



MONTGOMERY
COUNTY COMMUNITY COLLEGE

PHYSICAL THERAPIST ASSISTANT PROGRAM

2022-2023

STUDENT HANDBOOK

College PTA Student Handbook. Both Handbooks are updated annually. Changes in any established PTA Program guidelines and procedures will be given to you as a written memo.

Physical therapy is an amazing and rewarding healthcare field. As a Physical Therapist Assistant, you will have many opportunities for personal and professional development while making a difference in the

Montgomery County Community College
Physical Therapist Assistant Program

Physical Therapist Assistant Student Handbook

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Preface

American Physical Therapy Association

The American Physical Therapy Association (APTA) is the national association for Physical Therapist and Physical Therapist Assistants. The APTA is the best source for current information on professional issues and concerns. It is the voice of the profession, actively working to represent the physical therapy profession on Capitol Hill and in state legislatures. The association is dedicated to advancing the profession, setting standards, encouraging research, and promoting diversity within the field.

It is required that you obtain membership as a Student Physical Therapist Assistant in the APTA. Your membership in the APTA is your key to keeping informed about the topics, trends and issues that affect the practice of physical therapy. It is essential that you join the APTA in order to remain abreast of opportunities and advancements in physical therapy. It is also a necessary component of completing assignments within the program. Students receive discounts when joining the organization on a state and national level, as well as any special sections you may choose.

As a member of the APTA, you will receive several publications and be afforded many other benefits. The APTA can be a valuable resource during your professional education. Take advantage of all that your professional association has to offer.

The following resources from the APTA are included in this handbook as appendices:

- x Standards of Ethical Conduct for the Physical Therapist Assistant. (Appendix A)
- x Core Values for the PT and PTA. (Appendix B)
- x

Physical Therapist Assistant Program Curriculum

Sequence of Courses

The program has two distinct phases:

The Pre-Technical Phase gives students the opportunity to complete general education and foundational requirements at their own pace.

The Technical Phase

Physical Therapist Assistant Program Overview

- x The Pre-Technical Phase of the Physical Therapist Assistant Program may be completed on a full- or part-time basis.
- x The Technical Phase of the Physical Therapist Assistant Program **MUST** be completed on a full-time basis.
- x Courses required in the Technical Phase of the Physical Therapist Assistant curriculum (see Sequence of Courses) are taught one time per year.
- x **ONE** class is admitted each academic year (starts in the s pring session; concludes at the end of the following spring semester).
- x A maximum of 20 students will be admitted with each cohort

Re-Entry into the Program:

A student who has withdrawn or has been dismissed from the PTA Program may apply for re-entry. To be considered for re-entry, the student must submit a request in writing to the Program Director, be in good standing with the College, and be able to complete the PTA Program within the six-semester time frame from initial date of Program entry. Re-entry into the PTA Program is on a space-available basis.

The request for a re-entry to the Program must be placed in writing to the Director, Physical Therapist Assistant Program. A PTA student who is dismissed from the PTA Technical Phase may be reinstated if the student:

- Identifies specific reasons that contributed to the lack of success in a PTA contr 3 ar Tw [(P)1.3 97

PHYSICAL THERAPIST ASSISTANT PROGRAM AND HEALTH SCIENCES DIVISION POLICIES

Student Recruitment Requirements

I. Purpose

To describe practices that will be used for recruitment of students into the Physical Therapist Assistant Program.

II. Policy

The Physical Therapist Assistant (PTA) faculty and College administration are committed to support student recruitment practices based on appropriate and equitable criteria and applicable law.

III. Procedures

- A. The PTA Program abides by all Montgomery County Community College (MCCC) policies and procedures relevant to admission, including but not limited to due process and non-discrimination.
- B. The PTA Program's recruitment of program students relies primarily on: electronic media provided on the College web site supported by the College's Marketing and Information Technology departments; Success Center advisors located at the Central and West campuses; Program informational sessions offered each semester; and Program Director one-on-one meetings with interested prospective applicants.
- C. The PTA Program's special admission requirements and admission guidelines are available in the Course Catalog under the PTA, AAS Program description, as well on the College's Health Sciences Division web site.
- D. After submitting the College application, applicants are advised to take the PTA Program's Pre-Technical courses listed under Semester I and Semester II of the Program of Study prior to submitting the online Petition for Admission.
- E. The online Petition for Admission demonstrates the applicant's attainment of the PTA Special Admission Requirements and successful completion of BIO 131, BIO 132, MAT 106, PHY 115, ENG 101, THA 105, PSY 206, ESW 222 and ESW 224. The Pre-Technical courses BIO 131, BIO 132, PHY 115, ESW 222 and ESW 224 must be completed within five years before enrollment into the Technical Phase courses. A request for a waiver of the five year requirement may be submitted to the PTA Program Director.
- F. The PTA Program will accept a maximum of 20 students into the Technical Phase of the Program each spring semester, based on successful completion of the program of study Pre-Technical Phase courses and MCCC application.
- G. Admission to the Program's Technical Phase is based on a point system and ranking procedure. Points are awarded based on: place of permanent residence; Pre-Technical Phase course grades; place of permanent residence; documented therapy aide employment within 5 years of petition; highest degree earned; current, valid licensure / certification the year of the petition; year of application; and essay submitted. A Total Point Score is derived for each applicant and used in ranking

- c. Individuals or organizations involved in the clinical education courses for the Physical Therapist Assistant Program
- E. Counseling contact information is maintained by individual counselors and is not a part of the student file. This confidential information is not required to be disclosed.
- F. Duration of Records
 - a. The College's Office of Admissions and Records maintains the official student transcript ad infinitum.
 - b. The student's PTA files are maintained in the Physical Therapist Assistant Office for a period of five (5) years after completion of the Program.

Child Abuse History Clearance and Criminal Record Checks Policy

- I. Policy

The Health Sciences Division is committed to providing meaningful experiential learning opportunities for all students enrolled in its Health Programs as a means to reinforce discipline specific knowledge and assist in developing appropriate professional skills and attributes. To this end the Health Programs enter into agreements with various persons and agencies to assist in providing student learning opportunities. A component of these agreements requires maintenance of student records regarding Child Abuse History Clearance, Pennsylvania Criminal Record Check, and FBI Criminal History Background Check.
- II. Procedure s k.i (C)1.7 ()0.7 (C)1.1.8 (k)-1.7 (gr)4.2 (oun)75.8 (d)-5.8 ((e)JTJ)5.1 (n.8 (s)3.8 (P)1.3 (o

- iii. Submit a copy of the certification from website to Castlebranch. If a record exists, you will receive the background check in the mail. You must submit the original report and all attachments provided by the State Police to Castlebranch.
- d. FBI Criminal History Background Check
- i. The students will complete and submit an FBI Criminal History Background Check.
 - ii. Students use Cogent Systems to process fingerprint-based FBI Criminal History Background checks, as is the required by of the Department of Human Services.
 - iii. The fingerprint-based criminal history background check is a multiple step process. Act 114- Pennsylvania Federal History Background Check- \$22.60

- i. A student with a potential concern regarding the Child Abuse History Clearance, Pennsylvania Criminal Record Check, and FBI Criminal History Background Check, is encouraged to contact the discipline specific Health Program Director to discuss the matter in confidence.

- D. Influenza Vaccination Documentation
Students enrolled in the program must submit the Influenza Vaccination Documentation form through Castlebranch by November 15th.
- E. Students with disabilities may be eligible for reasonable accommodations. Prior to the start of the Program, please contact the Disability Services Center, College Hall 225, (215) 641-6575, for more information.

- B. The student is encouraged to maintain health insurance while enrolled in the Physical Therapist Assistant Program. Health insurance is required for Clinical Education courses.
- C.

- B. The student must contact the Director of Services for Students with Disabilities on Central Campus in the Disability Services Center, College Hall 131, at 215-641-6575; Fax 215-619-7183 or at West Campus, contact the Coordinator of Disability Services in the Disabilities Services in the Student Success Center Room 147 at 610-718-1853; Fax 610-718-1837 to request support and accommodations.
- C. The student is responsible to inform the Physical Therapist Assistant faculty regarding any special learning needs and testing accommodations upon receiving a letter from the Office of the Director of Services for Students with Disabilities.
- D. Services for students with disabilities can be found at <https://www.mc3.edu/about-mccc/policies-and-procedures/students-with-disabilities>

Essential Functions and Program Specifications

The Physical Therapist Assistant Program is an intensive course of study. It places specific demands on students that closely resemble the physical and intellectual challenges graduates of the Program will encounter as practicing Physical Therapist Assistants (PTAs). The Program has been designed to prepare students to enter the occupation of physical therapist assisting with the ability, knowledge, and skills necessary to successfully perform all of the essential functions expected of entry-level PTAs. Students are to familiarize themselves with these essential functions and their associated technical standards and determine whether or not they are able to perform the specified tasks. In accordance with applicable state and federal laws regarding people who have disabilities and the PTA Program's philosophy, the faculty are committed to making reasonable accommodations for students who have disabilities to enable them to successfully perform the essential functions as delineated below.

In the event that a student determines he or she cannot meet an essential function due to a disability, either upon admission to the Program or at any point thereafter, it is the responsibility of the student to notify the Program Director and the Director of Services for Students with Disabilities (215-641-6575) to request consideration for a reasonable accommodation. A reasonable accommodation is a strategy, agreed upon by the student and the Program, which enables the student to meet a technical standard. The faculty and student will work together, within the context of the agreed upon strategy, to provide the student with the opportunity to meet the technical standard. The presence of a disability will not exempt students from completing required tasks and a reasonable accommodation will not guarantee that students will be successful in meeting the requirements of any one course. Should a student be unable to meet a technical standard or course requirement after a reasonable accommodation has been made, the offer of admission or status in the Program will be withdrawn. A reasonable accommodation strategy agreed upon by the student and the Program, may not be agreed to by a clinical education setting the student is assigned to.

The essential functions are:

1. Affective/behavioral skills
2. Cognitive skills
3. Communication skills
4. Observation skills
5. Physical and emotional health
6. Psychomotor skills

To accomplish the essential functions of the role of the Physical Therapist Assistant, the student must be able to meet the following technical standards:

1. Affective/behavioral skills – use of social and professional skills to demonstrate

- x Appreciation and respect for individual, social, and cultural differences in fellow students, professional colleagues, patients, and caregivers.
- x Appreciation that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others.
- x Appropriate behaviors and attitudes to protect the safety and well-being of patients, self and classmates.
- x Ability to appropriately handle situations which may be physically, emotionally or intellectually stressful including situations which must be handled swiftly and calmly.
- x Ability to adjust to changing situations and uncertainty in an academic or clinical environment.
- x Possession of attributes of altruism, caring and compassion, continuing competence, duty, integrity, PT/PTA collaboration, responsibility, and social responsibility.
- x Ability to accept constructive feedback and modify behaviors as necessary.
- x Ability to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals in academic and clinical environments.
- x Ability to reason morally and practice as a physical therapist assistant in an ethical manner under the supervision of a physical therapist.
- x s

- x Self-reflect on performance to accurately assess own professional strengths and weaknesses.
 - x Develop a plan to address professional areas of weakness.
3. Communication skills – use of verbal (oral and/or written) and nonverbal abilities to
- x Express own ideas and feelings clearly.
 - x Demonstrate willingness and ability to give and receive feedback.
 - x Listen actively in order to receive and interpret oral communication.
 - x Communicate effectively and sensitively in English with other students, faculty, patients, patients' families, other professionals.
 - x Demonstrate interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate patient/therapist relationships.
 - x Communicate clearly and audibly during interactions with classmates, faculty, patients and members of the health care team.
 - x Elicit appropriate information from patients/caregivers.
 - x Communicate complex findings in appropriate terms to patients/caregivers and other members of the health care team.
 - x Receive, write and interpret written communication in both clinical and academic settings.
 - x p

5. Physical and emotional health – excellent physical and emotional health and maintenance of personal hygiene and appearance as demonstrated by the ability to
 - x Perform the skills mentioned in the other sections of this document.
 - x Avoid jeopardizing the health and safety of others with whom one interacts.
 - x Avoid offending others with whom one interacts.
 - x Develop rapport with patients/clients, caregivers, classmates, faculty and other health care professionals.
 - x Respond appropriately to stressful situations in the classroom and clinic.

6. Psychomotor skills – gross and fine motor skills reflective of the physical capacities required to meet the responsibilities of a physical therapist assistant student in a wide variety of clinical settings. Student should demonstrate the ability to

B+ = 88 - 90%
B = 84 - 87%
B- = 82 - 83%
C+ = 79 - 81%
C = 75 - 78%
D = 70 - 74%

2. A grade of "C" (75.0%) is the minimal level of performance in each course necessary to function safely and effectively and is required to progress to

3. Requirements to earn a passing grade in the course are:
 - a. For Spring Courses, students must receive notations of "frequently" in at least 75% of the criteria (17 of 22 criteria) on the Professional Behavior Competency Sheet.
 - b. For Summer and Fall Courses, students must receive notations of "frequently" in at least 90% of the criteria (19 of 22 criteria) on the Professional Behavior Competency Sheet.
 - c. A student who does not meet the above requirements will be required to submit an action plan that must be approved by a PTA faculty member prior to progression in the course sequence. The action plan will state that the student must receive notations of "frequently" in at least 90% of the criteria. See Appendix J.
 - d. A student who receives one or more criteria noted as "never" meet.
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II. Policy/Procedure

II. Policy/Procedure

A. When in doubt about what to do in a particular situation, the student is advised to speak directly to a PTA faculty member or Program Director. If the situation warrants, the Program Director may seek the counsel of the Dean of Health Sciences.

B. Students are also directed to the College's Code of Conduct and Academic Regulations found on the Montgomery County Community College Web page, as well as in College publications.

C. The student has the opportunity to respond to the circumstances resulting in suspension or dismissal by submitting any relevant data pertaining to the incident(s) and seeking appropriate recourse through channels described in the Student Code of Conduct and the Student Academic Code of Ethics and those described in the PTA program policies.

D. Grievance Procedures

1. Students who wish to file a complaint about the PTA Program are advised that the first step in this process is to submit a written statement of the complaint to the Program Director.

2. In the event that a student has an issue or concern, she/he should first contact the instructor involved and, if not resolved, next contact the Program Director. If the student is still not satisfied with the recommendation, then the student may pursue the recommendations outlined under "Program

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Dress Code

I. Purpose

It is the belief of the Physical Therapist Assistant faculty that a professional dress code is important to promote professionalism and clearly identify Montgomery County Community College Physical Therapist Assistant students. The dress code also promotes student comfort and patient safety. The following regulations must be followed during lab practical examinations, on-site visits, and on clinical education experiences unless stated otherwise by the clinical site's dress code policy or accepted practice.

II. Policy/Procedure

- A. The polo shirt of the PTA program is purchased through the contracting company. Any student who has an issue with the uniform should contact the company. Khaki or black pants should.

K. If a clinical education site has a dress code more restrictive than that of the PTA Program, students will adhere to the more restrictive code.

Employment Policy

I. Purpose

The Physical Therapist Assistant faculty believe an employment policy will promote the academic success and professional development of Physical Therapist Assistant students. Because of the rigor of the Physical Therapist Assistant curriculum, the student must avoid outside full-time employment during the Technical Phase of the program. If employment is an economic necessity, a reduced schedule should be considered in order to maintain academic success.

II. Policy/Procedure

- A. Employment While a Physical Therapist Assistant is employed by a healthcare facility, the student must adhere to the dress code of the facility. The student must be clean-shaven and must not have any facial hair, including a mustache, goatee, or beard, be worn while working for hire at any time or any place.

limit the development of clinical experience and adversely impact achieving Program objectives and outcomes. It is the student's responsibility to notify the Program Director immediately if he/she has objection to working with a particular partner or on a particular skill due to religious or cultural convictions, prior injury to an anatomical area, health-related condition, or physical and/or psychological discomfort due to fear or issues of sexual harassment. The student will discuss his/her concerns confidentially with the faculty, so that they may collaborate in ensuring the student's concerns are respected while also ensuring that essential skills are practiced and safely demonstrated. This policy is intended to introduce the student to appropriate, mature, culturally sensitive, and professional behavior. It is not intended to excuse a student from practicing essential skills or from experiencing clinical interventions.

- D. Safety of all parties involved is the foundation of the PTA program. Inappropriate language and/or touching, including verbal or physical harassment, as well as "horse play," will not be tolerated at any time during the PTA laboratory experience.

6. Respect the dignity and privacy of fellow students, such as by using the curtain and draping when appropriate, refraining from inappropriate sexual remarks and behavior, not questioning a fellow student for specifics as to why their medical limitation prevents them from fully participating in an activity, and other behaviors interpreted as demonstrating respect. When necessary, privacy screens will be used in front of the lab windows.
7. Maintain order in the lab by returning supplies and equipment to their proper place.
8. Electronic transmission and/or posting of photographs of any person without expressed permission is strictly prohibited.
9. Learn and be familiar with the fire evacuation plan, the location of the fire extinguisher, and emergency defibrillators.
10. No equipment is permitted to be removed from the lab unless permission is obtained from the instructor. All loaned equipment must be signed in and out with the course instructor.
11. All students must abide by all safety guidelines and precautions such as rules for electrical safety. If equipment malfunction is suspected while using in the lab, students need to immediately stop using the equipment and notify the instructor of the situation. Students are NOT allowed to use any electrical equipment that lacks a current, valid safety inspection sticker or any equipment that is marked with an

student is still not satisfied with the recommendation, then the student may pursue the College policy as stated in the Course Catalog.

B. Current Address and Phone Numbers

The student must keep their most current address and phone number(s) on file with the PTA office. All applicable phone numbers (cell, emergency contact person, etc.) must be included. This information will be kept confidential.

C. Student Communication

The student's MC3 email account is the official form of communication between students and the PTA Program, faculty and staff. It is the student's responsibility to access this account frequently, at least every 24 hours. If assistance is required with this account, contact the Help Desk (215-641-6495).

D. Student-instructor communication

All instructors have scheduled office hours which are posted outside their office doors and on the course syllabi. The student should contact the instructors or the Program Director to discuss any issues or concerns, or if assistance is required. All instructors' emails are listed on the course syllabus.

E. Student to instructor email

Instructors and students may wish to communicate via email; however, students are encouraged to discuss their progress, problems or need for assistance by meeting face-to-face. Emails between students and instructors containing jokes, small talk, topics unrelated to the program, etc., are inappropriate. Emails should be short & concise. We encourage issues to be resolved with face to face communication. The students must be in compliance with Board of Trustee's Policy 5.6., Acceptable Use of Technology.

<http://www.mc3.edu/about-us/policies/137>

College Occupational Exposure Plan

I. Purpose

Montgomery County Community College recognizes its responsibility to provide a safe workplace/learning/healthcare environment for students/employees/patients. Current standards of medical/dental practice require a specific plan with written protocols addressing student/employee/patient exposure to blood-borne pathogens. Needle stick injuries and other exposure to blood and bodily fluids have a potential of transmitting various pathogens including but not limited to Hepatitis B Virus (HBV), Hepatitis C Virus (HCV), and Human Immunodeficiency Virus (HIV).

II. Policy

When a student, employee or patient notifies the College that there has been a blood-borne exposure incident, the individual will be informed of the recommended action(s) to be taken, listed under Procedures below, which are in accordance with the latest recommendations from the Centers for Disease Control and Prevention.

A blood-borne exposure incident, as defined by the Centers for Disease Control and Prevention (CDC), is a percutaneous injury (e.g. needle-stick or cut/puncture with a

sharp's type of object) or contact of mucous membrane or non-intact skin (e.g. exposed skin that is chapped, abraded, or afflicted with dermatitis) with blood, tissue, or other bodily fluids (e.g. semen, vaginal secretions) that are potentially infectious.

This policy allows for future review and updates to specific procedures and/or related documentation forms with the approval of the President, Vice President of Finance and Administration, and Executive Director of Human Resources.

III. Procedure

- A. When a suspected blood-borne exposure occurs first aid measures should be implemented immediately.
 1. Thoroughly wash wound(s) with soap and water
 2. When the exposure is to the
 - i. Nose or mouth – flush with water splashes.
 - ii. Eye(s) – irrigate with clean water/sterile eyewash or saline irrigating solution.
 3. Contact Public Safety (Blue Bell Campus: 215-641-6666; Pottstown Campus: 610-718-1913) to report incident and obtain assistance with first aid care.
- B. Seek medical evaluation within two –

2. Students in Credit and Non-Credit Health Career Programs
 - i. Implement first aid measures as previously described.
 - ii. Inform supervising Instructor or Clinic Site Supervisor at the time of blood-borne exposure.
 - iii. If the clinical site is:
 - a) a hospital – go to the Emergency Department within two – three hours of blood-borne exposure for medical evaluation, baseline testing for blood-borne pathogens (i.e. HBV, HCV, HIV, etc.), determination of level of risk exposure and treatment, if indicated. Hospital Incident Report Form should be completed.
 - b) not a hospital, or student prefers not to go to a local Emergency Department – student should go to personal healthcare provider or other medical facility such as an urgent care center.
 - iv. The supervising instructor informs the respective Health Careers program Director/Coordinator of the incident. The Director/Coordinator then notifies Public Safety at 215-641-6604.
 - v. Within 24 – 48 hours, a completed College Accident/Injury/Illness Report (Attachment A) must be sent to Public Safety (College Hall 126)

4. Follow-Up Investigation should include pertinent information regarding contributing factors, equipment malfunctioning, training requirements, recommendations to avoid future occurrence, etc. If additional investigation is required, send initial report with notation that follow-up report will occur.

340 DeKalb Pike
Blue Bell, PA 19422- 0796

Accident/injury/Illness Report

ATTACHMENT A

- Central Campus
- West Campus
- Other Off Site Location:
Specify: _____

NAME : _____ Male Female
Status Employee: FAG SS- ADMIN Area of Employment: _____
 Student Other specify: _____

College ID #: _____ Date of Birth: _____

Address _____
Street Apt. # City State Zip Code

Cell Phone # _____ Home Phone#: _____ Work #: _____

Date of Accident/Injury/Illness: _____ Time of Accident/Injury/Illness _____ AM PM Date Reported _____

1. Describe the Accident/Injury/Illness: What were you doing? What equipment or tools were involved? Describe in detail, what conditions, actions, events, or objects contributed to the accident/injury/illness (if possible, include other side if needed.)

2. Give _____ 4560.02 06 (_____)

GENERAL INFORMATION

Student Academic Code of Ethics

The Physical Therapist Assistant faculty supports the College's Student Academic Code of Ethics
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Reproduction of Course Presentations

Faculty members develop their own teaching materials and methods of presentation in the classroom.

Each faculty member has the right to make a decision as to how material may be copied, used or reproduced. This includes student use of audio recorders. While many faculty and students do not object to being "recorded," others may have reservations.

Students must request permission from the teaching faculty and students of each course before using audio/video recording device in class and/or laboratory.

Academic Advising

The Program Director will act as the Physical Therapist Assistant advisor. The Program Director can be seen for assistance for any academic problems or concerns. It is generally wise to make an appointment.

English as a Second Language (ESL)

In accordance with the Essential Functions for Physical Therapist Assistant communication skills students with ESL may need additional activities to promote professional communication. Refer to Course Catalog for ESL resources at the Student Success Center. In addition, the A-V Library has a list of materials for ESL students that would enhance pronunciation, oral and listening skills. ESL tutors are available in the Learning Assistance Lab (LAL, College Hall 320) to help students increase various skills such as speaking, writing and conceptual thinking. Students may obtain a schedule online or in the LAL.

College Resources and Student Success Services

A listing of College resources and student success services is available online at <https://www.mc3.edu/choosing-montco/resources-for-students>.

Students may also access College resources and support services on course Blackboard sites.

Site Visits

Site visits may be scheduled during any semester. Students will be informed of the site visit on the first day of class, via the syllabus, or as far in advance as possible. Courtesy to agencies who participate in providing learning opportunities is a point of pride for all of us at the College.

The agency or organization will complete a liability form (See Appendix I) prior to the site visits.

The students will complete a student travel release form (See Appendix O) prior to the site visits.

Smoking Regulations

Smoking is not permitted on campus or in the clinical setting. Since you are often assigned to patients who have been asked to give up smoking or who are non-smokers, please do not arrive in patient care areas with an odor of smoke about your person. Students must be in compliance with the Board of Trustees Policy 5.3, "Clean Air Zone". <https://www.mc3.edu/about-mccc/policies-and-procedures/clean-air-zone>

Electronic Communication

At both the clinical site and the College, personal communications outside the facility are to be made during break and lunch period. All students must put their cell phones on silent mode during all classroom and lab times. No student will be permitted to use electronic devices during instructional or testing times. Students should refrain from personal electronic communication during class or clinical experiences, except in an emergency.

In the event that someone needs to reach you on campus for a personal emergency, the College's procedure should be followed. The College's main number (215-641-6300) is called and a report is sent to Public Safety who will make every effort to locate you.

Social Media

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APPENDICES

Appendix A – APTA Standards of Ethical Conduct for the PTA

Standards of Ethical Conduct for the Physical Therapist Assistant

HOD S06-20-31-26 [Amended HOD S069-47-68; HOD S069-20-18; HOD S060-13-24; HOD06-91-06-07; Initial HOD 0682-04-08] [Standard]

Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association.

b6(5)(c) b7(D) b7(E) b7(F) b7(G) b7(H) b7(I) b7(J) b7(K) b7(L) b7(M) b7(N) b7(O) b7(P) b7(Q) b7(R) b7(S) b7(T) b7(U) b7(V) b7(W) b7(X) b7(Y) b7(Z)

- 2C. Physical therapist assistants shall provide patients and clients with information regarding the interventions they provide.
- 2D. Physical therapist assistants shall protect confidential patient and client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

Standard #3: Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

(Core Values: Collaboration, Duty, Excellence, Integrity)

- 3A. Physical therapist assistants shall make objective decisions in the patient's or client's best interest in all practice settings.
- 3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapist interventions.

b6(5)(c) b7(D) b7(E) b7(F) b7(G) b7(H) b7(I) b7(J) b7(K) b7(L) b7(M) b7(N) b7(O) b7(P) b7(Q) b7(R) b7(S) b7(T) b7(U) b7(V) b7(W) b7(X) b7(Y) b7(Z)

- 3C. Physical therapist assistants shall make decisions based upon their level of education, training, and experience.

b6(5)(c) b7(D) b7(E) b7(F) b7(G) b7(H) b7(I) b7(J) b7(K) b7(L) b7(M) b7(N) b7(O) b7(P) b7(Q) b7(R) b7(S) b7(T) b7(U) b7(V) b7(W) b7(X) b7(Y) b7(Z)

- 5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

Standard #6: Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

(Core Value: Excellence)

- 6A. Physical therapist assistants shall achieve and maintain clinical competence.
6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.
6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

Standard #7: Physical therapist assistants shall support organizational behaviors and business practices that benefit patients and clients and society.

#support(Core and support s 3 . 5 a - 0 .

P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure

Last Updated: 8/12/2020

Contact: nationalgovernance@apta.org

Core Values for the Physical Therapist and Physical Therapist Assistant

HOD P09-21-21-09 [Amended: HOD P06-19-48-55; HOD P06-18-25-33; Initial HOD P05-07-19-19] [Previously Titled: Core Values: for the Physical Therapist] [Position]

The core values guide the behaviors of physical therapists and physical therapist assistants to provide the highest quality of physical therapist services. These values imbue the scope of physical therapist and physical therapist assistant activities. The core values retain the physical therapist as the person ultimately responsible for providing safe, accessible, cost-effective, and evidence-based services; and the physical therapist assistant as the only individual who assists the physical therapist in practice, working under the direction and supervision of the physical therapist. The core values are defined as follows:

x Accountability

Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist and

Appendix C – Values Based Behaviors of the Physical Therapist Assistant

Appendix C – Values Based Behaviors for the Physical Therapist Assistant

Introduction

In 2000, the House of Delegates adopted Vision 2020¹ and the Strategic Plan for Transitioning to a Doctoring Profession, citing professionalism as one of 6 key elements of this vision. As a follow-up, the document Professionalism in Physical Therapy: Core Values was developed to define and describe the concept of professionalism by stating what behaviors a graduate of a physical therapist program should demonstrate. In 2003 the APTA Board of Directors adopted Professionalism in Physical Therapy: Core Values² as a core document on professionalism in physical therapist practice, education, and research.

In June 2009, the House of Delegates revised the core ethics documents for the profession, including Standards of Ethical Conduct for the Physical Therapist Assistant (PTA).³ This document originally included references to “core values,” which the House related to Professionalism in Physical Therapy: Core Values.² The APTA Board

For each values-based behavior listed, a definition is provided with sample indicators (not exhaustive) that describe what one would see if the physical therapist assistant were demonstrating that values-based behavior in his or her daily work.

Values-Based Behavior With Definition	Sample Indicators
<p>Altruism</p> <p>Altruism is the primary regard for or devotion to the interests of the patient/client, assuming responsibility of placing the needs of the patient/client ahead of the PTA's self interest.</p>	<ol style="list-style-type: none"> 1. Providing patient/client-centered interventions. 2. Readily offering to assist the physical therapist in providing patient/client interventions. 3. Generously providing the necessary time and effort to meet patient/client needs. 4. Placing the patient/client's needs ahead of one's own, as evidenced by willingness to alter one's schedule, delay other projects or tasks, etc. 5. Contributing, as able, to the provision of physical therapy services to underserved and underrepresented populations.
<p>Caring and Compassion</p> <p>Compassion is the desire to identify with or sense something of another's experience; a precursor of caring.</p> <p>Caring is the concern, empathy, and consideration for the needs and values of others.</p>	<ol style="list-style-type: none"> 1. Actively listening to the patient/client and considering the patient/client's needs and preferences. 2. Exhibiting compassion, caring, and empathy in providing services to patients/clients. 3. Demonstrating respect for others and considering others as unique and of value. 4. Considering social, emotional, cultural, psychological, environmental, and economic influences on the patient/client (e.g., learning styles, language abilities, cognitive abilities) and adapting approach accordingly. 5. Recognizing and refraining from acting on one's social, cultural, gender, and sexual biases; i.e., demonstrates a nonjudgmental attitude.

Continuing Competence

Continuing competence is the lifelong process of maintaining and documenting competence through ongoing self-assessment, development, and implementation of a personal learning plan, and subsequent reassessment.

1. Identifying strengths and limitations in knowledge, skills, and behaviors through self-assessment and feedback from physical therapists and others, and developing and implementing strategies to address the limitations.
2. Maintaining continuing competence using a variety of lifelong learning strategies (e.g., continuing education, reflective journals, journal clubs, working -1.5 (f)1p-2.8 (l)4 (n)-0.6 (t)0.6 (i)-1.5 (65

PT/PTA Collaboration

The PT/PTA team works together, within each partner's respective role, to achieve optimal patient/client care and to enhance the overall delivery of physical therapy services.

1. Educating the PT as needed about roles, responsibilities, and appropriate utilization of the PTA in the PT/PTA team using available resources (e.g., state licensure/practice rules and regulations, PTA clinical problem-solving algorithm, PTA direction and supervision algorithm, Minimum Required Skills of Physical Therapist Assistant Graduate Entry Level).
2. Promoting a positive working relationship within the PT/PTA team.
3. Demonstrating respect for the roles and contributions of both the PT and PTA in achieving optimal patient/client care, including the PT's responsibility for the PTA's performance in patient/client interventions.
4. Seeking out opportunities to collaborate with the PT to improve outcomes in patient/client care.
5. Working with the PT in educating consumers and other health care providers about physical therapy.

Responsibility

Responsibility is the active acceptance of the roles, obligations, and actions of the PTA, including behaviors that positively influence patient/client outcomes, the profession, and the health needs of society.

1. Identifying strengths and limitations in knowledge and skill, and working within limitations of personal ability.
2. Completing patient/client care and other tasks in a timely and efficient manner.
3. Identifying, acknowledging, and accepting responsibility for actions and, when errors occur, following error reporting processes.
4. Communicating in a timely manner with others (e.g., PTs, patients/clients, others).

Social Responsibility

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

1. Advocating for patient/client needs in a clinical setting.
2. Demonstrating behaviors that positively represent the profession to the public.
3. Promoting a healthy lifestyle, wellness, and injury prevention strategies in the community.
4. Serving the profession and the community, including activities occurring in conjunction with work or outside of work (e.g., community health fairs, National Physical Therapy Month events, APTA service).
5. Advocating for changes in laws, regulations, standards, and guidelines.

References

Appendix D –

Appendix E – Program Faculty and Staff

<u>Faculty</u>	<u>Room Number</u>	<u>Telephone Number</u>	<u>E-mail Address</u>
Robert Cullen, PT, JD	215279 0 Td [(F)e-619279 0 Td [(F)e-		

Appendix F – Informed Consent

Student to Act as Simulated Patient

I understand that practice in the PTA Laboratory includes being touched by my fellow classmates and instructors.

I understand that in courses with lecture and lab components, I am required to participate in various lecture and lab classes as a simulated patient. Instructors and other students will have opportunities to demonstrate and practice on me those skills learned in various classes. These skills include, but are not limited to a variety of: mobility, therapeutic exercises, testing and measurements, and physical agents.

I understand that there is some potential risk of injury resulting from my participation in these skill training classes. I further understand that the College cannot ensure that other students will properly apply skills learned in class nor can the College be held responsible and/or liable for any pre-existing conditions or injuries that I may have which make me more susceptible to injury.

If I have any pre-existing conditions or injuries that may make me susceptible to injury from skills training, I will report such conditions or injuries to my instructor, or, if appropriate, to the Disability Resource Center.

In the unlikely event that I become injured it must immediately be reported to the instructors of the class and the appropriate C

Appendix G – Progress Notice

Student Name _____ Course _____

In order to pass each required course in the Physical Therapist Assistant Program curriculum, a course average of 75 must be achieved.

Your test or written assignment grade _____ Current academic average _____

Recommendations to Enhance Your Learning and Assist in Your Successful Completion of the Course

_____ Complete an academic plan and meet with the Program Director

_____ Consult the following regarding test-taking strategies

- PTA Course Faculty
- Tutorial Services (College Hall 180)
- Other
- _____

_____ Improve study skills

- PTA Course Instructor
- Tutorial Services (College Hall 180)
- Other
- _____

_____ Utilize the Physical Therapist Assistant Open Lab Times to practice and/or be evaluated in the following skills:

Evaluation to be completed by _____

Other _____

_____ Contact Student Success Center (College Hall 233, 215-641-6577) for assistance with

- time management
- assertiveness techniques
- individualized support

_____ Contact Disability Services (College Hall 225, 215-641-6575) for disability assistance/investigation

Appendix H – PTA Student Handbook Checklist

I have read the PTA Student Handbook and I acknowledge I will be held responsible for all the information included. My initials indicate that I have had the opportunity to request clarification when necessary and that I understand and agree to abide by the responsibilities and expectations assigned to me as a student of the PTA program.

Initials/Information

- Nondiscrimination and Equal Opportunity Statement
- Pre-Accreditation Status
- How to file a complaint with CAPTE
- Purpose
- Program Outcomes
- American Physical Therapy Association
- Physical Therapist Assistant Program Curriculum
- Physical Therapy Assistant Program Overview
- Progression in the Physical Therapist Assistant Program
- Advisory Committee
- Student Recruitment Requirements
- Student Records Policy
- Child Abuse History Clearance and Criminal Record Checks Policy
- Health Records Policy
- Clinical Eligibility Requirements
- Physical Therapist Assistant Students with Disabilities
- Essential Functions and Program Specifications
- Testing Policy
- Grading Policy
- Professional Behaviors
- Readiness for Clinical Education
- Due Process
- Impaired Student Performance in the Laboratory and/or Clinical Setting Policy
- Progress Notice
- Attendance
- Dress Code
- Employment Policy
- Physical Therapist Assistant Laboratory Rules
- Communication
- College Occupational Exposure Plan
- Student Academic Code of Ethics
- Student Code of Conduct
- Reproduction of Course Presentations
- Academic Advising
- English as a Second Language (ESL)
- College Resources and Student Success Services
- Site Visits
- Smoking Regulations
- Electronic Communication
- Social Media
- Program Tuition and Fees
- Financial Aid

_____ Computer Resources for Physical Therapist Assistant Students

I must turn in the following signed pages to the PTA director by Wednesday January 19th, 2022.

PTA Student Handbook Checklist
Informed Consent

Name: _____

Signature: _____

Date: _____

Appendix I – Off-Site Visit: Facility Agreement Form

Montgomery County Community College
Physical Therapist Assistant Program
Off-Site Visit/Observation Site Agreement

The Montgomery County Community College PTA Program is requesting the use of the facility _____, for student off-campus activities on _____ at _____.

To ensure safety of students , the facility personnel will inform the faculty and students of any pertinent facility safety policies. This memo of agreement shall be acknowledgement that the facility has safety policies in place and that they are available upon request. If materials or equipment will be used by the students during the instructional session, the facility will provide the location of specific MSDS and/or evidence of equipment safety to students and faculty. In the event of an emergency, the facility staff will direct students to safety.

The role of the facility and/or the facility personnel will be to provide the student with:

Contact at the facility:

Name _____

Title _____

Phone number _____

PTA Program Director

Facility Representative

Appendix K– Behavioral Contract

Appendix L –

<p>Critical Thinking: The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.</p>		
<p>Beginning Level: Raises relevant questions; Considers all available information; Articulates ideas; Understands the scientific method; States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion); Recognizes holes in knowledge base; Demonstrates acceptance of limited knowledge and experience</p> <p>Specific Example:</p>	<p>Intermediate Level: Feels challenged to examine ideas; Critically analyzes the literature and applies it to patient management; Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas; Seeks alternative ideas; Formulates alternative hypotheses; Critiques hypotheses and ideas at a level consistent with knowledge base; Acknowledges presence of contradictions</p>	<p>Entry Level: Distinguishes relevant from irrelevant patient data; Readily formulates and critiques alternative hypotheses and ideas; Infers applicability of information across populations; Exhibits openness to contradictory ideas; Identifies appropriate measures and determines effectiveness of applied solutions efficiently; Justifies solutions selected</p>

<p>others in a respectful and confident manner; Respects differences in personality, lifestyle and learning styles during interactions with all persons; Maintains confidentiality in all interactions; Recognizes the emotions and bias that one brings to all professional interactions</p>	<p>input from others ; Respects role of others; Accommodates differences in learning styles as appropriate</p>	<p>with challenging interactions; Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them</p>
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<p>Specific Example:</p>	<p>Place an "x" on the visual analog scale</p> <p style="text-align: center;">  </p>
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5. Responsibility: The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.


Beginning Level:
Demonstrates punctuality;

Beginning Level:
Abides by all aspects of the academic program honor code and the APTA Code of Ethics;
Demonstrates awareness of state licensure regulations;
Projects professional image;
Attends professional meetings;
Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers

Intermediate Level:
Identifies positive professional role models within the academic and clinical settings; Acts on moral commitment during all academic and clinical activities;
Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making;
Discusses societal expectations of the profession

Entry Level:
Demonstrates understanding of scope of practice as 00000000000000000000he

two-way communication without defensiveness	action in response to feedback; Provides constructive and timely feedback	patients/clients according to their learning styles
Specific Example:		Place an "x" on the visual analog scale 

8. Effective Use of Time and Resources: The ability to manage time and resources effectively to obtain the maximum possible benefit.		
Beginning Level: Comes prepared for the day's activities & responsibilities; Identifies resource limitations (i.e. information, time, experience); Determines when and how much help/assistance is needed; Accesses current evidence in a timely manner; Verbalizes productivity standards and identifies barriers to meeting productivity standards; Self-identifies and initiates learning opportunities during unscheduled time	Intermediate Level: Utilizes effective methods of searching for evidence for practice decisions; Recognizes own resource contributions; Shares knowledge and collaborates with staff to utilize best current evidence; Discusses and implements strategies for meeting productivity standards; Identifies need for and seeks referrals to other disciplines	Entry Level: Uses current best evidence; Collaborates with members of the team to maximize the impact of treatment available; Has the ability to set boundaries, negotiate, compromise, and set realistic expectations; Gathers data and effectively interprets and assimilates the data to determine plan of care; Utilizes community resources in discharge planning; Adjusts plans, schedule etc. as patient needs and circumstances dictate; Meets productivity standards of facility while providing quality care and completing non-productive work activities
Specific Example:		Place an "x" on the visual analog scale 

9. Stress Management: The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.	
Beginning Level: Recognizes own stressors; Recognizes distress or problems in others; Seeks assistance as needed; Maintains professional demeanor in all situations	Intermediate Level:

	expectations; Establishes outlets to cope with stressors	
Specific Example:	Place an "x" on the visual analog scale <hr style="width: 100%; border: 0.5px solid black;"/> <div style="display: flex; justify-content: space-around; width: 100%;"> B I E </div>	

<p>10. Commitment to Learning: The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.</p>		
<p>Beginning Level: Prioritizes information needs; Analyzes and subdivides large questions into components; Identifies own learning needs based on previous experiences; Welcomes and/or seeks new learning opportunities; Seeks out professional literature; Plans and presents an in-service, research or cases studies</p>	<p>Intermediate Level: Researches and studies areas where own knowledge base is lacking in order to augment learning and practice; Applies new information and re-evaluates performance; Accepts that there may be more than one answer to a problem; Recognizes the need to and is able to verify solutions to problems; Reads articles critically and understands limits of application to professional practice</p>	<p>Entry Level: Respectfully questions conventional wisdom; Formulates and re-evaluates position based on available evidence; Demonstrates confidence in sharing new knowledge with all staff levels; Modifies programs and treatments based on newly-learned skills and considerations; Consults with other health professionals and physical therapists for treatment ideas</p>
Specific Example:	Place an "x" on the visual analog scale <hr style="width: 100%; border: 0.5px solid black;"/> <div style="display: flex; justify-content: space-around; width: 100%;"> B I E </div>	

Based on my Professional Behaviors Assessment, I am setting the following Goals:

To accomplish these goals, I will take the following specific actions:

Student: _____ Date: _____

Appendix M – Professional Behavior Competency Self-Assessment

Instructions: Rate yourself for each of the categories below. Be prepared to provide actual examples of your behavior in class or lab, or as demonstrated in your assignments. In areas where you respond never or rarely, be prepared to provide an action plan to improve in these areas.

Key: Rarely=1-25% of the time; occasionally=26-74% of the time; frequently=75-99% of the time

Never Rarely Occasionally Frequently Consistently

Montgomery County Community College
IMMUNIZATION RECORD
340 DeKalb Pike, Blue Bell, PA 19422
www.mc3.edu

CONFIDENTIAL

Name: _____
Last First Middle

Date of Birth: _____ First Year Student Subsequent Year(s) Student

*Subseq

Montgomery County Community College
HEALTH HISTORY/EMERGENCYCONTACT SHEET
340 DeKalb Pike, Blue Bell, PA 19422
www.mc3.edu

To be completed by the STUDENT

MAJOR:
(check one)

Dental Hygiene

Name: _____

Have you ever been diagnosed with the following? (Please check all that apply)

Allergy to latex Anemia	Hi h Blood Pressure Hi h Cholesterol	Cancer (specify) [REDACTED]
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Appendix O – Student Travel Release Form



Student Travel Release Form

ASSUMPTION OF RISK AND RELEASE

I acknowledge and represent that I am a student at Montgomery County Community College and I desire to participate in this College-sponsored trip. With full knowledge of the facts and circumstances surrounding this activity, including travel, I voluntarily undertake the activities of this College-sponsored trip and assume all responsibility and risk from my participation in this activity. I agree that I will indemnify and hold harmless Montgomery County Community College, its Board of Trustees, employees, officers and agents for any injury I sustain as a result of my participation in the College-sponsored trip.

RESPONSIBILITY FOR EMERGENCY CARE

I affirm that I have appropriate medical insurance in the event that medical is needed, I understand that in the event of an injury, I must personally accept responsibility for the full amount of medical

IF PARTICIPANT IS UNDER THE AGE OF 18

I am the Parent/Guardian of the above-named who is under eighteen years of age and am fully competent to sign this Agreement. I assure officials of Montgomery County Community College that I will indemnify and hold harmless MCCC, its Board of Trustees, employees, officers and sustain as a result of his/her participation in this College-sponsored trip.



Parent/Guardian Name: _____ Relationship: _____

Parent/Guardian Signature: _____ Date: _____