PTA PROGRAM LIMITED ENROLLMENT POLICY

The Physical Therapist Assistant (PTA) program at Wayne County Community College District (WCCCD) is a limited enrollment program that has a separate application process from the college's general admission policy. The purpose of this policy is to maintain a controlled and manageable cohort size to ensure quality education and individual attention for each student. This policy is consistent with WCCCD's mission of supporting excellence in teaching and learning, and operating with integrity.

The PTA program will admit the top 24 qualified applicants annually. This policy ensures that the program selects the most capable and deserving students to participate in its rigorous coursework.

To be eligible for admission to the PTA program, applicants must meet the following criteria:

- Have a high school diploma or equivalent
- Have a minimum cumulative GPA of 2.5 on a 4.0 scale
- Complete weighted courses with a grade of "B" or better
 - BIO 240 Anatomy & Physiology I
 - BIO 250 Anatomy & Physiology II
 - PTT 101 Introduction to Physical Therapy
- Complete all other prerequisite courses with a grade of "C" or better
- Submit a completed health science application
- Obtain a score of 60% or higher on the Test for Essential Academic Skills (TEAS) exam
- Complete a minimum of eight (8) hours of clinic observation
- Attend an information session

002 PTA PROGRAM ADMISSION POLICY

The WCCCD Physical Therapist Assistant (PTA) program is dedicated to admitting qualified students who exhibit the potential to excel in the program's demanding academic and clinical components. We seek to enroll students with a solid academic record, a genuine interest in physical therapy, and the personal qualities required for success as healthcare professionals. This policy aligns with WCCCD's mission of upholding excellence in teaching and learning, and operating with integrity.

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The PTA program maintains a distinct admissions and selection process, outlined by core program personnel. This process is readily accessible on the program's webpage and within the application packet. It is also discussed during information sessions and orientations. We strive to make the admissions and selection process transparent and accessible to prospective students, faculty, staff, and other interested parties, facilitating informed decision-making among potential applicants.

The PTA program's admissions process involves a comprehensive evaluation on a 100-point scale. The top 24 qualified students are selected based on a combination of overall GPA, weighted course GPA, entrance exam score, and potential bonus points for military service, advanced degrees, or relevant work experience.

Students must complete additional supplementary steps in the application process that are designed to provide a well-rounded view of each candidate's qualifications, dedication, and suitability for the PTA program. By requiring acknowledgment forms, observation hours, background check, letters of recommendation, and a personal statement, program staff can make informed decisions about selecting individuals who not only meet the academic criteria but also demonstrate a genuine commitment to pursuing a career as a physical therapist assistant.

The application deadline is May 15th, no application materials will be considered beyond the deadline. The program accepts one cohort per year. Students not offered a seat must reapply for subsequent cohorts, and accepted students must promptly confirm their acceptance to secure their position in the program.

The Addendums to Policy 002 outline limited exceptions to the standard PTA Program admission requirements, specifically related to TEAS exam scores and mandatory background checks and drug screenings. Addendum 002-01 allows for conditional acceptance of applicants who score between 57–59% on the TEAS, provided they meet strict eligibility criteria and complete a remediation plan. Addendum 002-02 clarifies that a positive drug screen—particularly for THC—or certain criminal offenses may disqualify an applicant, though a one-time retest may be permitted for non-THC substances under specific conditions. These addendums support a fair, case-by-case review process while maintaining program integrity and clinical compliance.

003 REAPPLICATION AND REENTRY POLICY

Reapplication and reentry to the PTA program are allowed on a case-by-case basis, depending on the specific reasons for dismissal or withdrawal. The PTA Program Dean has the final decision-making authority regarding reapplication and reentry requests. Readmission is not guaranteed for reapplicants.

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Academic Dismissal: Students who were previously awarded a seat in the PTA Program, but were dismissed due to academic reasons, may be eligible to reapply to the program one more time with approval of the PTA Program Dean. The student must reapply within one year of academic dismissal. The student must adhere to all application requirements and due dates established by the PTA Program.

Readmission is Not Guaranteed for Reapplicants. It is important understand that reapplication after academic dismissal does not guarantee readmission into the PTA Program. While the reapplication process provides a path for students to resume their studies, readmission for reapplicants is subject to seat availability, clinical site availability, and fulfillment of all academic requirements.

Didactic and competency testing may be required. The student will be required to comply with a remediation plan established by the Program Dean and/or Associate Dean, and will be required to audit all previously completed core/major courses in sequence with a cohort. Student is responsible for all associated costs and must complete all acts, tasks, and functions required for each course.

Non-Academic Withdrawal: Students who were previously awarded a seat in the PTA Program, but voluntarily withdrew due to non-academic reasons, must provide verifiable documentation of mitigating circumstances to be eligible for reentry to the program. Student's failure to provide the appropriate documentation will result in ineligibility for reentry and reapplication criteria will apply.

Reentry after voluntary withdraw for non-academic reasons will only be approved one time, must occur within one year of the withdrawal, and must be approved by the Program Dean. Students approved for reentry will be awarded a seat in the subsequent cohort.

Didactic and competency testing may be required. The student will be required to audit all previously completed core/major courses in sequence with a cohort. Student is responsible for all associated costs and must complete all acts, tasks, and functions required for each course.

Dismissal Due to Behavior Concerns: Individuals dismissed from the PTA Program due to behavioral concerns are **ineligible** for both the reentry and reapplication processes.

Voluntary Withdrawal Due to Academic Reasons: Students who were previously offered a seat in the PTA Program but elect to voluntarily withdraw from the program due to poor academic performance, academic burnout, or lack of preparedness are **NOT eligible** for reapplication or reentry to the PTA Program.

004 PROGRAM PROGRESSION POLICY

To successfully progress through the PTA Program alongside their respective cohort, students are required to adhere to certain guidelines. Firstly, students must adhere to the published sequence of classes, ensuring they take the required classes at the appropriate time. Additionally, they must meet minimum grade requirements to demonstrate comprehensive understanding of the material. Moreover, students must pass all lab competencies and practicals, which serve as pivotal assessments of their skill

development. The Program also requires students to successfully complete all hands-on clinical experiences, whereby students apply their knowledge in real-world settings. Lastly, professionalism is of utmost importance, and students must demonstrate exemplary behavior, encompassing ethical conduct, effective communication, and respect towards patients, peers, faculty, and staff members.

Students enrolled in the PTA Program must comply with the standards set forth in the Wayne County Community College District's Student Handbook. Moreover, there are additional program-specific standards in place that students must follow in order to successfully advance through the PTA Program.

005 MINIMUM GRADE POLICY

To maintain the high standards of the PTA program and ensure that graduates possess the necessary knowledge and skills for success, students must earn a minimum grade of 77% or higher in each course. Students must also maintain an overall grade point average (GPA) of 2.5 or higher. These minimum grades are not arbitrary standards; they are carefully determined based on the rigor of the program, the expectations for student performance, and the desired level of competence for PTA graduates.

To be considered successful in the PTA program, students must not only meet the minimum grade requirements for all courses and assignments but also demonstrate safe and competent performance in lab competencies and practical examinations. These lab competencies and practical examinations are designed to assess students' ability to apply their theoretical knowledge to real-world clinical situations and ensure that they possess the necessary skills to practice PTA safely and effectively.

Critical safety and performance errors during lab competencies and practical examinations are considered serious breaches of the program's standards and can result in failure, regardless of whether the student is meeting minimum grade requirements.

Failure to meet these minimum grade requirements will have significant consequences, including academic dismissal. Students dismissed for academic reasons will be subject to the procedures outlined in the PTA program's Reapplication and Reentry Policy.

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006 EXAM POLICY

Final Exam Period

Final exams must be given during the final exam week. All courses meet for one 2-hour period during final exam week, regardless of whether they are on-campus or online.

The portion of this policy regarding the final exam period does not apply to makeup exams or lab exams, even if the lab is graded and has quiz components.

Make-up exams for illness or other excused absences may be administered before or after the scheduled time, consistent with maintaining exam security. Students must provide verifying documentation of the situation to be eligible for a make-up exam. If a student misses a final exam without a valid excuse, they will receive a zero grade. Students who are unable to take a final exam because of illness or another reason beyond their control should contact the PTA program dean or associate dean immediately.

All exams and quizzes are the property of the PTA program and are subject to strict confidentiality. Unauthorized possession of an exam or quiz by a student will result in disciplinary action.

Quiz and Exam Retention

Examined materials will be retained for a specified period to allow students an opportunity to review them and to ensure the integrity of the assessment process.

- **Exams:** Exams will be securely stored in the PTA Program Offices for a period of one year after the semester in which they were administered. Students may request to review their graded exams during this time frame.
- **Quizzes:** Quizzes will be kept for a period of one semester after the semester in which they were administered. Students may request to review their graded quizzes during this time frame.

Methods for Evaluation

Written examinations may include true/false, multiple choice, short answer, and/or essay questions. To answer both multiple choice and written questions students will need to draw from previous coursework and clinical information. The final exam and/or projects/assignments all must be completed with a minimum score of **77%**.

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Destruction of Examined Materials

Exams and quizzes will be destroyed after the expiration of the respective retention periods. This ensures the secure disposal of confidential materials and prevents unauthorized access.

Review of Graded Assessments

Students have the right to review their graded exams and quizzes upon request during the designated retention periods. This allows students to gain a better understanding of their performance and identify areas for improvement.

Standard of Academic Honesty

Any attempt to copy and/or share exam information is a serious violation of the Standard of Academic Honesty and will be dealt with according to that policy. This includes copying, sharing, or discussing exam questions or answers, either in person or electronically. Violating these policies may result in disciplinary action, including failing the course or even expulsion from the program.

Maintaining Exam Integrity

The PTA program is committed to maintaining the integrity of its exams and quizzes. By following the outlined policies, the program ensures that assessments are conducted fairly and that students' academic achievements are accurately reflected.

007 EXAM AND QUIZ STORAGE, RETENTION, & POSSESSION

All exams and quizzes are property of the PTA program faculty. Unauthorized possession of an exam or quiz by a student will result in disciplinary action. Tests that students are not allowed to keep will be secured in a locked file cabinet in or near the PTA Program Offices for a period of five years so that students may review them upon request. Any attempt to copy and/or share exam information is a serious violation of the Standard of Academic Honesty and will be dealt with according to that policy.

008 LATE ASSIGNMENT POLICY

The PTA Program enforces a policy that prohibits the submission of late assignments in any of its classes. Students must complete all given assignments and submit them on time. In order to be considered on time, assignments must be submitted in the manner specified by the course instructor.

Late assignments will only be accepted within a span of three days following the initial due date. For each day of delay within this three-day period, a penalty equivalent to 10% of the assignments total score will be imposed, culminating in a maximum deduction of 30%. No late assignments will be accepted beyond three days past the original due date.

Note that the late assignment penalty is applied in addition to any deductions that may be made during the assignment grading process.

009 USE OF PHYSICAL THERAPIST ASSISTANT TITLE

Students are strictly prohibited from presenting themselves as fully licensed physical therapist assistants until they have successfully completed their education and obtained the necessary licensure. They are not allowed to utilize the knowledge or skills obtained during PTA related education and training to practice physical therapy outside the supervised lab or clinical experiences. Students who fail to comply with this policy will assume full risk and responsibility for their actions. Students must not attempt to give or receive medical advice within or outside the program.

Students cannot promote themselves or their services as a PTA. This constraint also applies while students are enrolled in PTA education, or employed as a physical therapy technician or aide. The skills and techniques taught in this program exceed those of an aide and should not be applied inappropriately in the clinic.

Any breach of this policy regarding utilization of training and education prior to graduating will result in immediate dismissal from the PTA program, without opportunity for reapplication.

This policy is in accordance with Act 368 of 1978, subsection 333.187820, of the [Michigan Public Health Code](#), which pertains to the practice of physical therapist assistants.

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010 PROFESSIONAL BEHAVIORS POLICY

This policy is designed to foster a professional and supportive learning environment that promotes the development of exceptional future Physical Therapist Assistants (PTAs). All PTA students are required to uphold professional behavior standards at all times, encompassing all courses, clinical experiences, and field trips associated with the program's technical component. Professional behavior is characterized by conduct that is respectful, ethical, and aligns with the core values of the physical therapy profession.

PTA students are expected to adhere to the ethical standards and code of conduct established by the American Physical Therapy Association (APTA) and the Wayne County Community College District. These expectations encompass:

- Treating all individuals with respect and dignity
- Maintaining the confidentiality and privacy of patient information
- Presenting oneself in a professional manner
- Demonstrating punctuality
- Upholding ethical standards, including honesty and integrity

This policy will be implemented through various methods, including:

- Integrating discussions of professional behavior into the PTA curriculum
- Providing students with opportunities to practice professional behaviors in clinical settings
- Holding students accountable for their professional conduct through a fair and transparent process

For further details regarding professional behavior expectations, please refer to the APTA Code of Ethics and the Wayne County Community College District Student Code of Conduct.

011 ATTENDANCE POLICY

The Physical Therapist Assistant (PTA) Program has a strict attendance policy, requiring students to attend all scheduled classes, labs, clinical experiences, and program activities. Excessive absences, defined as missing more than 10% of classes or laboratory sessions in a semester, may result in academic probation or dismissal from the program.

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012 TARDINESS POLICY

- Students must notify their instructor(s) via email if they are late for class, explaining the reason for their tardiness.
- Notification should be made before the start of class time if possible.
- Students should not ask other students to notify the instructor(s) on their behalf.
- Failure to notify the instructor(s) by the end of the day will result in disciplinary action, including verbal warnings, behavioral contracts, or even dismissal from the PTA program for repeat offenses.
- Excessive tardiness will result in progressive disciplinary action.
- All tardiness will be recorded by instructors and will be cumulative within the PTA Program.

013 DRESS CODE POLICY

The Physical Therapist Assistant (PTA) program maintains a defined dress code to ensure a professional and appropriate appearance during both classes and lab sessions. In the lab setting, students are required to wear white tank tops paired with black shorts. For classroom sessions, a black WCCCD polo shirt is mandated, complemented by tan khaki pants. To ensure uniformity, students are advised to purchase the specified attire as instructed by the program's dean.

In terms of footwear, safety is a priority. Students are expected to wear closed-toe shoes with rubber soles, preferably gym shoes, to provide adequate protection and support for various activities. It is important to note that the chosen footwear should be flat in nature to avoid any potential hazards.

While adhering to the dress code, students are encouraged to adopt a conservative and professional attire that reflects the values and standards of the program. By maintaining this dress code, students contribute to a conducive learning environment and uphold the program's commitment to professionalism and safety.

Any student who comes to class (virtually or face to face) inappropriately dressed, will be removed from class and will still be responsible for any scheduled assignments, tasks, or skills.

LAB POLICIES

Lab practice is an essential part of physical therapist assistant (PTA) programs. It allows students to practice the skills and techniques they learn in the classroom in a safe and controlled environment.

The PTA program has established policies and procedures to ensure the safety of all students, faculty, staff, and guests. These policies and procedures are designed to minimize the risk of accidents, injuries, and other hazards.

014 LAB COMPETENCY GRADING POLICY

Students are granted **three** opportunities to successfully complete each competency assessment. Students must earn a minimum of 77% to pass each competency; see individual rubric for grading requirements for each competency. If a student fails a competency on the first attempt, the second attempt must be taken within seven days. If the student fails on the second attempt, the student and instructor will work together to develop a remediation plan. The third and final attempt must be completed within seven days of the second attempt. Students must successfully complete all competencies to receive a passing grade for the respective course. Students who do not pass competencies by the third attempt will receive a failing grade for the course. Students must earn a passing grade in all classes in order to progress in the PTA Program.

Students are expected to fulfill their commitment to complete all scheduled subsequent competencies even while they are engaged in remediation efforts for any competencies that they did not successfully pass.

In order to qualify for participation in the final lab practical examination, students are required to successfully pass all competencies.

Students who do not meet standards for lab competencies and/or practicals will be dismissed from the PTA Program and subject to the program's reapplication policy.

Mock patients will be randomly drawn just prior to performance of the competency.

015 FINAL LAB PRACTICAL EXAMINATION GRADING POLICY

Students are granted **two** opportunities to successfully complete each final lab practical examination. Students must earn a minimum of 77% AND not have any critical safety or performance errors to pass each final lab practical examination; see individual rubric for grading requirements for each competency. If a student fails a final lab practical examination on the first attempt, they may be eligible for one retake if they are also passing the respective course with an overall grade of 77% or higher. The second attempt must be taken within five days. Lab practical examination retakes will be assessed on a pass/fail basis. A passing grade will result in an automatic score of 77%, while failing will yield a score of zero *and* a failing grade for the course. Students must earn a passing grade in all classes in order to progress in the PTA Program.

Students who do not meet standards for final lab practical examinations will be dismissed from the PTA Program and subject to the program's reapplication policy.

016 MOCK PATIENT POLICY

This policy ensures that PTA Program students engage in mock patient simulations in a responsible, professional, and educational manner. The Program requires that students serve as mock patients for their peers. This practice is crucial to help students develop and refine their clinical skills while adhering to ethical guidelines, patient rights, and the overall goals in a realist setting. Peer patient simulations are meant to assist both the students serving as the 'clinician' and mock patient to improve their own understanding of physical therapy techniques and patient care.

1. Consent:

- a. All PTA students participating as mock patients must provide consent for assuming the role and adhering to the policy and procedure outlined.
- b. Consent must be acknowledged by the student at the start of each semester. Consent acknowledgement is included on the Mock Patient Acknowledgement Form.

2. Confidentiality Agreement:

- a. Mock patients must sign a confidentiality agreement (included on the Mock Patient Acknowledgement Form), affirming their commitment to maintaining the privacy and confidentiality of their peers' performance.

3. Code of Conduct:

- a. PTA students acting as mock patients must adhere to the code of conduct established by the WCCCD throughout the lab session.

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4. Non-Discrimination:

- a. Mock patients should not discriminate or treat their peers unfairly based on personal beliefs, background, or other protected attributes.

5. Academic Integrity:

- a. Mock patients should not provide any unauthorized assistance, answer any key information, or engage in conduct that compromises the integrity of the education process.

017 OPEN LAB POLICY

Students are required to attend a minimum of two hours of supervised open lab sessions per week to practice clinical skills, complete skills assessments, get feedback from faculty or staff members, collaborate with other students, and prepare for clinical experiences. Completion of a minimum number of open lab hours is necessary for progression to the final lab practical exam.

PTA Lab Access: The PTA laboratory space and equipment are accessible to PTA students actively enrolled in the technical phase of the program beyond regular class/lab hours, and a schedule of availability is provided each semester. To maintain an organized and productive environment, students must adhere to the guidelines listed in the Procedures section of this document when using the lab during open hours.

Adhere to all lab safety rules and procedures: Students must strictly follow all established lab safety rules and procedures, including proper handling of equipment, maintaining a clean and organized workspace, and promptly reporting any hazards or safety concerns.

No operation of electrical equipment without direct supervision: During unsupervised open labs, students are not permitted to operate any electrical equipment without the direct supervision of program faculty or staff. This includes, but is not limited to, ultrasound devices, electrical stimulation units, TENS machines, traction devices, treadmills, hot packs, and patient lifts.

Maintain compliance with Professional Behavior Policy: Failure to adhere to these guidelines and any other lab policies will be considered a violation of the program's Professional Behavior Policy and may result in appropriate disciplinary action.

Contact program staff if any issues or concerns: If students encounter any issues or concerns while using the lab during unsupervised open hours, they should immediately contact a program faculty or staff member. This could include reporting malfunctions with equipment, observing safety hazards, or seeking assistance with lab procedures.

Contact campus police authority: In case of emergencies or situations that pose a threat to safety, students should promptly contact campus police authority at **313-496-2800**.

The police authority are physically located on the main level of the Downtown campus on the west end immediately adjacent to the main front door of the building.

Ensure the lab is closed and locked at the end of the last open lab session: At the conclusion of the last open lab session, students must ensure that the lab is properly secured by closing all doors, windows, and locking the lab entrance. This responsibility ensures the safety of the lab facilities and equipment.

Supervised Open Lab: Supervised open labs will be held during the day at non-scheduled class and lab times. They will be supervised by program staff and/or faculty. During supervised labs, students will get credit towards the mandatory two hours per week of open lab attendance. Students must sign up at least two days in advance for supervised open lab to ensure that adequate staff is available. Students will have access to the open lab sign-up sheet via Google Docs. The available days and times will be listed on the sheet and may vary each semester. If a student wants to sign up for a day and time that is not listed, they should indicate their preference on the form for consideration by program staff.

Unsupervised Open Lab: Students may use the laboratory facilities during unsupervised hours when the lab is not in use for supervised lab, classes, or other events. Prior to accessing the lab, students must ensure that a program faculty or staff member is in the building and informed that students will be using the lab unsupervised. The faculty or staff member must be readily available via electronic communication to assist the students as needed. During an unsupervised open lab, students are not permitted to operate any electrical equipment without the direct supervision of program faculty or staff. This includes, but is not limited to, ultrasound devices, electrical stimulation units, TENS machines, traction devices, treadmills, hot packs, and patient lifts. Failure to adhere to this policy will be considered a violation of the program's Professional Behavior Policy and will result in appropriate disciplinary action. Students must also follow all other lab safety rules and procedures.

Guest Access: To protect the safety, security, and integrity of the lab, unauthorized use of the PTA lab is strictly prohibited. No guests are allowed without prior approval from the program dean or associate dean. Guests in the lab must be accompanied by a qualified staff or faculty member and must not handle or use equipment without close supervision. Authorized guests will be asked to sign participation waivers.

Students must read, understand, and agree to abide by the lab policies and procedures of the Physical Therapist Assistant Program before being allowed to participate in open labs. Students must acknowledge understanding that failure to comply with these policies and procedures may result in disciplinary action, up to and including dismissal from the program. If the procedures are not followed, they will lose privileges.

018 STUDENT TRANSPORTATION POLICY

Students are solely responsible for securing and maintaining reliable transportation to and from clinical education sites. Neither the college nor the affiliating clinical sites are responsible for any personal injury or damage to property which may occur while traveling to or from clinical education sites. Students are expected to adhere to all rules regarding parking at the clinical facilities and will incur any costs relating to violations, towing, or ticketing.

019 AUDIO-VIDEO RECORDING AND IMAGE USAGE POLICY

1. PTA Student Consent:

- a. PTA students are required to provide informed consent as an integral part of their program enrollment and participation.
- b. Students' consent covers a broad Applies To, including various instructional activities, assessments, patient simulations, photography, videography, audiotaping, and imagery conducted exclusively within the program.

2. Non-PTA Student Consent:

- a. Non-student participants will be informed about the Informed Consent Policy prior to their participation in events or activities related to the PTA Program, ensuring they are aware of the intended use of their images and recordings for instructional purposes.
- b. The consent process for non-students will be tailored to their specific involvement in the program, and they may be required to provide consent on a per-activity basis rather than a blanket consent for the entire program.

020 COMPLAINTS OUTSIDE THE REALM OF DUE PROCESS

Students and non-students alike possess the right to file a complaint against the PTA program. Complaints can address a wide range of issues, including:

- Academic concerns, such as grading disputes, unfair treatment by instructors, or academic dishonesty.
- Non-academic concerns, such as issues with program resources, behavioral issues, health and safety concerns, fairness and impartiality, or communication and transparency.
- Complaints related to faculty or staff behavior, including unprofessional conduct, harassment, or discrimination.

Persons who have a complaint about the PTA program are encouraged to first attempt to resolve any issues informally with the individual directly involved. This may involve discussing the concern with the instructor or relevant staff member. If the informal discussion does not resolve the issue, the complainant may follow the department-level grievance procedure. This procedure involves submitting a completed PTA Program Complaint Form to the program dean within 10 days of the incident. The program dean will investigate the complaint and make a decision within 48 hours of receiving the complaint.

While efforts will be made to address all complaints in a timely manner, some issues may necessitate more extensive investigation, leading to longer resolution times. Complex matters often involve multiple parties, extensive documentation, and a thorough examination of the circumstances surrounding the complaint. To ensure a fair and impartial process, the program dean may need to gather additional information, interview relevant individuals, and carefully analyze the evidence. The dean will keep the complainant informed of the progress of their complaint and provide a written decision as soon as possible.

If resolution is not possible, the dean may facilitate mediation between the student and instructor to explore other options.

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If the issue cannot be resolved with the assistance of the program dean, students have the right to file a formal complaint with the college. This can be done by following the college's established Student Inquiry process as outlined in the Wayne County Community College District Student Handbook, which provides a structured framework for addressing more complex concerns. This process ensures that students have access to appropriate channels for resolution and that issues within the program are addressed fairly and transparently.

Complaints About the PTA Program May Also Be Filed with CAPTE

In addition to the internal complaint process outlined above, students may also choose to file a complaint with the Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE is the national accrediting agency for entry-level physical therapist assistant (PTA) education programs.

CAPTE's complaint process is designed to address concerns about the quality of a PTA program's curriculum, faculty, facilities, or other aspects of its operation. Persons who believe that the PTA program at Wayne County Community College District (WCCCD) is not meeting CAPTE's accreditation standards may file a complaint with the organization.

To file a complaint with CAPTE, students must complete a complaint form and submit it to the organization. CAPTE will then review the complaint and determine if it warrants further investigation. If the complaint is investigated, CAPTE will issue a report outlining its findings and recommendations.

Students are encouraged to follow the WCCCD's internal complaint process first, as this process is often more efficient and timely. However, students have the right to file a complaint with CAPTE if they believe that their concerns have not been adequately addressed through the internal process.

For more information about CAPTE's complaint process, please visit the organization's website: <https://www.capteonline.org/complaints>

Grade appeals are not covered by this policy. Students who wish to appeal a final course grade must follow the procedures outlined in the Wayne County Community College District Student Handbook.

021 ESSENTIAL FUNCTIONS OF PTA STUDENTS POLICY

Successful completion of the Physical Therapist Assistant Associate of Applied Science degree at Wayne County Community College District requires that students demonstrate specific intellectual, technical and behavioral abilities. These specific abilities are called the “essential functions” of the profession, and apply to the technical courses and clinical experiences students have while in the technical phase of the PTA program, and in the actual practice of physical therapy.

The PTA program’s essential functions are in accordance with the Americans with Disabilities Act (ADA) of 1990, which requires that academic programs judge individuals on the basis of their ability to complete the course of study and practice effectively.

022 PROGRAM SAFETY POLICY

The Physical Therapist Assistant Program (PTA) prioritizes the safety and well-being of its students, faculty, and staff. All students must adhere to safety guidelines and regulations established by the WCCCD and the PTA Program. Safety concerns, incidents, or accidents should be promptly reported to program staff or designated authorities. Students will receive training on the use of safety equipment, familiarize themselves with emergency evacuation routes, and practice safe behavioral practices.

Students must use the lab and equipment only for their designated purposes and in accordance with the training they have received. Unauthorized or improper use of equipment is strictly prohibited and will result in disciplinary action. Students must promptly report any safety concerns, incidents, or accidents to program staff or designated authorities. Students will not face any retaliation for reporting safety-related issues.

023 MEDICAL EMERGENCIES POLICY

All PTA students and staff are required to be CPR certified through the American Heart Association (AHA). Faculty are strongly encouraged to be AHA CPR certified.

The overall purpose of the medical emergencies and accidents policy for the physical therapist assistant (PTA) program is to ensure the safety and well-being of all students, faculty, and staff in the event of a medical emergency or accident. The policy outlines clear and concise procedures for responding to medical emergencies, including calling for assistance, providing initial first aid and CPR, and reporting injuries to the program dean or associate dean. All accidents and injuries, regardless of severity, must be promptly reported to the PTA program dean and the WCCCD police authority. By following the guidelines outlined in this policy, the program aims to minimize the risk of harm and ensure that everyone in the physical therapist assistant program is prepared to respond effectively in the event of an emergency.

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024 ACADEMIC STANDARDS DETERMINATION AND IMPLEMENTATION IN THE PHYSICAL THERAPIST ASSISTANT PROGRAM

The purpose of this policy is to establish a clear framework and procedures for the PTA program staff to effectively determine and implement academic standards for the Physical Therapist Assistant (PTA) program. This policy aims to ensure that the program maintains high academic standards, prepares students for successful clinical practice, and aligns with the accreditation requirements of the Commission on Accreditation in Physical Therapy Education (CAPTE).

Responsibilities of the PTA Program Staff in Determining and Implementing Academic Standards:

1. **Curriculum Development:** Physical Therapist Assistant (PTA) program staff collaborate with the PTA program advisory committee, consisting of external stakeholders from the healthcare industry and professional organizations, to develop and update the PTA program curriculum regularly. This collaborative approach ensures that the program curriculum remains current, relevant, and aligned with the evolving needs of the healthcare industry and the expectations of professional organizations.
2. **Course Design:** Staff members will design courses that align with the program's overall objectives and the competencies required for entry-level physical therapist assistants. To achieve this goal, the program will regularly review and revise its curriculum, drawing upon the expertise of adjunct faculty, the advisory committee, clinical faculty, and industry best practices.
3. **Instructional Delivery:** Adjunct faculty members will utilize effective instructional methodologies to deliver course content, ensuring that students have ample opportunities to apply knowledge and develop skills.
4. **Assessment and Evaluation:** The PTA program staff will develop and implement comprehensive assessment and evaluation tools to measure student learning outcomes and provide feedback for improvement.
5. **Academic Integrity:** The PTA program staff will uphold the highest standards of academic integrity, ensuring that all students are evaluated fairly and that academic dishonesty is addressed promptly and appropriately.
6. **Program Review and Continuous Improvement:** The PTA program staff will conduct regular program reviews to evaluate the effectiveness of the curriculum, instructional methods, assessment practices, and student outcomes. Based on these reviews, the program will be updated and improved continuously.

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SECTION III: CLINICAL EDUCATION PROGRAM

Clinical education is an essential part of the training of healthcare professionals. It provides students with the opportunity to learn from experienced clinicians and to apply the knowledge and skills they have learned in the classroom to real-world situations.

The PTA program has three clinical experiences, including one 80-hour experience that occurs at the end of the second technical semester and two terminal clinical experiences that occur during the fourth technical semester at 272 hours each. These are unpaid clinical experiences.

The first clinical experience is an introductory experience that allows students to gain exposure to the clinical setting and to begin developing their clinical skills. The second and third clinical experiences are terminal experiences that provide students with the opportunity to apply the skills they have learned in the classroom and to gain real-world experience working with patients under the supervision of experienced physical therapists and physical therapist assistants.

While the clinical experiences are unpaid, they are an essential part of the PTA program. They provide students with the opportunity to develop the skills and knowledge they need to be successful in their careers as PTAs.

The following is a summary of the Program's clinical education policies and procedures. These are summaries of the PTA Program's policies and procedures related to clinical education. Students are encouraged to read and understand the full policies and procedures, which are available in the Clinical Education Manual. The manual is a critical resource for ensuring that students have successful clinical experiences.

025 CLINICAL EXPERIENCE PLACEMENT POLICY

The PTA program mandates that students complete a comprehensive clinical education component, which is an integral part of the curriculum. This policy outlines the requirements for completing three clinical experiences: one integrated 80-hour experience and two terminal experiences, each lasting 272 hours. Student performance in these clinical experiences will be evaluated using pre-established rubrics for the integrated experience and the Clinical Performance Instrument (CPI) for the terminal experiences. The program employs a tiered grading process to assess students' performance during these clinical experiences, progressing students from intermediate skills and knowledge to advanced intermediate skills and knowledge, and finally to entry-level skills and knowledge as defined by the CPI.

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To ensure students gain a comprehensive understanding of healthcare delivery across various settings, the program requires each student to complete at least one clinical rotation in an outpatient facility (such as a clinic or private practice) and at least one in an inpatient facility (such as a hospital or rehabilitation center). This ensures that every student gains valuable insights and skills in both settings, contributing to a well-rounded and comprehensive educational experience.

026 CLINICAL EDUCATION EXPERIENCE POLICY

The Physical Therapist Assistant (PTA) Program mandates that students fulfill a comprehensive clinical education component as an integral part of their curriculum. This policy outlines the requirements for completing three clinical experiences, consisting of one integrated 80-hour experience and two terminal experiences, each lasting 272 hours. Evaluation methodologies will include preestablished rubrics for the integrated experience and the Clinical Performance Instrument (CPI) for the terminal experiences. The program employs a graded grading process to assess students' performance during these clinical experiences.

027 CLINICAL EXPERIENCE ATTENDANCE POLICY

Students are expected to attend all clinical experiences and should schedule any appointments outside of these times. Personal days, vacations, work, or job interviews are not valid reasons for missing clinical experiences. Unexcused absences will result in dismissal from the program. Unforeseen circumstances will be dealt with on a case-by-case basis. If a student must miss a clinical experience, they must notify both the PTA Program Associate Dean and the clinical instructor before the scheduled arrival time. Excessive absences may result in the student being required to repeat the clinical experience and/or program dismissal. Requests for non-emergent excused absences must be submitted in writing to the Associate Dean and, if approved, to the CI or SCCE at least one week prior.

028 COMPLIANCE WITH SITE SPECIFIC REQUIREMENTS POLICY

Some clinical sites may have additional requirements, such as fingerprinting, drug screening, immunizations, uniforms, and no smoking policies, that go beyond the PTA Program's policies. Therefore, it is the policy of the program that students must comply with these site-specific requirements and bear any associated costs. Failure to comply may result in the student being unable to complete clinical experiences and hinder progression in the program.

029 CLINICAL EXPERIENCE PROFESSIONALISM POLICY

Clinical Hours Requirement Policy: All students actively enrolled in the PTA program's technical phase must successfully complete all three of the required clinical experiences, including an 80-hour integrated experience, followed by two terminal experiences lasting 272 hours each.

Professional Behavior Policy: Successful completion of the clinical experiences requires that students consistently demonstrate competence in the performance of all PTA-related activities assigned and demonstrate professionalism at all times. Clinical experiences are an extension of the education experience provided through the PTA Program, thus all responsibilities and expectations outlined in the PTA program's Policy and Procedure Manual apply while participating in clinical experiences.

Clinical Experience Absence Policy: Students must fulfill clinical hour requirements mandated by the PTA program and must attend all clinical experiences as scheduled. Absences from clinical experiences must be reserved for extreme emergencies only and must not extend beyond a total of three days for any clinical experiences. Students must provide valid and verifiable reasons for any absences and should expect to make up any missed hours. They must promptly notify their clinical instructor and associate dean regarding any absences. The associate dean will determine whether makeup hours are required and will discuss makeup options with the student. Excessive absences may result in removal from the clinical experiences and/or dismissal from the program.

Clinical Skills Performance: Students must meet program standards for clinical skills performance during clinical experiences. The program emphasizes a progressive gradation, where students are expected to demonstrate entry-level performance by the end of their clinical training. Grading of clinical experiences involves the use of the Clinical Performance Instrument (CPI). The CPI is a standardized evaluation tool to assess the performance and competence of PTA students in clinical settings.

This policy ensures that students have a structured and comprehensive learning experience, progressively developing their skills, knowledge, and professionalism to meet the standard necessary for successful practice as PTAs.

030 CLINICAL EDUCATION SAFETY POLICY

The PTA program mandates that students follow a specific set of steps to actively participate in the clinical education program. The program will provide students with clear guidelines and deadlines for meeting each requirement. Students are responsible for obtaining and providing documentation of immunizations, health insurance, completed health information forms, CPR certification, and background checks. The program will verify and maintain records of student compliance with these requirements.

031 POLICY AND PROCEDURE FOR SHARING STUDENT INFORMATION WITH CLINICAL SITES

This policy and procedure outlines the type of information that the program will share with clinical sites about students who are participating in clinical rotations. The program adheres to the Family Educational Rights and Privacy Act (FERPA) guidelines in protecting student privacy.

The program will share the following information with clinical sites about students who are participating in clinical rotations:

- Student contact information, including name, address, phone number, and email address
- Immunization records
- Proof of trainings, including bloodborne pathogen, CPR, HIPAA training, and OSHA training
- Information about the topics and skills that the student has been exposed to and demonstrated competence in

The program will not share the following information with clinical sites about students:

- Student academic grades
- Background check information

PROGRAM GOVERNANCE POLICIES AND PROCEDURES

032 PHYSICAL THERAPIST ASSISTANT PROGRAM GOVERNANCE

Core staff members of the Physical Therapist Assistant (PTA) program, specifically the dean and associate dean, bear significant responsibilities in overseeing the program's governance. Their duties encompass providing effective leadership, upholding compliance with the college's mission and values, and endorsing curriculum modifications. Additionally, they are responsible for conscientiously evaluating academic standards, adeptly managing academic disputes, and proficiently representing the program to external stakeholders.

In conjunction with these responsibilities, core staff must actively contribute to the development and implementation of the curriculum. This involvement includes maintaining elevated academic standards, rigorously assessing student performance, offering valuable academic advising, and actively participating in curriculum committee meetings. Crucially, their contributions extend beyond these duties to encompass program planning and evaluation, ensuring the attainment of the program's overarching goals and objectives.

033 ADJUNCT FACULTY QUALIFICATIONS FOR PTA PROGRAM

Adjunct faculty members in the Physical Therapist Assistant (PTA) program must possess relevant education, experience, and communication skills. They are responsible for delivering high-quality instruction, providing student support, contributing to curriculum development, engaging in professional development, and adhering to institutional commitments.

034 EQUIPMENT CALIBRATION AND MAINTENANCE

Adjunct faculty members in the Physical Therapist Assistant (PTA) program must possess relevant education, experience, and communication skills. They are responsible for delivering high-quality instruction, providing student support, contributing to curriculum development, engaging in professional development, and adhering to institutional commitments.

035 STUDENT RECRUITMENT, ADMISSION, AND CLASS SIZE MAINTENANCE

The Physical Therapist Assistant (PTA) program has a maximum class size of 24 students per year based on factors such as clinical site availability, advisory committee input, faculty resources, and program facilities. The program recruits students through various methods such as hosting information sessions, sending email blasts, visiting anatomy and physiology classes, following up with prospective students, engaging high school students, networking with physical therapy professionals, and establishing partnerships with clinical sites. The program admits students based on their application score which is calculated using their science course grades, GPA, observation hours, TEAS scores, and special

considerations. The program maintains its planned class size by strictly adhering to application deadlines, selecting the top-ranked applicants, and offering open spots to qualified applicants.

036 CLINICAL EDUCATION PROGRAM QUALITY ASSURANCE

The core staff responsible for setting policies related to clinical education will convene with the advisory committee at least twice annually to gather valuable feedback on current policies and procedures. These meetings will foster open communication and collaboration between the core staff and stakeholders, ensuring that the clinical education program remains aligned with the needs and expectations of students, clinical instructors, and industry partners.

To further strengthen the feedback loop, current and former students, along with clinical instructors, will be cordially invited to attend these biannual meetings. Their insights and experiences will be invaluable in identifying areas for improvement and shaping the future of our clinical education program. We recognize the importance of diverse perspectives and encourage active participation from all stakeholders.

By engaging in regular dialogue with the advisory committee, students, and clinical instructors, the core staff will be empowered to make informed decisions that enhance the quality and effectiveness of the clinical education program.

ADOPTION OF NEW POLICIES AND PROCEDURES

The policies and procedures in this document were adopted by the administrators of the PTA program and are consistent with those of the WCCCD, the Health Science Department, and the Commission on Accreditation in Physical Therapy Education (CAPTE). The PTA program may make amendments to the Policy and Procedure Manual as college policies, program procedures, or accreditation requirements change. This manual will be reviewed on an annual basis to facilitate maintenance of current policies and procedures that support strategic plans of the program.

Wayne County Community College District

PTA PROGRAM MASTER SKILLS LIST

Semester	Course	Course Title	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5
Fall Basic Skills	PTA 103	Functional Mobility	Bed Mobility, Skin Inspection, & Positioning - Basic Skills	Body Mechanics, Safety, Environment Preparation	Wheelchair Propulsion and Management	Transfers - Basic Skills	Gait Training - Assistive Devices
	PTA 104	Kinesiology	Upper Extremity Landmarks, Origins, Insertions	Lower Extremity Landmarks, Origins, Insertions	Posture (spine) Landmarks, Origins, Insertions		
Spring Orthopedics	PTA 110	Patient Assessment	Anthropometric Measurements and Posture	Vital Signs	Goniometry	Manual Muscle Test	Post-Operative Inspection & Observation
	PTA 112	Therapeutic Exercise	Range of Motion	Stretching	Strengthening	Aerobic Conditioning	Balance
	PTA 114	Manual Therapy	Upper Extremity Skills to Increase ROM, Decrease Pain	Lower Extremity Skills to Increase ROM, Decrease Pain	Spine Skills to Increase ROM, Decrease Pain		
Summer Neuro & Modalities	PTA 204	Neuromuscular Rehabilitation	Bed Mobility & Positioning - Neuro Disorders	Lower Extremity Muscle Tone Assessment / Management / Positioning	Neuro Interventions to Improve Motor Function, Motor Control, & Balance	Transfers - Neuro Conditions	Gait Neuro Conditions
	PTA 210	Therapeutic Modalities	Superficial Thermal Agents	Deep Thermal Agents	Electrical Stimulation	Mechanical Traction	Intermittent Compression

Each semester builds upon the previous semester's skills, gradually introducing students to specialized techniques and patient populations. This structured approach ensures that students are well-equipped to safely and efficiently maximize patient function.

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COLLEGE POLICIES AND PROCEDURES

The policies and procedures contained in the Physical Therapist Assistant (PTA) Program Student Handbook are designed to supplement and provide additional guidance specific to the PTA program. These policies and procedures do not replace or supersede the policies and procedures of the Wayne County Community College District (WCCCD). In cases where a conflict arises between the PTA Program Policy and Procedure Manual and the WCCCD policies and procedures, the WCCCD policies and procedures shall prevail.

APPEAL OF GRADES

A student who believes that a grade has been awarded unfairly or incorrectly should first contact the instructor who awarded the grade to discuss the issue and attempt to resolve the dispute. If the matter is not resolved to the student's satisfaction, the student may submit a grade appeal request form to the campus Chief Academic Officer at the location where the course was taken. Please refer to the Student Handbook for additional information regarding the process and how to request for grade appeal. The student will be advised of the appeal process, which includes a written statement from the student and the instructor's written response. Grade appeals must be filed within 90 days of the conclusion of the semester or session during which the student was enrolled in the course where the challenged practice occurred.

STUDENT COMPLAINTS

Students who have a complaint concerning a course, an instructor or other staff should discuss the problem with the instructor or staff person first. If the student is still dissatisfied after this discussion, the student should complete a formal written inquiry/complaint form available in the Student Services office at the campus of choice. The inquiry/complaint form is also available online at www.wcccd.edu. Refer to the Student Code of Conduct in the WCCCD Student Handbook for additional information regarding complaint resolution. Students, who, after following established complaint protocol, remain dissatisfied, may file a complaint with the Michigan Department of Regulatory Affairs at Post-Secondary Complaints Information which is available at www.wcccd.edu.

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ACADEMIC SUPPORT SERVICES

Students are encouraged to meet regularly with their student services staff or advisors when entering WCCCD and throughout their stay at the District for assistance in educational planning and self development. Advisors and other staff are available to assist students with educational, vocational and personal concerns. Individual and group experiences are available through a variety of District resources for students who wish to increase their effectiveness as learners and to improve their social skills.

LEARNING RESOURCE CENTERS

Wayne County Community College District's Learning Resource Centers (LRC) provide information literacy education, multimedia resources, and services to support the curricula offered by the District. The library provides research needs to students, faculty, staff, and administration.

The library extends these services to the community and serves as a catalyst for lifelong learning. Our Learning Resource Centers are located on all five campuses with services including access to computers and printing/copying services; print collections for campus-based programs; bibliographic instruction; monthly workshops to promote student success with the development of soft skills and how to successfully complete course assignments.

EQUAL OPPORTUNITY/NONDISCRIMINATION POLICY

In compliance with relevant federal and state laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1967, the Vietnam-Era Veterans Readjustment Act of 1974, the Americans for Disabilities Act of 1990, the Elliot-Larsen Civil Rights Act, and the Persons with Disabilities Act, it is the policy of Wayne County Community College District that no person, on the basis of race, color, religion, national origin, age, sex, height, weight, marital status, disability, or political affiliation or belief, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in employment or in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

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Questions or concerns regarding the above should be directed to the Equal Employment/Nondiscrimination Coordinator at:

Director of Human Resources
801 W. Fort Street
Detroit, MI 48226
Telephone: (313) 496-2765

SEXUAL HARASSMENT POLICY

Sexual harassment is an infringement on an employee's right to work and a student's right to learn in an environment free from unlawful sexual pressure. It is the policy of Wayne County Community College District to prohibit unlawful sexual harassment of employees and students.

Sexual harassment consists of overt activity of a sexual nature, which has a substantial adverse effect on a person in both the workplace and in the academic setting. It may include, but is not limited to, the following:

1. Demands for sexual favors accompanied by threats concerning an individual's employment or academic status;
2. Demands for sexual favors accompanied by promises of preferential treatment concerning an individual's employment or academic status;
3. Verbal, written or graphic communication of a sexual nature;
4. Patting, pinching, or other unnecessary body contact with another employee or student.

Any employee or student should report, in writing or orally, any and all incidents of such activity. Complaints may be directed to the employee's supervisor or the Director of Human Resources. Student complainants should report, in writing, or orally, any and all incidents to the appropriate Campus Provost.

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There will be no retaliation against an employee or student for making a complaint or taking part in the investigation of a complaint under this policy. To the extent it can, the College will keep matters confidential. The Director of Human Resources shall promptly investigate all incidents of sexual harassment and direct a report with recommendations to the Board of Trustees following the report of an employee. The Campus Provost shall promptly investigate all incidents of sexual harassment and direct a report with recommendations to the Vice President for Educational Affairs following the report of a student.

Violation of this policy shall subject the offending party to appropriate disciplinary action up to and including discharge from employment. (Policy adopted by the Wayne County Community College District Board of Trustees 03/25/87, revised 03/27/91, 03/25/92).

GRIEVANCE PROCEDURES

If any student believes that Wayne County Community College District or any part of the school organization has not applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964 (2) Title IX of the Education Amendment of 1972; (3) Section 504 of the Rehabilitation Act of 1973, the student may bring forward a complaint, (which shall be referred to as a grievance through this text) to the local Equal Opportunity Compliance Coordinator at the following address:

Director of Human Resources
Wayne County Community College District
Human Resources Department
801 W. Fort Street
Detroit, MI 48226

The appropriate grievance procedures must be followed by the student in order for his/her complaint to be thoroughly reviewed for merit. The full grievance procedure is provided in the Student Handbook, which available online at www.wcccd.edu, or at any campus.

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DRUG-FREE WORKPLACE POLICY

Wayne County Community College District will make every reasonable effort to provide a drug-free workplace and environment. The College expressly prohibits the unlawful manufacture, distribution, dispensation, possession, or use of any controlled substance in the workplace. The term “controlled substance” shall mean a controlled substance in schedules I through V, of Section 202 of the Controlled Substance Act (21 U.S.C. 812).

STUDENT RIGHTS AND RESPONSIBILITIES

The District publishes a document – the Student Handbook which includes the Student Code of Conduct and expects that every student will become familiar with this information. This document is designed to help you successfully navigate through the educational process at WCCCD and outlines our expectations for student behavior. It is the student’s responsibility to become familiar with this publication and refer to it as needed. You may obtain a copy of the Student Handbook on our website at www.wcccd.edu.



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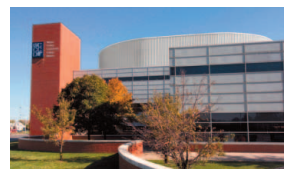
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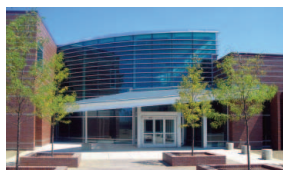
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