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SR-93-94-93(ASCR)

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ACADEMIC STANDARDS AND CURRICULA REVIEW COMMITTEE
RECOMMENDATION

SR-93-94-93(ASCR)

To approve a Community and Technical College Associate of Applied Science degree program in:

Allied Health Technology
Physical Therapist Assistant (PTA)

RATIONALE: This program is designed to help address the need for health care workers especially in rural areas of West Virginia. It is a collaborative program with (1) secondary schools, (2) first year course work at colleges near the student's home, (3) completion of second year AHT courses at Marshall University, and (4) a clinical practicum in a rural area in proximity to the student's home.

FACULTY SENATE PRESIDENT:

APPROVED
BY SENATE: Bertram W Goss DATE: 5/23/94

DISAPPROVED
BY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: [Signature] DATE: 5/31/94

DISAPPROVED: _____ DATE: _____

COMMENTS:

MARSHALL UNIVERSITY

COMMUNITY AND TECHNICAL COLLEGE

December 1, 1993

Proposal to Establish an

Associate in Applied Science Degree

in

Allied Health Technology

PHYSICAL THERAPIST ASSISTANT (PTA)

Effective Date: **Fall 1994**

PROGRAM SUMMARY

The Community and Technical College of Marshall University proposes a cost effective, collaborative and creative four-stage approach to addressing the need for health care workers especially in the rural areas of West Virginia. The key components of this plan are: 1) health career tech-prep agreements with secondary schools; 2) encouraging the completion of first-year general and supportive coursework at colleges near the students home; 3) completion of second year Allied Health Technology (AHT) courses at Marshall University; and 4) a clinical practicum in a rural area in the proximity of the student's home as the final requirement for completion of an Associate in Applied Science degree.

A Physical Therapist Assistant (PTA) curriculum, which is in high demand, is being proposed at this time for the Allied Health Technology program. We project an annual enrollment of 26 students. Primary resource requirements are for two full-time faculty and partial support for laboratory equipment.

5/13/94

Part I: PROGRAM DESCRIPTION

A. Program Objectives

Overall objectives of the proposed Physical Therapist Assistant (PTA) program are:

1. To enhance the availability of physical therapy services throughout West Virginia with particular emphasis in meeting the need for such personnel in rural areas of the State.
2. To involve educational institutions and health care providers throughout the state in addressing physical therapy educational and training needs in an efficient and effective manner.
3. To expand opportunities for West Virginia residents to enter and prepare for an Allied Health Technology career in an high demand area by developing the knowledge and skills to assist registered Physical Therapists and to successfully pass the National Physical Therapist Assistant licensure exam.
4. To provide a source of Physical Therapist Assistants to staff hospitals, nursing facilities, rehabilitation centers and private physical therapy practices by graduating the 26 students admitted annually,

B. Program Identification

Program identification, as provided in the Classification of Institutional Programs (CIP) developed and published by the U.S. Department of Education, Center for Educational Statistics, is as follows:

Physical Therapist Assistant - 17.0815. .

C. Program Features

Recognizing that resources are limited, Marshall University proposes a cost effective, collaborative and creative four-stage program to address the need for highly skilled Physical Therapist Assistants (PTA's) in order to improve health care services - particularly in rural areas of West Virginia. This four stage program proposes to provide trained Physical Therapist Assistants (PTA's) in the following format:

1. High school students would be encouraged to prepare for Allied Health Technology careers in the field of Physical Therapy through linkage and exchange of information with secondary schools concerning the need for students to complete appropriate science, mathematics and health careers orientation (tech-prep) courses at the high school level.
2. Articulation agreements would be established with colleges serving rural areas of the State which would encourage students to attend their local higher education institution. During this stage, the student would complete designated general education, basic science, and technical support courses required for sophomore standing in the Physical Therapist Assistant program. This concept is cost-effective, not only in terms of cost to the student, but also by allowing utilization of appropriate coursework offered by various collegiate institutions throughout the State.
3. As college sophomores, students meeting program admission requirements and selected for admission, would enroll in the PTA program offered by the Community and Technical College at Marshall in order to complete the technical phase of the program.
4. Finally, students completing the technical phase of instruction at Marshall University would then return to an approved health care facility, in their home area, for an intensive clinical practicum as the final requirement for completion of the Associate in Applied Science degree and as the final step in preparation for the PTA licensure examination.

It is this "return to home area," during the practicum experience, which will assist program graduates, placed with local health care providers, to become established in rural areas of the State.

Catalog Description

The Physical Therapist Assistant (PTA) is a licensed health care provider who works within a physical therapy setting under the supervision of a Physical Therapist. The PTA assists in the practice of physical therapy by performing patient-related activities delegated by the Physical Therapist. These activities may include performing selected treatment procedures, observing, recording and reporting of patient responses, and other activities as directed.

Job opportunities for PTAs exist in hospitals, rehabilitation centers, mental and developmental retardation centers and offices of Physical Therapists engaged in private practice.

1. Admission and Performance Standards

The Physical Therapist Assistant (PTA) program offered at Marshall University will consist of two phases: (1) an academic phase and (2) a technical phase. Prospective students may complete the academic phase of the program at any accredited higher education institution where appropriate courses are offered and, while it allows for completion in one academic year, courses listed in this phase may be taken on a part-time basis at a pace appropriate to the needs of the individual student. Upon completion of the prerequisite courses, the student applies for admission to the technical phase of the program offered on the campus of Marshall University. The technical phase consists of one academic year of full-time study at Marshall University including activities in area hospitals and other appropriate health care facilities. Students who have not fully met prerequisite course requirements may need to attend summer sessions at Marshall prior to the term in which they are to enroll in the PTA program. This may be necessary in the event students are unable to complete all courses required for program admission at their local higher education institution.

Admission to sophomore standing in the Physical Therapist Assistant program will be limited to 26 students due to limited clinical facilities in the community and the need to maintain faculty-student ratios prescribed by the American Physical Therapy Association (APTA). The APTA serves as the agency for program accreditation.

Students who desire admission to the Fall term of the PTA program must apply by May 1. Preference will be given to those applicants who will have completed all admission requirements by June 1. Selection of students will be made by an Admissions Committee without regard to race, color, creed, national origin, sex, age, handicap or marital status.

Students are expected to come from the service regions of various higher education institutions in the State. Each of these regions will have several "slots" reserved for students from that region. For the final clinical practicum phase of program, health care agencies in the respective home areas of students will be utilized to minimize distance traveled by students and to encourage graduates to find employment in their home areas.

Criteria for PTA Program Admission:

The criteria for entry into the PTA program are designed to maximize fairness and accuracy in selection since there are a limited number of spaces available. Technical courses may be taken only by those students who have been accepted into the PTA program.

1. A cumulative GPA of 2.3 for all college level course work and the completion of all required first-year courses.
2. Official transcripts for all college level course work.
3. Previous work experience in the field of Physical Therapy or evidence of 30 or more hours of observation in two physical therapy settings, of which 15 hours must be in acute care or skilled nursing settings. Documentation of this experience to be on forms provided by the Community and Technical College.
4. Completion of:
 - a. Medical History questionnaire
 - b. Physical examination
 - c. Measles/rubella vaccination, if required
 - d. Tuberculosis (PPD) testing
 - e. Current CPR (adult, child and infant) certification.

5. Completion of the admissions process at Marshall University.

Selection Process

The selection of applicants for the Physical Therapist Assistant program will consist of but not be limited to:

1. Only those applicants who have met the above admission criteria will be considered.
2. An evaluation by the Admissions Committee of the materials submitted in the application process.
3. In the selection of 26 candidates and at least 10 alternates, the Admissions Committee may consider the following factors - GPA, Date of Application, Ability to began program on time, or other factors that the committee feels to be indicators of success.
4. All applicants will be notified by mail as to the results of the selection process by June 1 of the summer preceding fall enrollment in the PTA program.

Performance Standards

Students enrolled in the Physical Therapist Assistant program will be required to make a C or better in each PTA course taken. The licensure examination process is based on the technical competence of the students and of their ability to apply basic physical therapy procedures. Mastery of technical coursework is critical to successful completion of the PTA licensure process.

2. PROGRAM REQUIREMENTS:

Proposed Curriculum
Physical Therapist Assistant (PTA)

First Year

Semester 1

COM 111 Communication I	3	COM 122 Business Communications II	3
CHM 203 General Chemistry I	3	CHM 204 General Chemistry II	3
LAB	1	LAB	1
BUS 201 Human Relations	3	BSC 227 Human Anatomy	4
MAT 145 Technical Mathematics I	3	EME 105 First Responder Course	3
OT 151 Medical Terminology I	3	PHY 200 Introductory Physics	3
		LAB	1
	<u>16 hrs</u>		<u>18 hrs</u>

Second Year

BSC 228 Human Physiology	4	*PTA Conditions Treated	4
PE 231 Kinesiology	3	*PTA Electrotherapy	2
*PTA Introduction to Physical Therapy	2	*PTA Therapeutic Exercise	3
*PTA Physical Therapy Modalities	4	*PTA Rehabilitation	4
*Therapeutic Procedures	2	*PTA Clinical Applications	2
	<u>15 hrs</u>		<u>15 hrs</u>

Summer

*PTA Field Practicum 6 hours
Total Hours - 70

*PTA course number to be determined

D. Program Outcomes:

Program outcomes are related specifically to the broad overall program objectives specified in Part I, A. Opportunity will be provided for West Virginia residents to enter and prepare for a career in the allied health field which is currently and will continue, in the foreseeable future, to be in demand. The PTA program will be academically sound in design and will have provision for continual review and revision in relation to existing practice and to modifications as they occur in this occupational field. The concept of a 1+1 curriculum which is designed around the utilization of other educational institutions to provide general education and basic science coursework will assure cost effectiveness and efficiency for both the student and the higher education system within the State. The philosophy of this program is based on the institutional mission and will be implemented by faculty in consultation with an advisory committee comprised of physical therapy practitioners and representatives of health care organizations within the region.

Program graduates will be competent to practice under the supervision of a physical therapist in an ethical, legal, safe and effective manner.

Program graduates will be able to implement a comprehensive treatment plan as developed by a Physical Therapist.

Program graduates will be able to communicate effectively with the supervising Physical Therapist about patient progress or adjustments made in treatment procedures in accordance with changes in patient status.

Program graduates will know and be able to perform appropriate measurement techniques within the limits of practice and assist the supervising Physical Therapist in monitoring and modifying the plan for patient care.

Program graduates will be able to interact with patients and families in a manner which provides the desired psychosocial support including the recognition of cultural and socioeconomic differences.

Program graduates will be able to assist in teaching other health care providers, patients and families.

Program graduates will be able to document relevant aspects of patient treatment and participate in discharge planning and follow-up care.

Program graduates will demonstrate effective written, oral and nonverbal communication in relation to patients, their families, colleagues, health care providers and the general public.

Program graduates will recognize their roles and responsibilities in the physical therapy delivery system and interact with other health professionals in effectively communicating their roles and responsibilities.

PART II: PROGRAM NEED AND JUSTIFICATION

A. Relationship to Institutional Goals/Objectives

The proposed program for Physical Therapist Assistants is consistent with the mission, goals and objectives of the Community and Technical College and Marshall University and in agreement with areas of current emphasis as outlined in the 1993-95 Undergraduate Catalog.

The institutional mission requires that postsecondary educational opportunities be made available to students which furthers their attainment of scholarship, acquisition of skills and development of personality. The first and most basic commitment of the University is to undergraduate education with one area of current emphasis being a commitment to rural health care and another the economic development of the state through programs provided through the Community and Technical College and other organizational entities.

The Physical Therapist Assistant program will contribute to the mission, goals, and objectives of the institution by developing student competencies in patient care, skills needed in the field of physical therapy and by providing students with opportunities for education, fellowship and leadership on local, state and national levels.

B. Existing Programs

There are no programs to prepare Physical Therapist Assistants in any of the public or private postsecondary institutions within West Virginia.

C. Program Planning and Development

Planning in relation to the development of the Physical Therapist Assistant program has been extensive. The need for such a program was identified in the spring of 1992 as a result of interviews with area health care agency administrators by the Deans of the Marshall University School of Nursing and Community and Technical College.

As a result of this preliminary needs assessment, a letter of "intent to plan" was submitted to the University of West Virginia System, Board of Trustees. Subsequently a faculty member in the Community and Technical College was employed on an extended contract during the summer of 1992 to facilitate and conduct detailed planning necessary to the development of the full-blown program proposal.

Early contact was established in July of 1992 with the Commission on Accreditation in Physical Therapy Education (CAPTE). (Note letter from CAPTE which is included as Annex "A" to this proposal.) This action was followed by contact with Carol Bard, President, West Virginia Chapter APTA and with officers of the chapter as suggested by Ms. Bard.

The West Virginia Board of Physical Therapy was then contacted in relation to state laws governing the licensing of Physical Therapist Assistants. A response from Ms. Frankie S. Cayton, Executive Secretary is included as Annex "B" to this proposal. Ms. Cayton also forwarded a copy of the law governing the practice of physical therapy in West Virginia.

Contact was established with a number of physical therapists in the area including officers of the West Virginia Chapter APTA. As a result of these contacts a ad hoc advisory committee to the proposed program was appointed. Members of this committee are listed in Annex "C" to this proposal.

Utilizing the list of accredited PTA programs provided by the Council on Accreditation in Physical Therapy Education (CAPTE), letters were forwarded to directors of accredited PTA programs in surrounding states. Requests were made concerning various facets of their programs including data concerning numbers of students served, job placement statistics, curriculum requirements, organizational structure, course outlines, equipment

lists and other information which would be of assistance in designing the proposed program.

In the spring of 1993, a consultant was selected from a list provided by the Council of Accreditation in Physical Therapy Education for the purpose of conducting an on-site visit and making recommendations concerning the feasibility of establishing a PTA program at Marshall University. Professor Linda K. Eargle, P.T., M.ED. and Director of the PTA program at Greenville, S.C. Technical College who has served on numerous PTA accreditation teams, visited the Marshall University campus. A copy of the report generated as a result of this visit is appended as "Annex D" to this program proposal. Subsequent to her visit during the late summer and fall of 1993, a comprehensive survey of physical therapists across the state was initiated in order to quantify the need for PTA's in West Virginia.

In summary, this proposal to establish a PTA program at Marshall University has been crafted as the result of significant, deliberate, and extensive planning over an extended period of time (18 months). This planning effort has both documented need and fortified the high priority assigned to the development of a Physical Therapist Assistant program at Marshall University.

Approximately \$4,500, in addition to regular faculty/staff time and effort, has been directed toward planning activities and development of this program.

D. Clientele and Need

Competition for entry into physical therapy career education programs is typically keen. Since the program being proposed is based on a 1+1 format, students admitted must complete first year curriculum requirements as indicated in Part I, Section C of this proposal and follow admissions/selection procedures as outlined. A combination selection, rolling admissions, open and closing date for applications will be utilized in selecting students for the program. Students from West Virginia will be given preference in the development of a weighted admissions process. High school level biology, chemistry, algebra and physics should be completed, prior to enrollment in college level coursework, due to the rigor of the curriculum.

The "High School Profile Report" of ACT for West Virginia students graduating in 1992 indicated 2,660 students interested in health care occupations with 265 specifically interested in PT/PTA type programs. Accredited PT/PTA programs nationally average ten times the number of applicants they are able to admit to programs. As of June 1992, the Commission on Accreditation in Physical Therapy Education indicated that 124 institutions offered programs for Physical Therapy Assistant with 18 additional institutions involved in the development of programs. Contact with the West Virginia Board of Physical Therapy, the West Virginia Chapter APTA, and a number of physical therapy practitioners as well as area health care agencies have identified the need for such a program in West Virginia.

E. Employment Opportunities

West Virginia law requires that "no more than two physical therapist assistants may perform under the direct supervision of a licensed physical therapist at any one time". During the late summer/early fall of 1993, a statewide survey of PT's, utilizing the mailing list and labels furnished by the West Virginia Board of Physical Therapy, was completed in order to quantify the need for PTA's.

A total of 522 physical therapists licensed by the West Virginia Board of Physical Therapy and residing in West Virginia or neighboring states (in event their practice was in West Virginia) were surveyed. A follow-up survey of non-respondents was completed in order to assure the greatest level of response possible. A total of 254 or 48.7% of PT's surveyed responded.

A copy of the survey used and responses to each category may be found in annex "E" to this program proposal. Note the following data, which substantiates the need for PTA's in West Virginia, as reported by survey respondents:

1. 102 Physical Therapists, who answered the question for their facility, indicated they anticipated employing PTA's in the future.

2. Additional/replacement PTA's which they expected to employ within:

	Replacement	Additional
1 year	18	39-41
2 year	20	50-53
3 years.	25-26	77-79

In addition, PT's were asked to respond as to whether changes currently being contemplated in existing legislation, allowing PTA's to work with indirect supervision of PT's, would result in more PTA's being employed with nearly 25% responding affirmatively.

National trends, as reported in the 1992-93 Occupational Outlook Handbook published by the U.S. Department of Labor and as supported by the state-wide survey, indicate that the physical therapy field is expected to grow much faster than the average for all occupations through the year 2005.

Based on national projections indicating a growing need for physical therapy personnel and a survey of employment opportunities for PTA's in West Virginia, it appears that ample employment opportunities exist for graduates of the proposed Physical Therapist Assistant program. The West Virginia Board of Physical Therapy is currently working to propose revised rules and regulations which would allow indirect supervision of off-site practice by physical therapist assistants, provided communications linkage with a licensed physical therapist was maintained. Such revisions in state laws, rules, and regulations have not yet been approved; however, if approved and implemented, such changes could increase the demand for PTAs.

F. Program Impact

Enrollment in general education and basic science coursework, both at Marshall University and in other higher education institutions throughout the state, will possibly increase as a result of Physical Therapist Assistant program implementation. However since most health occupations related programs have similar curriculum requirements, the institution of a PTA program could serve to increase the options for students who may already be enrolled in prerequisite coursework.

G. Cooperative Arrangements

The Physical Therapist Assistant program will require numerous clinical sites for clinical and field practicum coursework incorporated in the curriculum. Responses from physical therapy practitioners as evidenced in the statewide survey of physical therapists indicate overwhelming support for and willingness to serve as a clinical affiliate. A total of 95 respondents representing separate physical therapy facilities have indicated their willingness to provide facilities and clinical supervision in support of the program.

Local hospital physical therapy personnel have indicated their willingness to explore the possibilities of sharing specialized physical therapy facilities with the college during periods of time in the evening when such facilities are not being utilized for patient care purposes.

H. Alternatives to Program Development

Due to the specific nature, accreditation and licensure requirements of the PTA program, alternatives to the development of this program are not available.

PART III: PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

A. Program Administration

The Physical Therapist Assistant program will be housed administratively within the Division of Public Service and Allied Health Technology in the Community and Technical College. No changes will be instituted in the administrative organization of Marshall University beyond those required by the accrediting association in designating one faculty member assigned to the program as program coordinator, with appropriate release time for program administration responsibilities.

B. Program Projections

Planned enrollment growth and development of the Physical Therapist Assistant program are projected in Form 1, attached to this proposal. Enrollment will be capped at 26 students to be admitted to the second year of the program each year. The only variation in terms of numbers of graduates will occur as the result of program attrition, which is expected to be quite low.

The program is projected for implementation during the 1994-95 academic year with student admission, enrollment and graduation beginning during the 1995-96 academic year. This will permit the program coordinator to develop course outlines for approval, establish clinical sites, order equipment needed for the program, complete acquisition lists for library materials and other tasks associated with implementation and preparation for accreditation of the program.

C: Faculty Instructional Requirements

Two full time faculty members will be required in the Physical Therapist Assistant program. The Program Coordinator will be a Physical Therapist with documented expertise in two of three areas - clinical practice, administration, and/or academic preparation. Preference would be given to a PT who has at least 5 years of clinical practice and some administrative experience. The second faculty member would serve as the academic coordinator of clinical education and could be a Physical Therapist Assistant with a baccalaureate degree and minimum of three years of clinical experience.

The PTA Program Coordinator should be an assistant/associate professor with a salary range of \$35-40,000 for the academic year. The faculty member appointed as academic coordinator of clinical education will be an instructor/assistant professor with a salary range of \$30-35,000 for an academic year.

D. Library Resources and Instructional Materials

The Medical School library is housed in the same building as the Community and Technical College. There are twenty-five texts and journals on physical therapy located in the Medical School library and others with specific topics in physical therapy. An interlibrary loan with other medical libraries and a computerized index to library holdings are available. It is estimated that an additional \$1,000 is needed for physical therapy journals and books which are not present. An additional \$2,000 is estimated as being needed initially to acquire instructional and audiovisual materials. Cost of learning materials to maintain an appropriate level of resources in support of the program will be budgeted and allocated on an annual basis.

E. Support Service Requirements

The PTA program will require a substantial amount of specialized equipment. An estimated \$100,000 will be expended for equipment including \$33,000 from the Marshall University institutional equipment budget, \$33,000 from Perkins Vocational funds and the remainder from industry donation of equipment. Additional secretarial services, particularly early in the development of the program, will be needed. The college is currently staffed with 3.5 FTE secretarial personnel which will need to be increased by a .5 FTE secretarial position allocation. This realignment of resources will be accomplished by the utilization of extra help/part time position funds or by coupling of such funds to allow for staffing of an additional full time secretarial position. Other support services available through the Community and Technical College and Marshall University are adequate for support of the proposed PTA program.

F. Facility Requirements

1. Faculty Offices - Two (2) additional offices will be required to house the faculty for this program.
2. Classroom areas - Existing general classrooms will be utilized to deliver lecture type instruction in support of the Physical Therapist Assistant program.
3. Laboratory area - Laboratory facilities which resemble a hospital physical therapy department, complete with whirlpool area, are needed in support of the Physical Therapist Assistant program. Initial contact has been made with Marshall's Department of Health, Physical Education and Recreation to explore the possibility of joint use of laboratory space and equipment utilized in the support of the athletic trainer program. Physical Therapists in charge of local hospital facilities have indicated willingness to make their facilities available to the college on a scheduled basis.

G. Operating Resource Requirements

Form 2 which is appended provides a detailed breakdown of operating resource requirements.

H. Source of Operating Resources

We anticipate the two faculty positions for this program will come via internal reallocation. No additional positions are requested.

We anticipate that routine operating expenses (equipment, laboratory, supplies, etc.) will primarily be funded via the federal Perkins' Vocational-Technical funding program. Any necessary supplements will be via existing HERF budget.

PART IV: PROGRAM EVALUATION

A. Evaluation Procedures

All programs offered in the Community and Technical College are subjected to a 5-year BOT program review, bi-annual course evaluations by students, evaluations by employers participating as cooperative or internship sites, follow-up surveys of graduates, and surveys of employers. Program quality will also be evaluated in relationship to the number of graduates successfully completing the licensure process and the number returning to practice in rural areas of West Virginia. State Board of Physical Therapy and State Hospital Association statistics on the number of PTAs licensed and employed and data on job placement of program graduates will be utilized to validate the continuing need for the PTA program.

B. Accreditation Status

The accrediting body for Physical Therapy and Physical Therapist Assistant programs is the Commission on Accreditation in Physical Therapy Education (CAPTE). At this time CAPTE is in the process of revising the standards with an emphasis towards outcomes. The revised standards should be in effect in 1994 and the Community and Technical College will apply for accreditation under the revised standards at the earliest possible time.

FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (19 <u>94</u>)	Second Year (19 <u>95</u>)	Third Year (19 <u>96</u>)	Fourth Year (19 <u>97</u>)	Fifth Year (19 <u>98</u>)
Number of Students Served through Course Offerings of the Program:					
Headcount	<u>0</u>	<u>13</u>	<u>26</u>	<u>26</u>	<u>26</u>
FTE	<u>0</u>	<u>13</u>	<u>26</u>	<u>26</u>	<u>26</u>
Number of student credit hours generated by courses within the program (entire academic year):	<u>0</u>	<u>468</u>	<u>936</u>	<u>936</u>	<u>936</u>
Number of student credit hours generated by majors in the program (entire academic year):	<u>0</u>	<u>468</u>	<u>936</u>	<u>936</u>	<u>936</u>
Number of Majors:					
Headcount	<u>0</u>	<u>13</u>	<u>26</u>	<u>26</u>	<u>26</u>
FTE majors	<u>0</u>	<u>13</u>	<u>26</u>	<u>26</u>	<u>26</u>
Number of degrees to be granted (annual total)	<u>0</u>	<u>13</u>	<u>26</u>	<u>26</u>	<u>26</u>

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year FY(19 <u>95</u>)	Second Year FY(19 <u>96</u>)	Third Year FY(19 <u>97</u>)	Fourth Year FY(19 <u>98</u>)	Fifth Year FY(19 <u>99</u>)
A. FTE POSITIONS					
1. Administrators	_____	_____	_____	_____	_____
2. Faculty	<u>.5</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>
3. Graduate Assistants	_____	_____	_____	_____	_____
4. Other Personnel:					
a. Clerical Workers	<u>.25</u>	<u>.5</u>	<u>.5</u>	<u>.5</u>	<u>.5</u>
b. Professionals	_____	<u>.25</u>	<u>.25</u>	<u>.25</u>	<u>.25</u>
B. OPERATING COSTS(Appropriated Funds Only)					
1. Personal Services:					
a. Administrators	_____	_____	_____	_____	_____
b. Faculty Members	<u>\$20,000</u>	<u>\$42,000</u>	<u>\$77,000</u>	<u>\$80,000</u>	<u>\$83,000</u>
c. Graduate Assistants	_____	_____	_____	_____	_____
d. Non-Academic Personnel:					
Clerical Workers	_____	_____	_____	_____	_____
Professionals	_____	<u>\$ 6,000</u>	<u>\$ 6,000</u>	<u>\$ 6,000</u>	<u>\$ 6,000</u>
Total Salaries	<u>\$20,000</u>	<u>48,000</u>	<u>83,000</u>	<u>86,000</u>	<u>89,000</u>

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

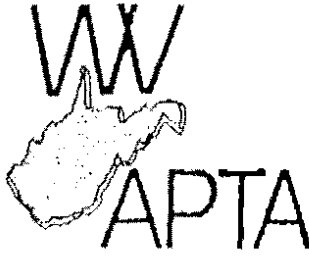
	First Year (19 <u>95</u>)	Second Year (19 <u>96</u>)	Third Year (19 <u>97</u>)	Fourth Year (19 <u>98</u>)	Fifth Year (19 <u>99</u>)
2. Current Expenses	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$6,000</u>	<u>\$6,000</u>	<u>\$6,000</u>
3. Repairs and Alterations	<u>--</u>	<u>500</u>	<u>700</u>	<u>900</u>	<u>1,000</u>
4. Equipment:					
Educational Equip.	<u>\$100,000</u>	<u>\$10,000</u>	<u>\$7,500</u>	<u>\$7,500</u>	<u>\$7,500</u>
Library Books	<u>\$ 1,000</u>	<u>\$ 500</u>	<u>\$ 500</u>	<u>\$ 500</u>	<u>\$ 500</u>
5. Nonrecurring Expense (specify) <u>Initial and</u>	<u>\$ 7,500</u>	<u>\$ 1,500</u>	<u>\$ 1,500</u>	<u>\$ 1,500</u>	
Annual Accreditation Fee					
Total Costs	<u>\$126,000</u>	<u>\$71,500</u>	<u>\$99,200</u>	<u>\$102,400</u>	<u>\$104,000</u>

C. SOURCES

1. General Fund Appropriations ¹ (Appropriated Funds Only) \$	<u>59,000</u>	<u>\$64,834</u>	<u>\$94,000</u>	<u>\$ 97,400</u>	<u>\$ 99,000</u>
2. Federal Government ² (Nonappropriated Funds Only)	<u>34,000</u>	<u>3,333</u>	<u>2,500</u>	<u>2,500</u>	<u>2,500</u>
3. Private and Other ³ (specify)	<u>33,000</u>	<u>3,333</u>	<u>2,500</u>	<u>2,500</u>	<u>2,500</u>
Total All Sources	<u>\$126,000</u>	<u>\$71,500</u>	<u>\$99,200</u>	<u>\$102,400</u>	<u>\$104,000</u>

*Explain your Method for Predicting the Numbers

1. No new funds requested; via internal reallocation (includes HERF).
2. Perkins funds
3. Via donations from health industry



December 9, 1992

Dr. F. David Wilkin
Dean of Community & Technical College
Marshall University
400 Hal Greer Blvd.
Huntington, West Virginia 25755

Dear Dr. Wilkin:

This is a letter from the Physical Therapy Association of the State of West Virginia in support of your proposed program to train Physical Therapy Assistants in the State.

The Chapter strongly supports the initiation of such a program. The Chapter feels that there needs to be such a program in this State. At present Physical Therapy Assistants are being supplied by programs from surrounding States, particularly from Virginia, Ohio and Pennsylvania. The Physical Therapy Assistant Programs must be approved and supervised by the Physical Therapy Association on a nationwide basis. The Association approves the program, the content of the courses, as well as supervises the quality of the instructors. Therefore, we feel that any program that you would institute at Marshall would meet the standards of the national requirements. Physical Therapy Assistants are licensed state by state and must take a national exam with scores determining eligibility for license.

There is presently a great need for Physical Therapy Assistants in this state. This has been one of the major drives in getting services to rural counties in the State of West Virginia. The Health Care Planning Commission has found that there is a need statewide. I have heard an estimated need of 200 Physical Therapy Assistants in West Virginia.

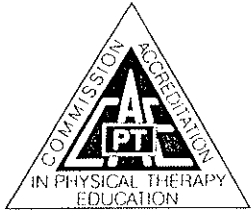
The Physical Therapy Licensing Board has been approached to change the rules and regulations regarding Physical Therapy Assistants to allow increased independence of Physical Therapy Assistants in non-acute care settings. This demand came from not only the groups of Physical Therapists, but also from Nursing Home Personnel, Administrators, Home Health Agencies and School Systems.

It is our hope that your efforts in obtaining funding for the Physical Therapy Assistants Program is successful and we strongly support your attempts along this line.

Sincerely,

30. Carol Bard, RPT
President, W. Va. APTA

APPENDIX A



Commission on Accreditation in
Physical Therapy Education
American Physical Therapy Association

1111 N. Fairfax Street
Alexandria, Virginia 22314
Telephone: (703) 684-2782

July 6, 1992

Glenn E. Smith
Community and Technical College
Marshall University
400 Hal Greer Blvd.
Huntington, WV 25755

Dear Mr. Smith:

We are happy to respond to your inquiry regarding the development of an education program for the physical therapist assistant. Several documents are enclosed which will provide you with information that will assist you in answering many of your questions.

We recommend that you contact the local representative of the West Virginia Chapter of APTA at (304) 327-1195 for assistance during the feasibility study or the developmental phase to ascertain the need for an education program for the physical therapist assistant in your region. The local chapter will provide considerable assistance and advice to you and your institution.

You should contact the APTA Section for Education for advice and consultative services during your investigative phase, and if warranted, planning stages. You may contact the Section chairman at the following address:

Judith S. Canfield, EdD, Director
School of Physical Therapy
Childrens Hospital of Los Angeles
4650 Sunset Blvd.
Los Angeles, CA 90027

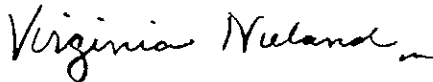
The Accreditation Handbook is available for purchase through the APTA at a cost of \$25.00. The Accreditation Handbook provides a comprehensive compilation of all documents for the accreditation process. You may refer to it for detailed information about the Candidacy Program. There is also a copy of the current Standards for Accreditation of Physical Therapist Assistant Education Programs. If your institution decides to implement a program for the physical therapist assistant and wishes to seek accreditation of the program, it is necessary to apply for Candidate status for the program no later than six months prior to enrollment of the first class of students in the technical or professional phase of the program. A description of the Accreditation Candidacy Program and fees is included in the "Accreditation Information." The staff in the Department of Accreditation will assist you and provide you with the necessary procedures and forms when you decide to apply for Candidacy, a pre-accreditation status. Although all staff will be happy to assist you, Nancy Farina, Associate Director, is the staff member who works most closely with developing programs so you may want to contact her directly.

Mr. Glenn E. Smith
July 6, 1992
Page 2

Please be aware that the profession is experiencing a severe shortage of qualified faculty which may inhibit the possibility of your developing and should be considered as you develop recruitment strategies. I have enclosed several fact sheets containing information on faculty and programs and I am available to discuss this issue with you before you begin.

We will be happy to work with you in a variety of ways. We can recommend consultants in your region or perhaps our staff can provide some advice and consultation. Staff members in the APTA Department of Education may also be good resources for you. Please keep us informed of your progress and projected dates for hiring staff and admitting students. Do not hesitate to contact me if I may provide you with any additional information or further assistance 703-706-3245 or Ms. Farina at 703-706-3242.

Sincerely,



Virginia Nieland, M.S., P.T.
Director
Department of Accreditation

Enclosures:

1. PT/PTA Fact Sheets
2. Standards and Criteria
3. Publications Brochure
4. List of Developing PTA Programs
5. List of Accredited PTA Programs
6. Accreditation Fees and Candidacy
7. COPA Statement
8. Chapter Presidents

cc: Component Bulletin of APTA

APPENDIX B



ANTHONY MINARD
Chairman of The Board

WEST VIRGINIA
BOARD OF PHYSICAL THERAPY

FRANKIE S. CAYTON
Executive Secretary

September 2, 1993

Glenn E. Smith
c/o Marshall University
Community and Technical College
400 Hal Greer Blvd.
Huntington, WV 25755-2700

Dear Glenn:

Enclosed please find a copy of the Statutory Law that governs the practice of Physical Therapy within the State of West Virginia.

As we discussed by phone this date, let me again share with you the great need for more qualified Physical Therapist Assistants in the State. For many years now PTA's have been licensed/regulating in the State without the benefit of an accredited program even being available in West Virginia.

According to Law PTA's must be graduates of a two-year accredited program possessing an Associates Degree in Physical Therapy. Other than the few that were initially "grandfathered" in several years ago, all of our Assistants have to be "recruited" from other States.

The Board is presently working on submitting Rules and Regulations through proper channels that would provide for more freedom and flexibility of the utilization of PTA's. This would allow our PTA's to provide service to Nursing Homes and Home Health. Supervision would be indirect and quality care could be made available in rural settings and in situations where funds may be limited.

The demand for qualified PTA's is great and there is certainly a shortage. However, in the future, we foresee the utilization of these people being a great advantage for facilities and employers in the Health Care business. If the need now is great, in the future, it will be even greater. Thanks for getting in touch with me; if I can be of any further assistance, please feel free to contact me.

Sincerely,

Frankie S. Cayton
Frankie S. Cayton
Exec. Sec.

/f.s.c.
Enclosure

APPENDIX C

ROSTER
AD HOC PHYSICAL THERAPIST ASSISTANT
ADVISORY COMMITTEE

1. Ms. Frankie S. Cayton
Executive Secretary
WV BOARD of Physical Therapy
Rt. 1, Box 306
Lost Creek, WV 26385
2. Ms. Sandy Doll
Physical Therapy Manager
American Hospital for Rehabilitation
31 Cedar Drive
Hurricane, WV 25703
3. Mr. Hugh Murray, PT
Huntington Physical Therapy Services, Ins.
2240 5th Avenue
Huntington, WV 25703
4. Ms. Margaret Nester, PT
Director, Physical Therapy
King's Daughters Hospital
3145 Route 75
Huntington, WV 25704
5. Ms. Lucindia Toon, PT
Director of Rehabilitation Services
Cabell Huntington Hospital
1340 Hal Greer Boulevard
Huntington, WV 25701
6. Samuel Johnson, PTA
Pinnacle Nursing and Rehabilitation Center
P.O. Box 633
Milton, WV 25541
7. Debra Wilson, PTA
Huntington Physical Therapy and Sports Rehabilitation
2716 1/2 Collis Avenue
Huntington, WV 25702

APPENDIX D

Consultation Report
Physical Therapist Assistant Program
Marshall University

Linda K. Eargle, M.In.Ed., P.T.
March 1993

60 days before implementation-proposal:

The proposal is to begin a physical therapist assistant program with a 1+1 format. There are no PTA programs in West Virginia at this time. In the 1+1 format, students must meet requirements for pre-requisites and general education courses before being admitted to the second year.

The physical therapist assistant is a member of the physical therapy team who works with the physical therapist in patient care for patients needing rehabilitation for neuromuscular disorders or diseases. The first Physical Therapist Assistants were graduated in 1969 in the South and Midwest. The Physical Therapist Assistant is trained to provide direct patient care under the direction of a Physical Therapist, using some 90 skills as appropriate for individual patients. There are more than 120 accredited Physical Therapist Assistant programs today in the United States. The team approach of PTA's with an associate degree working with PT's with bachelor's or master's degree education is effective and less costly practice. In order to practice, a PTA must have an associate degree from an accredited college and in many states' licensure is required based upon a minimal passing score on the licensure examination. Licensure is required for practice in West Virginia.

120 days before-letter of intent to plan: (See page 10 of this report for more information on need/ justification)

The need for PTA's in West Virginia is such that a program should be developed. At this time, there are no programs in existence in West Virginia. There is one accredited PT program at W. V. U..

Statistics provide varying data, but all demonstrate the need for Physical Therapist / Physical Therapist Assistants. The 1991 AHA Survey of Human Resources reports West Virginia had a vacancy rate of 47 full-time and 5 part-time Physical Therapists that translates to a 29% vacancy of Physical Therapists. (Twenty-one hospitals responded to the survey) There were 49 full time (and 8 part-time) PTA's practicing in West Virginia according to the same survey. These PTA's were either grandfathered in under PTA legislation or were trained out-of state. Physical Therapist Assistants are utilized in other states to provide quality patient care at less cost. While Physical Therapist Assistants will not replace Physical Therapists, proper utilization of Physical Therapist Assistants will result in a slightly lower need for 47 Physical Therapists and proper utilization will improve patient care at a lower cost.

For example: According to the AHA Survey, Alabama had 70 full time PT, 108 full time PTA
South Carolina had 74 PT, 73 PTA
Texas had 460 PT, 270 PTA
Kentucky had 116 PT, 88 PTA

Another data source is the West Virginia Board of Physical Therapy Examiners. The Board reports a total of 529 PT and 87 PTA licenses renewed as of March 23, 1992. The Executive Secretary also reports some 500 licenses are classified as inactive or delinquent. (Physical Therapists work in a variety of settings and many therapists have licenses in more than one state.)

There is not a comprehensive computerized system of records in West Virginia. The WVBPTe has demographic data, listings, and mailing labels from pt personnel licensed in the state. It appears that a survey of the 529 licensed PT's would be the best way to identify location of practices as well as other needed data. A proposed survey is attached.

The Advisory Committee:

Suggestion: Hugh Murray has hired a PTA from the Shaunee CC program in Ohio. It would be most helpful to have a recent graduate on the advisory committee.

The role of the advisory committee:

- 1) Respond to the needs survey
- 2) Recruit faculty
- 3) Examine various educational models and suggest the most reasonable for this geographical area

Requirements for Program Development

60 days before implementation-proposal
120 days before-letter of intent to plan
 need analysis
 is consistent with institutional mission
 resource requirements

include: (from requirements of W.Va. and CAPTE)

program objectives

program requirements

 class exam procedures-written, lab competencies, takes exam multiple times, etc.
 clinical components

program outcomes

 Broad program objectives and method of evaluating these

 New terminology for CAPTE is demonstrations that graduates are able to...

program need /justification

 relate to inst. mission

 list similar programs in W Va.

 clientele to be served and resources have already been involved in program

 special characteristics of clientele age, academic background

 employment opportunities

 impact on other programs

 cooperative agreements-clinical contracts, etc. that have been explored

Administrative organization

 plan for 5 years..financial, etc.

 faculty needs for 5 years

 library resources instructional materials

 support services needs

 facilities

evaluation of program

 quantitative, qualitative

 accreditation status

60 days before implementation-proposal:

The proposal is to begin a physical therapist assistant program with a 1+1 format. There are no PTA programs in West Virginia at this time. In the 1+1 format, students must meet requirements for pre-requisites and general education courses before being admitted to the second year.

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The Advisory Committee:

Suggestion: Hugh Murray has hired a PTA from the Shaunee CC program in Ohio. It would be most helpful to have a recent graduate on the advisory committee.

The role of the advisory committee:

- 1) Respond to the needs survey
- 2) Recruit faculty
- 3) Examine various educational models and suggest the most reasonable for this geographical area

- 4) Work with program director to determine the curriculum based upon practice in the area
- 5) Review equipment, facilities, clinical site listings and make suggestions
- 6) Work with the program director in writing of DOI and self-study
- 7) Educate W Va. PT's on the proper utilization of the PTA and develop an awareness in practitioners that the correct title is Physical Therapist Assistant, rather than Physical Therapy Assistant. (APTA directed the change in the late 1970's indicating a more precise description of this para-professional's responsibilities. West Virginia law does use the Physical Therapy Assistant title.)

How is program consistent with institutional mission?

The Marshall institutional mission is that public education be available to all qualified persons desiring education. The university is committed to offer students the opportunity (1) to seek self-realization consistent with their capacities; (2) to develop effective vocational and professional competencies; and (3) to prepare for responsible participation as members of the local, regional, national, and international communities. The PTA program will achieve all three of these opportunities by increasing the individual educational opportunities; by developing competencies in patient care skills needed in the field of physical therapy; and by providing opportunities for education, fellowship, and leadership.

Further, the mission of the CTC is "to expand programs leading toward career opportunities...(and)...increase academic programming in career fields." Health careers are likely to provide opportunities for employment of individuals in the next 10 years as the population ages. In rural West Virginia, the aging population needs accessibility of physical therapy services in order to promote independence and preserve quality of life.

As a consultant on campus, I did find a very fragmented series of health care programs. Medical Lab Technology and Medical Technology are in the College of Sciences and Medical Records Transcriptionist is in the CTC division.

I would strongly suggest the university examine the way in which health programs are organized. Since health professional programs have similar course requirements and accreditation procedures, an organized system would better serve students and faculty. A unified system could respond to the trend in health care away from fragmented health disciplines.

One of the options for the Marshall PTA program is an Associate degree core, with information and skills needed by health professionals, taught in a course required in such disciplines as medical lab technology, radiology, respiratory therapist (and technician although this is not an Associate degree program), physical therapist assistant, occupational therapist assistant, etc. The person who completed this health care course would be skilled enough to be a nursing assistant or would continue on to the Associate degree courses. It is presumed that the majority of students would achieve an Associate's degree. A nursing assistant certificate provides an employment option for students not satisfactorily completing the anatomy and physiology courses. This option also encourages both faculty and students in health disciplines to become familiar with those involved in health care.

Resource requirements:

Faculty: A Physical Therapist (1994 CAPTE standards say a PTA is allowable with an advanced degree)

This faculty person must have documented expertise in two of three areas: clinical practice, administration, education. My suggestion would be to appoint a PT to this position who has at least 5 years of clinical practice and some administrative experience. Educational experience in curriculum design would be an asset, but a faculty mentor can help the director who is without an educational background.

Depending on experience, the base salary of such a PT will be \$45-50,000 for a 12 month appointment. Options for the salary include:

A professional practice plan where release time is allowed each week to maintain and continue to develop skills.

Financially money earned from this practice could be paid: directly to the PT, to a professional development fund for the PTA program, or could go directly to the university. A survey would be helpful from such places such as WVU, U of Kentucky, University of Central Arkansas, U of Alabama Birmingham.

A package of salary and benefits could be designed with the options above and including professional development in the educational courses at Marshall with a tuition waiver.

The Department Head of the PTA program generally is responsible for admission of the students into the program, since admission is specialized. In an articulation program, the Department Head also maintains communication with advisors of the articulating schools to facilitate a smooth transition from the first to second year of the program. The Department Head develops and manages the budget, meets university deadlines for scheduling and faculty pay, advises students in the program, coordinates and evaluates part-time faculty, evaluates full-time faculty, and works with the state PT chapter. Since no textbooks are available at this time for PTA programs, the Department Head coordinates syllabi and course outlines with appropriate textbooks. If only part-time faculty is used, the role of the ACCE falls upon the Department Head.

An Academic Coordinator of Clinical Education (ACCE) may be a full-time position as instructor with release time to coordinate clinical education. The ACCE develops clinical sites, maintains records of the facilities (Form "C" information on the Center Coordinator of Clinical Education (CCCE), Form "D" information on the facility, and the clinical contract. In addition the ACCE is responsible for requesting clinical slots approximately one year in advance, for scheduling students in various clinics based upon students academic needs and abilities, and for developing the evaluation tool. Also, the ACCE schedules clinical visits by faculty, organizes clinical instructor professional development programs (clinical education workshops) and is always accessible to clinics when students are in facilities. CAPTE requires documentation of communication with clinical facilities and that professional development of Clinical Instructors be provided.

Cindy Toon, PT, Director of Rehab Services at Cabell Huntington Hospital, expressed an interest in part-time teaching and working out an agreement with Marshall for lab facilities. (See information below) The caveat is to limit the number of part-time faculty used by the program.

Facility space: Office, Classroom, Lab area which resembles a hospital PT department with whirlpool area with 2-3 whirlpool units (floor an in a bathroom area is required with plumbing), 5-6 treatment tables, a "gym" area approximately 40 x 60. Wall space is needed to attach equipment. A locker area where students can change into proper lab attire is required. Students need mail boxes, lockers, or some area where tests, supplies, information from clinical sites can be kept. At Marshall, since no new facilities are likely in the next 3-5 years, it is possible to utilize the athletic training facilities, Cabell Huntington Hospital, and local private practice facilities.

When using these facilities, the following safety and privacy and informed consent procedures must be formalized and well documented: 1) students are informed well in advance of scheduled labs in the evening or off-campus, 2) areas used should provide the appropriate amount of privacy. (In the case of the athletic training area; screens between tables, lockers, only PTA students in the lab area during lab) 3) equipment has been checked by biomedical engineer for calibration and safety check and 4) a written procedure for safety of equipment should be designed, protecting students and the patients on whom the equipment would be used including a procedure in case equipment is damaged. This should identify the responsibilities of each party. There should be careful documentation of procedures for safe use of equipment, that the space for lab size is appropriate, that precautions for safety of students and faculty in entering and leaving facility are considered. Items such as ultrasound gel, sterile supplies, gowns, linens are needed, who orders and the method for payment should be resolved. Since this would be in the PM, prospective students should be well informed about schedule.

The Cabell Huntington Hospital is of appropriate size and design to accommodate a lab of 8-10 students; the athletic training facility may also be appropriate for some labs of 8-10 students.

Equipment: (1 indicates the Marshall College of Nursing

2 indicates Cabell Huntington Hospital

3 indicates the athletic training department at Marshall)

- 1, 2 A wide range of durable equipment such as:
stethoscopes, blood pressure cuffs, measuring tapes,
- 2 gait belts (Students may be required to purchase their own)
- 2 linens: towels, sheets, pillowcases, hot pack covers, hospital gowns
- *Hint: laundry service or washer/dryer will be needed
By issuing students gowns, laundry service can be reduced)
- 2 assistive devices: walkers, canes, crutches
- 2, 3 treatment tables (called "plinths")
- 2 a mat table
- 2 1-2 additional mats
- 2, 3 traction table
- 2 parallel bars
- 2 motorized tilt table
- 2, 3 various exercise equipment
- 2, 3 ultra sound machines (1 for each 2-3 students in lab)
- 2, 3 electrical stimulation equipment- minimal purchase, leasing or borrowing from mfg. for
most of equipment here as changes are made rapidly in devices.
- 2 treatment tables and carts for each booth set up
- 2 booth curtains
- 3 diathermy
- 2, 3 paraffin unit
- 2 ultraviolet
- 2 compression pump
- 2, 3 restorator, stationary bicycle
- 2, 3 mirrors
- 2, 3 hydrocollator unit (heat and cold packs)
- ? shaved ice machine
- various educational videos
- computer, printer for faculty

*Hint biomedical check of all equipment should be scheduled at least yearly
include: (from requirements of W.Va. and CAPTE)

program objectives

The minimal objective of this program is that at the end of this curriculum the student should be able to complete the necessary requirements for licensure. This individual should be able to assist the Physical Therapist by providing patient treatment in a safe, effective manner when given an evaluation and treatment plan by the physical therapist. Other program objectives may relate to communication skills, demonstration of knowledge of the health care system, and documentation that the students follow ethical and legal standards of practice.

Program requirements:

This is a program that will require some pre-requisites as well as general education and technical education courses. The technical courses include class, lab, and clinical rotations. Clinical rotations in PTA education are unique in that only 1 or 2 students are scheduled at any one facility at a time. Clinical requirements vary with an acceptable range of contact hours being between 500 and 700 hours.

Suggestion:

Pre-requisites

High School level biology, chemistry (See comments below) , algebra, possibly physics

General Education components:

COM 111, 112 (This includes oral communications and this is accepted as college transfer by W V U)

BSC 227, 228

Mat

Psy 201

Humanities

Elective: Computer, Additional Psy, Ethics, Home Ec nutrition course

Physics is a course in some PTA curriculum

General education observations:

Courses that are accepted as transfer at W. V. U. should be transferable into other colleges at Marshall for consistency. There should be a transfer articulation agreement with Marshall colleges from the CTC as there are from other colleges in W Va. The Admissions department has a detailed list of transfer courses from area colleges and universities. The consultant suggests that such a list be included from the CTC to other Marshall courses. Several area Physical Therapists would like to see the Marshall PTA program develop from a terminal degree into an advanced track from the Associate degree PTA to a Masters entry level PT program. If this is to be an option, the general education courses in the first year of the PTA program should be college transferable.

There is a dilemma with the present anatomy and physiology courses. Two semesters of college chemistry are required as pre-requisite to the physiology; students have difficulty registering for the anatomy course because of the current demand; only a small percentage of students make an "A", "B" or "C" in chemistry or anatomy. The anatomy and physiology courses for health care students at many educational institutions are the same, whether for nursing, radiology, medical technology, medical lab technology, or physical therapist assistant. With the addition of Allied Health programs, a change appears to be needed. I suggest either more sections, larger classes, a pre-test or a preparation course designed to improve student success. The rigor of the class appears to be appropriate for the PTA student and would be a predictor of success in the PTA curriculum.

Curriculum Options: There are several options

- 1) A two year PTA program with technical courses interspersed throughout the curriculum
- 2) A 1+1 program
- 3) A 1+1 program with a component for health care basics (see suggested skills for such a course) for other programs such as MLT, RT, Radiology, etc.
- 4) A 1+1 with a general component for PTA or COTA followed by PTA, COTA, or dual degree option
- 5) A 1+1 with an option for an additional year or two of general education courses and a transition to PT program such as is now being developed at Barry University in Coral Gables, FL.

Specific components in technical phase:

Suggestion: Advisory committee and/or DACUM process to identify skills needed for entry level PTA. A DACUM is not feasible because there are so few Associate Degree PTA's in W Va. The CTC has been provided with several skill listings that were validated nationally. These will provide a basis for the Program Director and Advisory Committee to delineate skills to be taught. It should be noted that the PTA curriculum is educationally demanding and to pass the licensure examination students must have working knowledge of the general education components, the myriad of Physical therapy skills taught in the program, and demonstrate the ability to apply this knowledge to patient situations.

Suggestion for organizing skills into specific courses: Either in a computer data base / table or index cards, identify each skill needed. The cards or computer items then can be used to track where these skills are placed in curriculum. Items should begin with simple and demonstrate a building process to the more complex skills. Basic knowledge of the skill should be integrated into more complex

treatment procedures. The organization of basic to complex does vary, based on faculty interpretations. **There are no curriculum guides or texts for PTA, so each program creates their own unique curriculum.

Some examples of the Greenville Tech program process:

Skill	Semester 1	Semester 2	Semester 3
Exercise	Goniometry, MMT, biomechanical principles, kinesiology	Basics of exercise Developing exercise plan Specialized exercises for orthopedics, cardiac, resp, amputees	Rehabilitation of SCI, CVA, TBI and Peds
Gait	Origins/Insertions of Muscles, Goniometry, MMT	transfers, Gait analysis, gait training, exercises for gait	gait deviations and specific gait training for rehab diagnoses
Vital Signs	Norms and procedures for taking/ recording vital signs	Vital signs as a part of cardiac rehab/ resp ..taking vital signs while patient still moving	Vital signs as means of measuring improved endurance. Assessing self vital signs in wellness program.

Class exam procedures: written, lab competencies, take exam multiple times, etc.

Competency evaluations

Competency evaluations vary greatly. Suggestion:

1) For skills that are important for students to master, the criterion should be that the student should demonstrate the skill correctly once in a lab setting

At GTC, we allow a student 3 tries. If a student is not competent after 2 tries, remediation is needed and the student is counseled. The grade for competency is based upon the number of tries, any minor cues needed, the student's verbal and non-verbal communication with the "patient".

Students are given the detailed evaluation tools so they know each step expected to be performed.

2) For skills that are needed, but the overall product is more important than the process, a skill check-off is used. This is done in goniometry, MMT, electrotherapy and amputee stump wrapping, for example. There are detailed sheets used for evaluation, but the instructor's undivided attention is not required during the skill performance.

At GTC, we do a final practical at the end of the course requiring the basic skills as well as problem-solving assessment skills. This examination counts as two test grades. The final practical is in some instances, is primarily a written exercise program testing the higher level application of basic skills. (For goniometry and MMT, students are initially required to check off with a partner observing and certifying skill on 8 joint and muscles. The final practical tests a sample of 2 or 3 specific muscles and joints. For electrotherapy, the student is given a patient situation and must choose and demonstrate skill in a complete treatment. In the rehabilitation course, students must demonstrate skill in techniques for TBI, SCI and CVA diagnosed patients with the final practical being a written exercise plan based on a PT evaluation and treatment plan.)

3) For skills that are taught but seldom done in clinical settings, a lab check-off is done during the lab in which it is taught. (Example: UV, CPM, Diathermy)

Other techniques of skills' evaluation used in some PTA programs include:

an instructor observing 3 or 4 groups of students with 3 students in each group. There is a "patient" a "PTA" and an observer. The observer, "patient" and instructor grade each student "PTA".

an instructor demonstrates a skill to the class, doing something wrong or omitting something. The students assess in writing the procedure demonstrated.

Clinical components

The CAPTE standard says "The clinical experience is an organized sequence of learning activities integrated within the curriculum, includes full time assignments, and follows completion of relevant didactic instruction." "Clinical experience is provided in a variety of practice and health care settings and ensures participation in direct patient care."

A range of 500-700 contact hours can be organized in part-time and full-time components.

A part-time clinical (one or two days per week) allows the student to see a wider variety of patient diagnoses and to add new skills to their repertoire. The disadvantages to clinics is that students must spend time each week learning new patients. The disadvantages to students is that clinics must be close to Marshall. Blocking time for clinicals allows students to do full-time clinicals integrated in the curriculum and these can be further away from Marshall. Blocking classes does make didactic time more intense. (At GTC, the curriculum is blocked as follows: 11 week class, 4 week class, 2 week clinic, 6 week class, 4 week clinic, 6 week class, 10 weeks of clinical (divided into 5/5 or 6/4 or 10 depending upon the clinical site and student needs)

Suggestion: Determine the program beginning/ ending dates based upon clinical availability. Consider pediatric setting availability. If public schools are available for clinical affiliations, students need to do their last rotations during the school year. Identify when the majority of clinics have students, and schedule your clinicals at less busy times. Another option is to work with W.Va. on clinical scheduling by teaming a PT and PTA student at the facility together. This is a new idea, but has the advantage of teaching team work and understanding of each other's unique role in PT.

It appears that major rotations of West Virginia University and perhaps the University of Kentucky are from late May through August.

Clinical evaluation tools may be an adaptation of the W. V. U. PT form. Clinical sites appreciate consistence in clinical forms. (Skills taught must be evaluated by the PTA faculty before students go to clinic and use skills on patients.)

Program outcomes:

Program objectives depends upon philosophy of program and faculty. CAPTE requires a broad philosophy based upon the institutional mission be developed, in this case by the advisory committee and faculty

From that philosophy, the overall program objectives are developed.

For example: It is my personal philosophy that physical therapy is critically important to rehabilitation of persons with disease or disability of neuromuscular origins. The team of a Physical Therapist and Physical Therapist Assistant is the best way to approach patient care in physical therapy. I also believe strongly in the mission of vocational-technical education to meet society needs, to improve the individual's options for employment, and to promote life-long learning. Our faculty beliefs are incorporated into a philosophical statement which guides our entire curriculum. (Actually, at GTC we went through the process backwards. We revised the curriculum based upon our perceptions and philosophies, then examined and slightly revised the philosophical statement that had been developed

earlier in the program. Each self-study provides the opportunity to consider and revise the program purpose and objectives.)

Example of broad program objectives:

At the completion of this program, a student should be able to:

- Communicate with the public, medical care team, and third-party payers of medical care
- Perform basic PT skills, when given a PT evaluation of a patient
- Utilize knowledge of the health care system and PT to rehabilitate patients
- Demonstrate professional behaviors consistent with the educational and ethical responsibilities of the PTA

New terminology for CAPTE is the program demonstrates that graduates are able to...

This involves a program evaluation by graduates and the advisory committee, and a graduate evaluation by employers.

The new evaluative criteria go into effect in 1994-95. Similar criteria are now used in PT program self-study / accreditation evaluations. The PT programs, used as trial programs in 1991, under the new criteria used extensive studies to evaluate graduates. They surveyed graduates, their patients, their employers in a variety of techniques. PTA programs do not generally have the financial support for such through documentation. No definition of a "graduate" whose performance is to be assessed has been provided. The unanswered question in the new criteria is the extent to which a program is responsible for documenting the accreditation criteria. (Is the school responsible for graduates demonstration of knowledge 5 years after graduation?)

Program need/justification:

This program will aide in medical care to the elderly, children, and disabled citizens of W. VA. as well as improving educational level, skills, and employ ability of students. The need information from the limited response to the latest AHA survey documents a need for PT and PTA's in the state. Physical Therapists will need to learn to properly utilize Physical Therapist Assistants, so initial job availability will be limited. The number of positions will grow. A study in SC found that PTA's change positions less than Physical Therapists. The Greenville Tech 1+1 program tracking of graduates indicates the majority of students return to their home areas to practice.

The High School Profile Report of the ACT for W. Va. students graduating in 1992 indicated a total of 2660 students interested in health care with 265 interested in PT/PTA. There are 47 freshmen at Marshall indicating an interest in PT/PTA.

Accredited PTA programs nationally average applications of at least 10 times the number of students they are able to accept. As PT programs increasingly require higher ACT/SAT/ GRE scores and college GPA's, more students are looking at a career as a PTA. Students in Athletic training programs find limited opportunities in working with athletes in schools and explore an option of PT or PTA education to increase the clients they are able to serve.

Special characteristics of clientele age, academic background:

There are large numbers of people applying to PTA programs. A variety of methods are used throughout the U. S. to select classes. The most common methods are the GPA selection (ranging from 2.5 to 3.5, based upon applicants each year) and a weighted admission process that considers GPA, SAT scores, high school GPA, and work or volunteer experience. Some colleges use rolling admissions, some selection, some an open and closing date for applications.

****NOTE:** This is not a program leading to entry into a PT program and students should be told this is a terminal degree involving patient care. Many students applying to this Associate degree program have baccalaureate or masters' degrees. Selected slots may be designated to students from particular areas of the state; students from West Virginia may be given preference in a weighted admissions process.

Employment opportunities:

EXCELLENT! There is a need to change the West Virginia regulations so that direct on-site supervision is not needed since PTA's may be utilized in home health, geriatric facilities and pediatric settings. An educational process is needed for the Physical Therapists in West Virginia in order to achieve optimal utilization.

Impact on other programs:

The PTA program may provide wider opportunities to students interested in the present athletic trainer program. There are more employment opportunities with more financial reward, but the practice is more restrictive since the PTA must work under the direction of a Physical Therapist.

Cooperative agreements-clinical contracts, etc. that have been explored:

Clinical contracts for affiliations are needed. CAPTE requires information in specific formats for the Center Coordinator of Clinical Education (CCCE) and for the facility itself. These forms provide information for the program for better utilization of clinical sites.

A rule of thumb is contracts are needed from three clinics for each student in the program.
(GTC has 70+ clinical contracts for placing 25 students in 3 separate clinical rotations.)

If labs are done at facilities in the area, contracts for this also are needed. For a 1+1 program, articulation agreements may be needed. Suggestion: do not track students in the first year. Admit directly into second year within open and close date for admissions.

Administrative organization:

Plan for 5 years..financial, etc.

The August 28, 1992 letter to Dr. Weston describes a proposal to investigate private and grant sources for appropriate funding, including possible contracting with WV counties, regions, and/or health care organizations to subsidize program costs for qualified students from their areas in return for students returning to practice in those areas/ facilities. There are health care corporations and hospitals that provide funding to PT programs. There are corporations and hospitals that offer scholarships to students in return for returning to the facility to practice. This consultant does not know of any programs where the program is funded based upon students returning to practice in the facility or area. Ethical and legal implications would need to be considered when engaging in contracts.

Budget to include Accreditation fee, professional dues, educational supplies, travel,
Initial accreditation fee is \$5000
Professional development would include a variety of methods.

Faculty needs for 5 years

1 full-time needed at least 6 months before students begin.

When students begin, a part-time clinical coordinator (academic coordinator of clinical education) and instructor will be needed with this becoming full-time based upon FTE requirements.

Library resources instructional materials:

College of Medicine and College of Nursing are on campus so there is a medical library on campus. There are 25 texts and journals on Physical Therapy with others on specific topics in Physical Therapy available as well. This needs minimal supplementation of \$500-1000 maximum for purchase of a couple of subscriptions to PT journals and a few PT texts not already present. There is interlibrary loan with other medical libraries and a computerized index in the medical library.

Videotapes and other audiovisual aides also should be considered.

CAPTE does require that library hours include weekend and evenings. If the department has a library as the main source of information, then the evening hours policy applies. This is not a problem at Marshall.

Support services needs:

Should be no change in present services: academic advising, career counseling, financial aid, health services, security. Secretarial services are needed and this is critical initially. An administrative assistant/secretary is needed for word processing of Declaration of Intent, student information, syllabi, course outlines, tests, self study, contracts.

Facilities:

Classroom space, lab space (discussed above), office space for faculty

Evaluation of program:

Evaluation by students, clinical instructors, and graduates.(employers of graduates)

Results of licensure examinations

State licensure statistics on the number of PTA's in the state

W Va. Hospital Association statistics

Accreditation status:

The accrediting body for Physical Therapy and Physical Therapist Assistant programs is the Commission on Accreditation in Physical Therapy Education. At this point, there are 10 Standards that are the criteria for minimal standards in PTA education. CAPTE is in process of revising the standards with an emphasis more on outcomes. The revised standards should be in effect in 1994.

Initial requirements by accreditation standards are in 3 phases.

Phase I:

1. A needs survey is done
2. An Advisory Committee of Physical Therapists and other interested parties is created and becomes involve in the development of program
3. A Physical Therapist with experience in administration or education as well as with clinical experience is hired as a full-time program director to begin the program design and progress from development stage to an active program.
4. Resources of the University for physical space, fiscal support, and other support services are identified.

Phase II:

5. The Declaration of Intent to apply for Accreditation is completed by Program Director and Dean and submitted to CAPTE. (It is recommended that this be a year before students begin the second phase; at least 6 months is needed. In a 1+1 program this would be immediately after students begin the general education courses.) The D.O.I... provides information on the institution and the program itself. A history of the development of the program, financial commitment, provision for facility and faculty (clinical and academic), institutional resources for student safety and success, and a curriculum that will meet the program objectives and minimal standards of the CAPTE. The institution is then responsible for the \$5000 initial accreditation fee.
6. The Reader/ Consultant for CAPTE will be assigned to review the D.O.I. A progress report will be submitted by the University during the term students first begin the professional phase of the program. The Reader/ Consultant is available as a resource during this time. The program director is encouraged to call the Reader/Consultant for suggestions.
7. Students are admitted to the program. Additional faculty begin as students enter the professional phase of the program.
8. The Reader/ Consultant will schedule a one day on-site visit during the first professional term. The University is responsible for travel expenses of Reader/ Consultant. The Reader/ Consultant visit is a one-day (at this time) visit. The purpose is to validate information submitted to that point. Meetings with administration, PT faculty, general education faculty in two year programs, students, clinical faculty/ advisory committee members, tour facilities and meet secretarial, admission, financial aid, library, independent study, health services, dormitory staff. The D.O.I., Reader/Consultant report, progress report, on-site report of Reader/Consultant, and any additional comments of the University will be assessed by the CAPTE and accreditation status will be decided by the CAPTE at either Spring or Fall meetings.

Phase III:

9. Depending on CAPTE decision, the program progresses in a variety of ways.
 - a) If candidacy is granted, the program continues as planned. A Self-study report is done to evaluate the program and curriculum. An accreditation on-site visit is planned during the term the first class is to complete the program. This visit will be a 3 day visit with a team including a Physical Therapist who is a PTA Educator, an Allied Health Administrator, and a Physical Therapist Assistant who is a practicing clinician.
 - b) If candidacy is NOT granted, the program has the opportunity to appeal or to address areas found to be deficient and request re-consideration. A

contingency plan if candidacy is not granted is required as a part of the D.O.I.

10. The CAPTE meets again for self-study review for Accreditation status. A contingency plan is required to be described in the D.O.I. for Accreditation consideration as well as Candidacy consideration. Students must graduate from an accredited program in order to sit for the licensure examination. CAPTE may grant accreditation, accreditation with progress reports, probationary accreditation, or deny accreditation. Mechanisms are in place for an appeal process or request for re-consideration.

Possible Curriculum Layout

Com 111	3 cr.	<u>AH Core</u>
Com 112	3 cr.	Intro to Health Professions 2
Mat 110	3 cr.	Health Professional Basic Skills 2
CI 102	1 cr.	or incorporate both into 2 lecture 3 lab 3 credit course
or	or	
CIS 101	3 cr.	
Humanities		
Zoo 227	4	
Zoo 228	4	
PSY 201	3	
SPH 103	3	
Total	24-26	24-26 cr.

Intro to Health Professionals

30 contact hours of class utilizing lecture, student reports and presentations
 The role of various disciplines in Health care
 wellness
 medical terms
 hospital organization
 the health system
 pharmacology introduction (use of PDR) various categories of commonly prescribed
 legal records in health care
 values and ethical issues in health care

Health professional basic skills

15 lecture and 45 lab hours of lecture and lab sessions
 Aseptic/ sterile techniques
 Introduction to patient care techniques- introductions, informed consent, etc.
 transfers
 positioning
 body mechanics- posture
 vital signs
 OSHA, Infectious disease information, etc. (requirements for hospital orientation)
 technical equipment: wheelchairs, dealing with tubes and technical devices
 bandaging ?
 imaging information today

3-4 cr.

PTA/COTA option

New Hampshire program with dual-degree option in 2nd year. Using this idea of a joint program with a track for PTA or OTA, the following is a possible 2nd year curriculum. (Courses identified as PT would be the PTA curriculum. OTA specific courses would be developed by a OT director at a later date.) These courses could be taught as only PTA.

1st semester

Functional Ana	2	3	3
Process and Procedures	2	3	3
involves SOAP note writing			
basics of exercises, principles of rehabilitation			
functional assessments and goal setting			

PT Modalities	2	6	4
---------------	---	---	---

Pathology	4				
PT Electro	1	3	3		
PT Therapeutic exercise		2	3	3	
PT / OT rehab		1	3	2	
PT rehabilitation	1	3	2		
		total	24		24 cr.

clinical information

The following chart relates weekly contact hours, credits, total semester contact, and how that relates to full time clinical rotations. Exact correlations are seldom possible. Students are generally expected to follow clinical site schedules.

wkly contact	total	weeks contact	cr.	40 hr	35 hr	37.5	36	
								clinical assignments full time
6	90	15	2	2.3	2.6	2.4		
9	135	15	3	3.4	3.9	3.6		
12	180	15	4	4.5	5.1	4.8	5	
15	225	15	5	5.6	6.4	6.0		
18	270	15	6	6.8	7.7	7.2		13 cr.

Seminar (The last component of the curriculum. This can be integrated into a clinical course or identified as a course of another name.) This is the opportunity for guest speakers, etc on specialty areas of PT practice and/ or the health care field.

4 cr.

total 71 credits

Time frame for PTA program;

Hire director	June 94	Nov 94	March 95
select students	Sept 94	Jan/ Feb 95	May 95
students begin 2nd year	Jan 95	May 95	Fall 95
final clinical rotations	Fall 95	Spring 96	Summer 96
graduation	Dec 95	May 96	Aug 96
licensure exam date	March	July	November

Sample letter and survey

Dear Physical Therapist:

Marshall University is in the process of developing a Physical Therapist Assistant program. The enclosed survey will provide information for curriculum development of this program. Each West Virginia Physical Therapist is important in the development process so that the curriculum reflects West Virginia practice parameters.

Marshall has submitted a letter of intent to the West Virginia Higher Education Commission. This was approved and a Physical Therapist, who is a Physical Therapist Assistant educator and an on-site visitor for the Commission on Accreditation in Physical Therapy Education, provided consultation on program development. An Advisory Committee has been appointed.

The goal of the Marshall Physical Therapist Assistant program is to expand programs leading toward career opportunities...and...increase academic programming in career fields. Health careers are likely to provide employment opportunities for individuals in the next 10 years as the population ages. In rural West Virginia, this aging population needs accessibility of physical therapy services in order to promote independence and preserve quality of life.

Please take a minute to complete the survey then return by. Any additional comments you would like to offer are welcomed. Please add comments on the back of the survey.

_____ 1. In which county do you practice?

_____ 2. In what type facility are you employed?

- | | |
|---------------------------------|-------------------|
| a. Acute care hospital | e. Home Health |
| b. Rehabilitation hospital | f. Public Schools |
| c. Nursing home | g. other _____ |
| d. Private out-patient practice | |

_____ 3. What is your title?

- | | |
|-----------------------|------------------------------|
| a. staff PT | d. Director |
| b. senior PT | e. Owner of private practice |
| c. Assistant Director | f. other _____ |

_____ 4. Which of the following describes your relationship with Physical Therapist Assistants?

- a. Presently work with an Associate degree PTA
- b. Presently work with a PTA
- c. Worked with PTA in past
- d. Have not worked with PTA, but had information in PT school on the role of the PTA
- e. I am not familiar with the role and responsibilities of an Associate degree PTA

_____ 5. Presuming legislative change allowing other than on-site supervision, would you hire or do you have openings for Physical Therapist Assistants?

- a. yes
- b. no
- c. I am not sure
- d. I am not responsible for hiring

_____ 6. If you plan to hire PTA's in the next 3 years, please indicate the number of positions available.

- | | |
|------|------|
| a. 0 | b. 1 |
| c. 2 | c. 3 |

- _____7. Would you be willing to serve as a Clinical Instructor for a Physical Therapist Assistant student?
- a. yes
 - b. no
 - c. I am not sure

_____8. Physical Therapist Assistant programs include a range of clinical hours with the average being 500-700 hours. These hours are both integrated into the curriculum and final rotations. If you were designing the best clinical format, it would include:
(identify all that apply)

- a. 1-2 day a week
- b. 1 week
- c. 2 week
- d. 4 week
- e. 5 week
- f. 6 week

- _____9. Which months would be best for clinical rotations at your facility?
- a. January-February
 - b. March-April
 - c. May-June
 - d. July-August
 - e. September-October
 - f. November-December

10. Would you be interested in teaching in the Marshall PTA program? Identify areas of expertise.

APPENDIX E



WEST VIRGINIA PHYSICAL THERAPIST ASSISTANT SURVEY

Conducted by:
Marshall University Community and Technical College
400 Hal Greer Boulevard
Huntington, WV 26765

Definition - A Physical Therapist Assistant (PTA) is a skilled technical health care provider who works within a physical therapy service administered by a Physical Therapist. Under the supervision of a Physical Therapist, the Physical Therapist Assistant performs selected procedures and related tasks. Depending upon the employment setting and individual patient, the Physical Therapist Assistant performs selected treatment procedures in accordance with planned programs, assists the Physical Therapist in carrying out complex procedures and programs and observes, records and reports to the supervisor conditions, reactions and responses related to assigned duties. Physical Therapist Assistants are increasingly being prepared through associate degree level programs offered through Community Colleges, 4 year Colleges and Universities.

Please respond to the following questions.

522 PT's Surveyed
261 PT's Responded
% Response - 50

1. What is your job title?

109 a. Staff PT

21 b. Senior PT

3 c. Assistant Director

50 d. Director

46 e. Owner of a private practice

52 f. Other (describe) _____

2. In what county is your primary practice?

See attached map _____

3. In what type of facility do you practice? (Indicate all that are applicable.)

103 a. Acute Care Hospital

18 b. Rehabilitation Hospital (private)

12 c. Rehabilitation Hospital (public)

42 d. Nursing Home

74 e. Private Out-Patient Practice

85 f. Home Health

21 g. Public School

40 h. Other

4. Which of the following best describes your relationship with Physical Therapist Assistants?

56 a. Presently work with an associate degree PTA

59 b. Presently work with a PTA

130 c. Have worked with PTA's in the past

43 d. Have not worked with a PTA but understand the role and function of the PTA

10 e. Am not familiar with the role and responsibilities of PTA's

5. How many Physical Therapist Assistants do you currently employ? (Please be sure that only one response is submitted for each employer).

132 a. None

8 e. Four

34 b. One

3 f. Five

21 c. Two

2 g. Six or More

5 d. Three

61 h. I am not the person in my facility designated to respond to this question.

6. Do you anticipate employing Physical Therapist Assistants during the future?

102 a. Yes

48 b. No

111 c. I am not the designated person to answer this question.

If yes, estimate how many additional/or replacement PTA's you anticipate employing within

	REPLACEMENT	ADDITIONAL
1 Year	<u>18</u>	<u>40-43</u>
2 Years	<u>20</u>	<u>53-57</u>
3 Years	<u>25-26</u>	<u>77-79</u>

7. There is currently under discussion a proposal to modify existing legislation permitting PTA's to work with indirect supervision of PT's. If such legislative changes occur, would you employ or create additional job openings for Physical Therapist Assistants.

63 a. Yes

49 b. No

37 c. I am not sure.

112 d. I am not responsible for hiring.

8. Would your facility be willing to serve as a clinical site for PTA training?

95 a. Yes

22 b. No

40 c. I am not sure.

101 d. I am not the person designated to answer this question.

9. Would you be willing to serve as a clinical instructor for a Physical Therapist Assistant student?

151 a. Yes

45 b. No

57 c. I am not sure

10. Physical Therapist Assistant programs include a range of 500 - 700 required clinical hours. These hours are both integrated into the curriculum and final rotations. If you were designing the best clinical format, it would include: (Identify all that apply).

73 a. 1-2 days per week for a specified number of weeks.

40 b. Clinicals 1 week in length (full-time).

36 c. Clinicals 2 weeks in length (full-time).

23 d. Clinicals 3 weeks in length (full-time).

89 e. Clinicals 4 weeks in length (full-time).

14 f. Clinicals 5 weeks in length (full-time).

104 g. Clinicals 6 weeks in length (full-time).

11. If your facility participates in the clinical phase of the program, which months would be best for clinical rotations?

40 a. January/February

47 b. March/April

21 c. May/June

21 d. July/August

40 e. September/October

27 f. November/December

99 g. No preference

24 h. Other (describe) _____

12. If a PTA program is developed at Marshall University, would you be interested in teaching

a. Part-Time? 54 Yes

188 No

b. Full-Time? 7 Yes

134 No

Identify areas of expertise.

13. Considering salaries of physical Therapists in West Virginia, what salary range would be necessary, in your opinion, to attract qualified faculty in order to staff the PTA program?

\$ _____ to \$ _____

Low range of salary less than
\$20,000 - 3

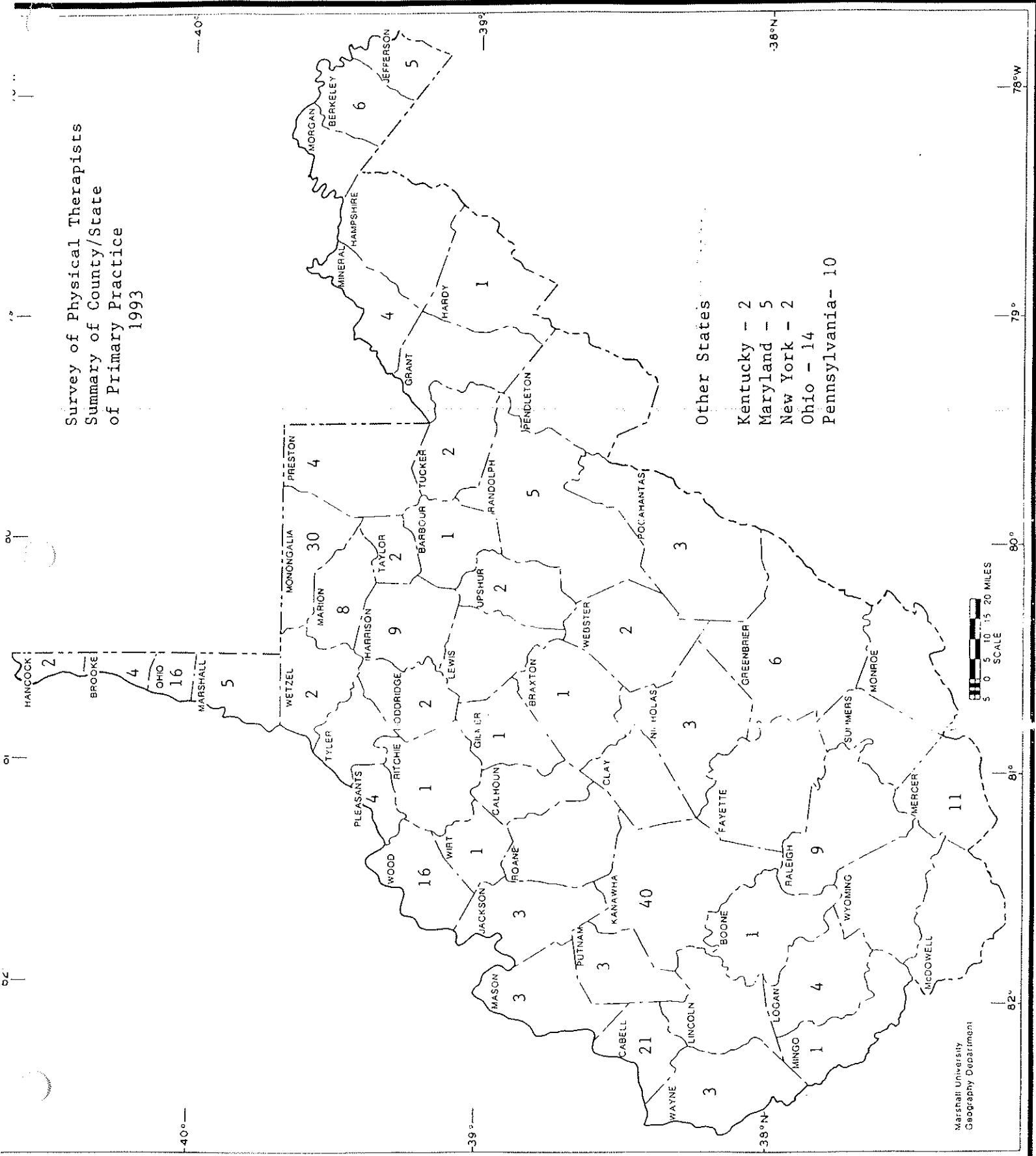
\$20,000-34,000- 32

Thank you for your assistance by completing this survey. Please return in the enclosed business reply envelope within two weeks from the time you get it.

\$35,000-44,000 -86 \$55,000 or more- 8

SR-93-94-93 (ASCR)

Survey of Physical Therapists
 Summary of County/State
 of Primary Practice
 1993



Other States
 Kentucky - 2
 Maryland - 5
 New York - 2
 Ohio - 14
 Pennsylvania - 10

Marshall University
 Geography Department