



MONTGOMERY
COUNTY COMMUNITY COLLEGE

PHYSICAL THERAPIST ASSISTANT PROGRAM

2022-2023

STUDENT HANDBOOK

Dear Student,

Congratulations! Montgomery County Community College, your faculty members, and the clinical affiliates would like to welcome you to the Physical Therapist Assistant (PTA) Program. We hope your time spent in this program will exceed your expectations.

You were selected from many qualified candidates. Your academic achievements, sincere interest in contributing toward the improved health of others, and your professionalism will serve you well as you begin your educational journey with us.

The PTA Program of Montgomery County Community College has accepted its fourth class of students for the Spring 2022 semester. It is an exciting time for the faculty as we are sure it is for you.

The PTA Program is composed of three major components: lecture, lab and clinical experiences. Each of these three components will assist you in preparation for taking the national licensure examination and employment as a Physical Therapist Assistant. We are dedicated to your success and development as a Physical Therapist Assistant. You will find your faculty willing and eager to help you. Your success will be directly proportional to the effort you put forth.

The Physical Therapist Assistant Program curriculum is designed to reflect progression in course content from simple to more complex knowledge. The general education courses in the curriculum's Pre-Technical phase that you have taken to this point provide important baseline information that you will incorporate into the PTA Program courses.

The rigor of the PTA Program increases as you progress through the program and develop increased skill and knowledge in physical therapy. You will also develop an increased awareness of yourself and how you impact those around you and the environment. You will repeatedly be required to use the information that you learn--integrating concepts and information from multiple courses/resources--in order to create a solution for a specific patient situation or problem. This is what the work environment expects of a PTA. Each situation and patient is different and requires individualized problem solving and competent quick clinical decision making skills. You will be repeatedly required to demonstrate skills and abilities which will incorporate previous learned skills. You cannot memorize the material and be successful; you must learn and completely integrate and understand the information so that you may provide safe quality interventions to patients.

Your faculty at Montgomery County Community College will be teaching you the basics of patient care and treatment in physical therapy. The field is constantly evolving as clinical research provides new treatment ideas and techniques to practicing clinicians. Hopefully, you will continue your education beyond graduation through professional development activities, including continuing education courses, ongoing membership in the American Physical Therapy Association, and regular review of the advances in evidence-based practice.

This Student Handbook serves as an orientation to the Program and identifies your responsibilities as a student in the PTA Program. It provides guidelines, policies, and procedures that a Physical Therapist Assistant student at Montgomery County Community College is expected to follow. You will also receive a Clinical Education Handbook describing the policies and procedures for your clinical education experiences. The information in the Clinical Education Handbook is intended to supplement those that are stated in the Montgomery County Community

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 lives of others. We wish you success in attaining your goals.

Sincerely,

The PTA Faculty
Montgomery County Community College

Montgomery County Community College
Physical Therapist Assistant Program

Physical Therapist Assistant Student Handbook

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Preface

Welcome to the world of physical therapist assisting and the many opportunities this field provides.

As a distinct career program on this campus, there are many special opportunities provided to meet your individual needs. The purpose of this Handbook is to give you information about the Physical Therapist Assistant (PTA) Program. Please keep it for present and future reference.

Suggestions for additions and changes are welcomed and should be brought to the attention of Program Director.

Modifications sometimes occur in the Physical Therapist Assistant Program. The Physical Therapist Assistant Program Director will provide updates as needed.

Nondiscrimination and Equal Opportunity Statement

The Physical Therapist Assistant Program subscribes to the College's policies on equal opportunity for all individuals as well as specific policies regarding individuals with communicable diseases. The Equal Opportunity Statement can be found at <https://www.mc3.edu/employment-opportunities/equal-opportunity-statement>

Montgomery County Community College is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, color, sex, religion, ancestry, national origin, age, applicable disability, or sexual orientation in its educational programs, activities, admissions, or employment practices as required by Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and other applicable statutes. Inquiries concerning Title IX and or 504 compliance should be referred to the Director of Equity and Diversity Initiatives, 340 DeKalb Pike, Blue Bell, PA 19422, (215) 619-7413 V/TTY. Central Campus students seeking information regarding services for students with disabilities should contact the Director of Services for Students with Disabilities at 340 DeKalb Pike, Blue Bell, PA 19422, (215) 641-6575 V/TTY. West Campus students should contact the Coordinator of Disability Services at 101 College Drive, Pottstown, PA 19464, (610) 718-1853 V/TTY. <https://www.mc3.edu/about-mccc/policies-and-procedures/students-with-disabilities>

Accreditation Status

Graduation from a Physical Therapist Assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

The Physical Therapist Assistant Program at Montgomery County Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, Virginia 22305; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 215-619-7361 or email rcullen@mc3.edu.

CAPTE is the only recognized organization providing accreditation for Physical Therapist Assistant and Physical Therapist Programs in the United States. Program accreditation provides students, graduates and employers with information pertaining to the program's skill, knowledge,

value, and competency. These are the goals the program intends to impart to the student, which are necessary to perform the range of professional responsibilities expected by employers across the nation.

If a student wishes to file a complaint or discuss a concern about the program with CAPTE, they may do so by following the directions at this link: www.capteonline.org/complaints.

Graduation from an accredited program also provides the capability to apply for licensure in each of the states. By requiring programs to meet specific criteria and standards for accreditation, students have access to the best curriculum available in their field. Upon completion of the boards, they will have the foundational knowledge to continue to develop as professionals within the physical therapy field.

Accreditation of educational programs assures patients that students, who perform procedures, have appropriate supervision during the educational process. It also indicates that graduates will have met the minimum level of competency as defined nationally by the profession. Through the process of programmatic accreditation and program review, educators are assured that their educational programs are remaining current with the profession and with standards developed through national consensus.

ASSOCIATE IN APPLIED SCIENCE DEGREE (A.A.S.) IN PHYSICAL THERAPIST ASSISTING

Purpose

The Physical Therapist Assistant Program provides a quality, comprehensive program of study that prepares ethical, competent entry-level Physical Therapist Assistants (PTAs), who provide evidence-based interventions. This is accomplished through a supportive learning environment that integrates sequential instruction and full-time practical clinical experiences.

Graduates are prepared to take the Physical Therapist Assistant National Physical Therapy Examination for State licensure/ certification and to demonstrate values-based behavior while effectively and efficiently assisting Physical Therapists serving the diverse population of Montgomery County and surrounding communities. PTAs work under the direction and supervision of a Physical Therapist and are employed in such settings as hospitals, nursing homes, home health agencies, rehabilitation centers, school systems, sports medicine facilities, and private practices.

FSBPT®
Federation of State Boards of Physical Therapy
124 West Street South, Third Floor
Alexandria, VA 22314
PHONE 703-299-3100
FAX 703-299-3110
<https://www.fsbpt.org>

Program Outcomes

Upon program completion, the graduate will be able to:

1. Demonstrate proficient entry-level knowledge and skills in safely, effectively and efficiently implementing a physical therapist-established comprehensive plan of care.
2. Adhere to the legal, ethical and professional regulations and standards that determine the scope of practice of physical therapy and perform physical therapy duties within the PTA's scope of practice.
3. Communicate effectively with sensitivity and awareness of individual differences with patients, families, colleague and other healthcare providers.
4. Exhibit observable behaviors that indicate a commitment to PTA values-based behaviors.

The Program Operational Goals are that the PTA Program will:

1. Maintain high quality educational experiences based in contemporary practice.
2. Recruit and retain qualified faculty capable of providing excellent instruction across the curriculum.
3. Maintain teaching facilities of adequate space and with access to equipment needed to provide high-quality learning experiences.
4. Recruit, accept and graduate qualified students who reflect the demographic diversity of the College's population.
5. Prepare licensed entry-level Physical Therapist Assistants who meet or exceed stated Program level learning outcomes.

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:

- Standards of Ethical Conduct for the Physical Therapist Assistant. (Appendix A)
- Core Values for the PT and PTA. (Appendix B)
- APTA Value's Based Behaviors for the Physical Therapist Assistant. (Appendix C)

For more information on the profession of physical therapy, the role of the Physical Therapist Assistant, and student membership please visit www.apta.org.

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 requires successful completion of the Pre-Technical Phase and acceptance into this highly specialized and competitive full-time clinical phase.

PRE-TECHNICAL PHASE

FIRST SEMESTER (Summer 2021 or before)	CREDITS
BIO 131 Human Anatomy and Physiology I (first 6 weeks)	4
ENG 101 English Composition I	3
BIO 132 Human Anatomy and Physiology II (second 6 weeks)	4
MAT 106 Math Applications (second 6 weeks)	3
	TOTAL: 14 credits

SECOND SEMESTER (Fall 2021 or before)	
PHY 115 Technical Physics	4
PSY 206 Human Development – A Life-Span Approach	3
ESW 222 Applied Kinesiology (Fall only)	3
ESW 224 Exercise Physiology (Fall only)	4
THA 105 Introduction to Acting I: Improvisation and Fundamentals	3
	TOTAL: 17 credits

TECHNICAL PHASE

THIRD SEMESTER (Spring 2022)	
PTA 100 Fundamentals of Physical Therapist Assisting and Data Collection	4
PTA 110 Therapeutic Modalities in Physical Therapy	4
PTA 125 Therapeutic Interventions	4
	TOTAL: 12 credits

FOURTH SEMESTER (Summer 2022)	
PTA 200 Pathology and Rehabilitation of Orthopedic Conditions Across the Life Span and Continuum of Care	5
PTA 201 Physical Therapist Assistant Roles, Relationships and Responsibilities – Seminar I	2
PTA 220 Pathology and Rehabilitation of Special Populations and Conditions Across the Life Span and Continuum of Care	5
	TOTAL: 12 credits

FIFTH SEMESTER (Fall 2022)	
PTA 221 Clinical Education I (first 7 weeks)	2
PTA 202 Physical Therapist Assistant Roles, Relationships and Responsibilities – Seminar II (first 7 weeks)	1
PTA 210 Pathology and Rehabilitation of Neurological Conditions Across the Life Span and Continuum of Care (second 7 weeks)	6
	TOTAL: 9 credits

SIXTH SEMESTER (Spring 2023)	
PTA 222 Clinical Education II (first 7 weeks)	2
PTA 203 Physical Therapist Assistant Roles, Relationships and Responsibilities – Seminar III (first 7 weeks)	1
PTA 223 Clinical Education III (second 7 weeks)	2
PTA 204 Physical Therapist Assistant Roles, Relationships and Responsibilities – Seminar IV (first 7 weeks)	1
	TOTAL: 6 credits
TOTAL SEMESTER CREDIT HOURS.....	70

Physical Therapist Assistant Program Overview

- The Pre-Technical Phase of the Physical Therapist Assistant Program may be completed on a full- or part-time basis.
- The Technical Phase of the Physical Therapist Assistant Program **MUST** be completed on a full-time basis.
- Courses required in the Technical Phase of the Physical Therapist Assistant curriculum (see Sequence of Courses) are taught one time per year.
- **ONE** class is admitted each academic year (**starts in the spring session; concludes at the end of the following spring semester**).
- A maximum of 20 students will be admitted with each cohort
- Admission for the Physical Therapist Assistant Program is highly competitive, and completion of minimum requirements does not guarantee admittance to the Program. After submitting the College application, applicants are advised to take courses required in the first two semesters of the Pre-Technical Phase (see Sequence of Courses) prior to submitting the Petition for Admission to the Technical Phase of the Physical Therapist Assistant Program. The Petition for Admission demonstrates the applicant's attainment of the Physical Therapist Assistant Program Special Admission Requirements and courses in the first two semesters of the Pre-Technical Phase. The student must have completed ALL courses with a grade of "C" or higher in the Pre-Technical Phase prior to the starting courses in the Technical Phase.

Admission to the Technical Phase of the Physical Therapist Assistant Program is based on a point system and ranking procedure. Points are awarded based on final grades of the required PTA Pre-Technical courses and on several factors, listed on page six of the "Petition Information Packet" posted on the Physical Therapist Assistant Program web site. A Total Point Score is derived for each applicant and used in ranking applicants who submit a completed Petition for Admission for a given admission cycle. The website <http://www.mc3.edu/academics/areas-of-study/health-sciences/physical-therapist-assistant> provides a link to the Physical Therapist Assistant Admission packet and more detailed admission guidelines and procedures. To learn more about the Physical Therapist Assistant Program, call Donette Stewart 215-641-6577 (Central Campus) or Margaret Rissmiller, 610-718-1997 (West Campus).

Enrollment into the Technical Phase of the PTA program is conditioned on successful completion of all the Pre-Technical Phase courses prior to the start of the Technical Phase courses. Due to class size limitations, the College does not guarantee acceptance into or continuous enrollment between the Pre-Technical Phase and Technical Phase courses

Progression in the Physical Therapist Assistant Program

Students have a total of eight semesters to complete the Technical Phase of the PTA Program from the initial date of program entry. Students have two attempts at any one of the PTA courses. An attempt is considered a: less than passing grade, I, W, WEX Should a student need to repeat a course, they will be considered dismissed from the program.

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 course / Program.
- Identifies specific strategies that will be utilized to remediate (if applicable) until the time the student returns to the PTA Program.
- Identifies specific strategies and resources the student will utilize once he or she returns to the PTA Program to facilitate success.

If the student re-enters the program, the student must retake all previous skill checks from all courses that have a lab component in the Technical Phase of the PTA Program (PTA 100, PTA 110, PTA 125, PTA 200, PTA 210, and PTA 220).

Readmission into the Program:

If a student should have a second course failure or need to withdraw a second time, or need to repeat a second PTA course, he/she is removed from the Program and must apply for readmission into the Program if desired. If accepted, the student must repeat all courses in the Technical Phase of the PTA Program.

Graduation Requirements:

Candidates for the A.A.S. degree in Physical Therapist Assisting may progress within the Program and be eligible to take the National Physical Therapy Examination (NPTE) and obtain licensure in Physical Therapist Assisting if the following requirements have been met:

- Minimum grade of “C” in all Physical Therapist Assistant courses
- Complete and pass each sequence in the Physical Therapist Assistant Program curriculum as identified under the Program of Study
- Successfully complete the Technical Phase of Physical Therapist Assistant Program within eight semesters of the date of the matriculation into the Program.
- Complete the final clinical education course (PTA 223 Clinical Education III), obtaining a 14/14 criteria on the Clinical Performance Instrument rated by the clinical instructor at a minimum of “Entry level” level of performance.
- Achievement of “entry level” performance for all 10 items on the Professional Behaviors Tool

Advisory Committee

The PTA Program Advisory Committee is composed of representatives from health care agencies and interested citizens having specific knowledge and expertise in the field of physical therapy. The Advisory Committee will meet a minimum of twice a year to provide feedback to faculty on topics related to program development. This assistance is invaluable as the College establishes and develops educational activities that respond to changes in technology and practice, while providing a vital link between the community and the College. For more information, see Board of Trustees Policy 3.8: Academic Program Advisory Committee.

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

applicants who submit a completed online Petition for Admission during the established time frame, the month of November for January Technical Phase cohort acceptance.

- H. Due to class size limitations, the College does not guarantee acceptance into or continuous enrollment between the Pre-Technical Phase and Technical Phase courses.
- I. In order to maintain the planned class size of 20 students, a wait list of alternate admits will be identified in rank order and admitted should all 20 seats in the Technical Phase not be filled by the start of the summer semester. At least 4 alternates will be identified each admission cycle.
- J. In order to prevent over enrollment, when the Program anticipates an approved re-entry of a student during an admission cycle, a slot will be reserved for that student.

The Program accepts transfer of credits following the College guidelines outlined in the Course Catalog for: BIO 131; BIO 132;ENG 101; MAT 106A; PHY 115;PSY 206; THA 105; ESW 222; and ESW 224.

Student Records Policy

I. Purpose

To describe how the Physical Therapist Assistant Program complies with the Family Educational Rights and Privacy Act (FERPA) of 1974.

II. Policy/Procedure

- A. At the time of admission to the Physical Therapist Assistant Program two student files are developed and maintained in the Physical Therapist Assistant Office. These files are an academic file and a private personal file. The private personal file will include pertinent student contact information (address, phone numbers, email addresses) and emergency contact information (two phone numbers of two separate emergency contacts).
- B. The student has the right to review these records upon written request to the Program Director. Within seven days of this request the Director or appointee will meet with the student for the requested review of records.
- C. Access to the student's files will be granted to the following without the written consent of the student:
 - a. College employees with a legitimate educational interest.
 - b. Government officials who need-to-know to carry out lawful functions.
 - c. Auditors hired by the institution.
 - d. Persons who need-to-know in cases of health or safety emergencies.
- D. Access to the student's files will be granted to the following with the written consent of the student:
 - a. Sponsors of financial aid to the student.
 - b. Other schools to which a student is applying or transferring.

- 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

- a. Students submit evidence of a Child Abuse History Clearance, Pennsylvania Criminal Record Check, and FBI Criminal History Background Check through Castlebranch. All current fees prevail.
- b. The Child Abuse History Clearance -
 - i. The student will complete a Pennsylvania Child Abuse History Clearance application via: <https://www.compass.state.pa.us/cwis/public/home>
 - ii. Use "School employee not governed by the Public School" Code for Purpose of Certification.
 - iii. Submit the Child Abuse History Clearance report to Castlebranch

A positive Child Abuse History Clearance report will exclude a student from participation in the clinical component of a Health Program at Montgomery County Community College regardless of when the offense occurred.

- c. The Pennsylvania Criminal Record Check -
 - i. The student will complete a Pennsylvania State Police Request for Criminal Record Check via: <https://epatch.state.pa.us>.
 - ii. You must use either "Employment" or "Other" for reason for request.

- 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 (paid at the Finger Print Site. To start the process go to: <https://uenroll.identogo.com/>. (844-321-2101). Additional instructions to be provided as needed.
 - iv. The original Department of Human Services report and any attachments must be submitted to Castlebranch.
- e. The Pennsylvania Older Adults Protective Services Act identifies offenses that make a person ineligible for employment as a Health Care Provider. A Criminal Record check and/or a FBI Criminal History Background Check that discloses these offenses, regardless of the date, will prohibit a student from participating in the clinical education component of the Physical Therapist Assistant Program at Montgomery County Community College.
- f. You will be denied participation in any clinical education course(s) and/or clinical based learning opportunities, thus immediately withdrawing you from the program, if have any of the following:
 - i. A history of a prohibitive offense(s) as identified in the Pennsylvania Older Adults Protective Services Act on your Criminal Record Check and/or FBI Criminal History Background Check
 - ii. A pending charge of a prohibitive offense without disposition as identified in the Pennsylvania Older Adults Protective Services Act on your Criminal Record Check and/or FBI Criminal History Background Check
 - iii. A positive Child Abuse History Clearance report or a pending charge of Child Abuse without disposition
 - iv. You are currently on probation
- g. The Child Abuse History Clearance, Pennsylvania Criminal Record and FBI Criminal History Background checks documentation must be current while the student is enrolled in the program and are required to be updated annually. The original Child Abuse History Clearance, Pennsylvania Criminal Record Check and FBI Criminal History Background Check reports should be submitted to the Castlebranch.
- h. It is the student's responsibility to immediately notify the Program Director of any events or changes in the Child Abuse History Clearance, Pennsylvania Criminal Record, and FBI Criminal History Background Check which may affect continued eligibility to participate in the clinical education component of the program.

- 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.

Health Records Policy

I. Purpose

The Health Sciences Division is committed to providing meaningful experiential learning opportunities for all students enrolled in its Health Career Programs as a means to reinforce discipline specific knowledge and assist in developing appropriate professional skills and attributes. To this end the Health Career 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 health status.

II. Policy/Procedure

- A. Students submit the appropriate Physical Form to Castlebranch. Physical Form A (see Appendix N) is completed and submitted at the beginning of the first year of study as per the Program's direction and Physical Form B is submitted each subsequent year.
- B. The Physical Form requires:
 1. Identifying Information and Health History, which is completed by the student. The Physician/Nurse Practitioner/Physician Assistant completes all other sections of the Physical Form.
 2. Results of Tuberculosis Exposure Screening or chest x-ray, or quantiFERON blood test gold or T-spot.
 3. A statement regarding ability to undertake the specified Health Career Program. A statement of limited cognitive/mental or physical activity must be followed by a detailed description.
 4. Selected immunizations. Student must have begun the Hepatitis B series of injections and provide date of inoculation(s) or a signed Declination Statement waiver. The college strongly encourages the COVID-19 vaccine. The majority of clinical sites require the COVID-19 vaccine. Not obtaining the COVID-19 vaccine may result in a delay of graduation if a clinical site cannot be obtained. At this time, most clinical sites do not honor exemptions for the COVID-19 vaccine.
 5. Urine drug screening with accompanying laboratory report. A negative finding is expected in order to be eligible for participation in the clinical component of the specified Health Career Program. A positive result requires retesting at a College designated site to ensure standardization of test results for all students. Please note clinical sites may request additional drug screens prior to clinical education courses.
- C. Submission of a completed Physical Form with accompanying laboratory reports by the required due date results in health clearance for experiential learning opportunities in the PTA Program.

- 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.

Clinical Eligibility Requirements

I. Purpose

The Physical Therapist Assistant Program is committed to providing meaningful experiential learning opportunities for all Physical Therapist Assistant students to reinforce discipline specific knowledge and assist in developing appropriate professional skills and attributes. To this end the Physical Therapist Assistant Program enters into agreements with various agencies to assist in providing student learning opportunities. These agreements require maintenance of comprehensive student records to permit eligibility for clinical experience.

II. Policy/Procedure

- A. The Physical Therapist Assistant student is required to obtain and submit to Castlebranch the following documents:
 - 1. Certification in Cardio-pulmonary Resuscitation
 - a. A copy of both sides of the signed CPR card or e-card is required for the file.
 - b. Health Care Provider course offered through the American Heart Association which provides 2 years of certification.
 - 2. Annual evidence of Professional Liability Insurance for the Physical Therapist Assistant Student
 - a. A copy of the policy Certificate of Insurance listing the terms of the coverage is required for the file. Liability coverage must be \$1 million per occurrence and \$3 million aggregate.
 - b. The Physical Therapist Assistant Program does not endorse any one insurance company for attainment of this coverage.
 - 3. Annual physical examination using the Health Sciences Division's Form A. Refer to Divisional Health Records Policy for further detail. The college strongly encourages the COVID-19 vaccine. The majority of clinical sites require the COVID-19 vaccine. Not obtaining the COVID-19 vaccine may result in a delay of graduation if a clinical site cannot be obtained. At this time, most clinical sites do not honor exemptions for the COVID-19 vaccine.
 - 4. Evidence of a Pennsylvania Criminal Record Check, FBI Criminal History Background Check and Child Abuse History Clearance must be submitted annually as outlined in the Health Sciences Division's policy.

- 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. Original health records and clearance forms must be received through Castle Branch System no earlier than May 15th and no later than May 31st OR two weeks before forms expire to allow for updating of student records. It is particularly important for students to monitor their clearances between semesters and semester breaks in order to be in compliance. Updates occurring between semesters must be received through Castle Branch System 3 weeks before the start of the semester. Failure to submit forms in this timely manner will result in clinical ineligibility and may be dismissed from the program. Students who are returning to the Physical Therapist Assistant Program as a second attempt MUST have all clinical eligibility documents up to date and submitted through Castlebranch prior to the scheduled re-registration date or your seat will be forfeited.
- D. To be eligible for the clinical education component of the Physical Therapist Assistant Program, the student is expected to be able to meet the Essential Functions and Program Specifications as described in the PTA Student Handbook. Students with disabilities may be eligible for accommodations. Please contact the Director of Services for Students with Disabilities in the Disability Services Center, College Hall 225, (215) 641-6575, for more information. At the West Campus, call 610-718-1853 to contact the Coordinator of Disability Services in the Student Success Center. A clinical education site may or may not agree to a requested accommodation.
- E. Although the College does not have a vaccine requirement in place to participate in on-campus courses and activities, we have received notification from a growing number of our clinical sites that they will be requiring the Covid Vaccine for students to participate in clinical rotations. In order for us to send students to these sites, we are required to follow their mandates. In the event that a student is unable to attend clinical due to their vaccine status, they will not be able to meet course and/or program requirements for progression.

Physical Therapist Assistant Students with Disabilities

I. Policy

Montgomery County Community College policy complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The Physical Therapist Assistant Faculty believes that accommodations should be provided for students with documented disabilities based on the Essential Functions and Program Specifications for the Physical Therapist Assistant Program.

II. Procedure/Procedure

- A. Physical Therapist Assistant faculty strongly encourage students with disabilities to inform faculty of their special needs early in the semester.

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

2. Cognitive skills – possession of sufficient intellectual-conceptual ability that includes the capacity to measure, calculate, reason, analyze, integrate and synthesize information in order to make decisions. Includes demonstration of the ability to
 - Comprehend, integrate and synthesize a large body of knowledge in a short period of time.
 - Utilize knowledge of natural, clinical, and social sciences to provide appropriate interventions in a clinical setting under the supervision of a physical therapist.
 - Gather appropriate information during patient interventions in order to make clinical decisions appropriate to the scope of practice of a physical therapist assistant (PTA).
 - Appraise information and determine appropriate measurements to be taken during the episode of care.
 - Assess the information obtained from patient/client performance measurements in order to progress patient interventions appropriately within the physical therapist established written plan of care.
 - Acknowledge limitations of knowledge and/or performance in order to provide safe, effective patient/client care.
 - Instruct therapeutic home programs as indicated by the physical therapist established plan of care utilizing a variety of instructional methods for patients/clients and/or family members.

- Self-reflect on performance to accurately assess own professional strengths and weaknesses.
 - Develop a plan to address professional areas of weakness.
3. Communication skills – use of verbal (oral and/or written) and nonverbal abilities to
- Express own ideas and feelings clearly.
 - Demonstrate willingness and ability to give and receive feedback.
 - Listen actively in order to receive and interpret oral communication.
 - Communicate effectively and sensitively in English with other students, faculty, patients, patients' families, other professionals.
 - Demonstrate interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate patient/therapist relationships.
 - Communicate clearly and audibly during interactions with classmates, faculty, patients and members of the health care team.
 - Elicit appropriate information from patients/caregivers.
 - Communicate complex findings in appropriate terms to patients/caregivers and other members of the health care team.
 - Receive, write and interpret written communication in both clinical and academic settings.
 - Read and record observations legibly, efficiently, and accurately in documents such as the patient's record, both handwritten and electronic.
 - Complete written assignments.
 - Establish rapport with client, caregivers, and colleagues.
 - Observe patients for the purpose of eliciting information, accurately describing changes in facial expression, mood, posture and other nonverbal communication.
 - Use therapeutic communication such as attending, clarifying, coaching, facilitating and touching.
4. Observation skills – functional use of vision, hearing, and other sensory modes to
- Observe audiovisual presentations, written materials, laboratory demonstrations and procedures.
 - Effectively perform auscultation/auditory evaluation inclusive of, but not limited to, lung, heart, apical pulse, blood pressure, and joint and prosthetic noises.
 - Appreciate environmental cues such as phones, paging systems, and verbal communication in a setting with competing ambient noise.
 - Appropriately take a patient's/client's subjective information.
 - Accurately observe a patients/client's activity and behavior during interventions.
 - Observe changes in patient/client status which may require modification of activity or intervention such as: color of skin, breathing regularity, heart rate, skin temperature, muscle tone, and facial expressions.
 - Accurately monitor dials, displays, and equipment used in treatment of patients including exercise equipment and electrical modalities.
 - Appreciate tactile feedback related to safe and accurate application of procedures such as palpation and manual muscle testing.
 - Read information from equipment and patient charts.

5. Physical and emotional health – excellent physical and emotional health and maintenance of personal hygiene and appearance as demonstrated by the ability to
 - Perform the skills mentioned in the other sections of this document.
 - Avoid jeopardizing the health and safety of others with whom one interacts.
 - Avoid offending others with whom one interacts.
 - Develop rapport with patients/clients, caregivers, classmates, faculty and other health care professionals.
 - 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
 - Assume and maintain a variety of positions, including but not limited to sitting and standing, squatting, kneeling, reaching, walking, stair climbing, and movement of the trunk and neck in all directions.
 - Perform manual material handling and manipulation of objects of various sizes and weights including lifting and transferring patients/clients, guarding patients/clients during gait training on level and uneven surfaces/ramps/stairs, pushing and pulling to provide resistance, and assisting in maneuvering patients/clients.
 - i. Safely lift up to 50 lbs. independently
 - ii. Safely lift up to 200 lbs. with assistance
 - iii. Safely push and pull up to 200 lbs. occasionally.
 - Utilize strong bilateral grasp during joint mobilization/manipulation and manually resisted exercise.
 - Utilize bilateral fine motor control to manipulate testing instruments, equipment, writing instruments, and computers.
 - Manually palpate various body structures during measurement and intervention procedures.
 - Balance self and provide support and balance to patients/clients on a variety of surfaces.
 - Perform a variety of endurance activities for up to 8-12 hours with occasional rest breaks. These include the ability to:
 - i. Sit for two to 10 hours daily, stand for one to eight hours daily, and walk or travel for two hours to eight hours daily
 - ii. Frequently lift 10 lbs. and occasionally lift weights between one and 50 lbs.
 - iii. Occasionally carry up to 25 lbs. while walking up to 50 ft.
 - iv. Frequently exert up to 75 lbs. of push/pull forces for up to 50 ft., and occasionally exert 200 lbs. for this distance.
 - v. Frequently turn, bend, stoop and squat.
 - vi. Occasionally crawl, reach above shoulder level and kneel.
 - vii. Frequently change position and location at speeds that permit safe handling of patients/clients.
 - viii. Frequently stand and walk while providing support to a patient/client with a disability.
 - ix. Continuously use hands repetitively with a firm grasp and manual dexterity skills.
 - x. Frequently coordinate verbal and manual activities with gross motor activities.

- Respond quickly to emergency situations by lifting/pushing/pulling patients/clients and applying force to perform CPR and assist with transporting patients/clients.

Testing Policy

I. Purpose

The purpose of testing is to evaluate the student's mastery of the course content. The number of tests (exams and/or quizzes) in a course and the number of questions on each test should allow the student the opportunity to demonstrate knowledge of the material covered. Students are informed verbally and in written form (via the course syllabus) at the beginning of each course of the number of tests within that course.

II. Policy/Procedure

- A. Tests may be given as often as deemed necessary by the instructor. Each course has a cumulative final exam.
- B. Test time will allow, at a minimum, one minute per multiple choice question. Reasonable time will be permitted for open ended questions.
- C. In the event that a student cannot be present at the time of a scheduled test, it is the responsibility of the student to contact the course instructor prior to the beginning of the test. The student is also responsible for contacting the course instructor within 24 hours to schedule a make-up. Tests must be taken within two calendar days of the original test date. Five points will be deducted from the test score for each day past two days. Extenuating circumstances will be handled on an individual basis.
- D. Only one make-up test will be allowed per course. Extenuating circumstances will be handled on an individual basis.

Grading Policy

I. Purpose

It is the belief of the Physical Therapist Assistant Faculty that a regular process of ongoing evaluation enables the student to assess progress toward attainment of course objectives. Classroom, laboratory, and clinical experiences are chosen and structured to assist the student in meeting the objectives of each course. Evaluation of student performance includes written examinations, quizzes, lab practical examinations, skill checks, and other assignments.

II. Policy/Procedure

A. Grading

1. The Physical Therapist Assistant Program's policy is defined by a numerical rating system as follows:
 - A = 93 - 100%
 - A- = 91 - 92%

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 the next Physical Therapist Assistant course. Grades will not be rounded.
3. A course in which a grade less than "C" (75.0%) is earned may be repeated ONE time, pending re-entry to the Program.
4. A student who receives a grade less than "C" (75.0%) on any tested material will receive a progress notice (Appendix G) and will be given the opportunity to take a remediation exam based on their performance on the initial exam. If the student obtains a "75.0%" or higher on the remediation exam, the grade on the initial exam will be changed to a "75.0%"; if the student obtains less than a "75.0%" but obtains a higher grade on the remediation exam, the grade on the initial exam will be changed to the higher of the two grades. A remediation exam for the cumulative final exam will not be offered.

B. Written Assignments

1. All written assignments will be completed as directed and handed in on time. NOTE: Written assignments, unless otherwise noted as a group assignment, are expected to be completed individually.
2. Any assignments that are handed in late will be subject to a 10% reduction from the assignment grade PER DAY the assignment is late.
3. In the case of an emergency, at the discretion of the instructor, an extension may be granted as long as the student notifies the instructor PRIOR to the due date of the assignment.
4. Pre-submission review of all assignments is only allowed if noted in syllabus.

C. Behavioral Competencies

1. Each student will complete a self-assessment of their behaviors twice during the semester for each clinical course (PTA 100, PTA 110, PTA 125, PTA 200, PTA 210, and PTA 220), using the Behavioral Competency Self-Assessment. (See Appendix M)
2. The faculty member will also assess the student's behaviors twice during the semester (and this assessment may include data from: peer assessments and faculty observations).

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" or "rarely" OR 50% (11 or more/22) or more of the criteria noted as "occasionally" must meet with the PTA Program Director and a behavioral contract will be generated. See Appendix K.
 - e. A student who is non-compliant with the criteria of the behavioral contract will earn a failing grade in the course or which the behavioral contract is written. The behavioral contract will state that the student must reach the
 - f. A violation of the student code of conduct may result in immediate dismissal from the PTA Program.

D. Lab Practical Examinations

1. In order to complete a Physical Therapist Assistant course successfully, the student must achieve a minimum grade of 75% in the course's lab practical exams in the time allotted, including passing all critical safety elements and critical elements. Critical safety elements are components that ensure safety for the clinician and the patient. Critical elements are components that are necessary for patient care. In addition, if the student does not perform any component of the treatment session in a safe manner, it is an automatic failure

2. Any student who fails the lab practical exam will be given one opportunity to re-take the exam. All lab practical exam retakes will be videotaped to allow for a thorough review of the student performance. Permission for videotaping will be obtained prior to the retake. A passing performance on the retake will result in a grade of 75% for the practical exam.

3. Any student who fails the second attempt at the lab practical exam will fail the course. The student will earn an overall course grade of a D (or the actual course average grade, whichever is lower).

4. Any student who is not present within 10 minutes of the scheduled start time for his/her practical exam will be considered a no show and the student waives the right to complete a first practical attempt. This student will be scheduled on the practical retake day at the discretion of the instructor and the maximum earned grade will be a 75%. This student will not be eligible for a retake if he/she does not successfully pass the practical

exam at this time. Extenuating circumstances will be considered and the ability to complete a retake is at the discretion of the instructor.

5. Lab Practical Remediation- If a student does not successfully pass the lab practical examination, the student must attend a mandatory remediation open lab or the student will fail the lab practical examination and the course.

6. See the Lab Practical manual for complete detail.

E. Skill Checks

1. Students are expected to complete all skill checks as listed in each clinical course (PTA 100, PTA 110, PTA 125, PTA 200, PTA 210, PTA 220) syllabi throughout the semester.
2. The skill check schedule will be posted during the first week of class. Grading rubrics for each skill check will be provided prior to testing.
3. The student must receive a passing grade per the grading rubric AND pass ALL CRITICAL SAFETY ELEMENTS and COMPETENCY ELEMENTS in order to pass the skill check.
4. The student is permitted 3 attempts at passing each skill check.
5. ALL skill checks must be passed in order to take the final lab practical exam.
6. Remediation may be required, as determined on an individual basis, depending on the reason for the failure. Please refer to the Remediation Form in Appendix D.
7. See the skill checks manual for complete detail.

F. Appeal Processes

1. Students wishing to appeal a final grade are referred to the College's "Grade Appeal" policy <https://www.mc3.edu/about-mccc/policies-and-procedures/grade-appeal> for information.
2. Students who wish to appeal a charge of Academic Dishonesty are referred to the College's Student Academic Code of Ethics: Appeal Process policy found at <http://www.mc3.edu/aboutus/policies/aa-3/ethics.aspx>.

Professional Behaviors

I. Purpose

Professional behavior by students is expected at all times. Students are expected to follow professional standards when in the classroom, laboratory and clinical settings.

II. Policy/Procedure

- A. Ten specific “Professional Behaviors” are assessed throughout the PTA Program curriculum. See Professional Behaviors Assessment Tool. (Appendix L)
- B. PTA program faculty will assess the Professional Behaviors once per semester with students also performing a self-assessment once per semester.
- C. Expected Professional Behavior levels are:
 - i. End of the first Spring Semester: All Professional Behaviors are at least beginning level
 - ii. End of the Summer Semester: All Professional Behaviors are at least intermediate level
 - iii. End of the second Spring Semester: All Professional Behaviors are at entry level
- D. Faculty will provide both oral and written feedback regarding professional behaviors each semester. Copies of this feedback will be placed in the student’s file.
- E. Students are expected to change unsatisfactory behaviors after receiving feedback from faculty, and faculty will discuss any concerns about professionalism as soon as concerns arise.
- F. If a student is not demonstrating professional behaviors at an appropriate level at the end of each semester, students must meet with the PTA Program Director and a behavioral contract will be generated. See Appendix L.

Readiness for Clinical Education

The Program Director and Academic Coordinator of Clinical Education (ACCE), in consultation with other PTA program faculty members, will assess each student’s readiness prior to each clinical experience. The student will either be placed or not be placed in the clinic based on this assessment. Considerations will include, but not be limited to the following areas:

1. Skill competency demonstrated on successfully passing all skill checks and lab practical exams
2. Meeting the program’s “Professional Behaviors” expectations
3. Clinical evaluations and performance from completed experiences
4. Receiving a passing grade for all program coursework

Due Process

I. Purpose

The student has the right to due process in all decisions made by the faculty concerning his/her education at Montgomery County Community College. This most often takes the form of appeals regarding an exam grade, a course grade, or dismissals from clinical education, classroom, or laboratory settings. The faculty supports the student’s right to due process and believes that problem identification and resolution must begin at the faculty level before activating the Montgomery County Community College Appeal policy.

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 "Resolution of Student Concerns", pages 54 - 56, Student Handbook.
See <https://www.mc3.edu/resources-for/assets/students/docs/student-handbook.pdf>

Impaired Student Performance in the Laboratory and/or Clinical Setting Policy

I. Purpose

The Division of Health Sciences is committed to providing safe and meaningful learning experiences for students and so must provide for the safe and effective care of clients by students in the laboratory and/or clinical education setting. The presence or use of substances, lawful or otherwise, which interferes with the judgment or motor coordination of HS division student in the laboratory or clinical education setting results in unacceptable risk for clients, colleagues, the College and the healthcare agency. Illegal or unauthorized manufacture, sale, possession or use of alcoholic beverages and/or controlled substances by students while engaged in any part of educational experiences poses an unacceptable risk for clients, colleagues, the College and the healthcare agency and is strictly prohibited. Any behavior resulting in the impairment of the student's judgment or motor coordination resulting from unmanaged medical conditions is also included under the terms of this policy.

II. Policy/Procedure

- A. On Campus: Didactic

Students are expected to adhere to the College's Student Code of Conduct (<http://www.mc3.edu/component/content/article/93-about-us/policies/sa-4/125-student-code-of-conduct>) the rules and regulations of the Pennsylvania State Board of Physical Therapy and the ethical standards of relevant professional organizations. Violation of the College's Student Code of Conduct will follow the procedure as stated in the document. In addition, the Division Dean will be notified and at her/his discretion, further action may then be taken.

B. On and Off Campus: Laboratory/Clinical

1. The student will be immediately dismissed from the clinical setting if there is a reasonable suspicion of impaired performance and placed on probationary status. (Reasonable suspicion will include but not be limited to observations based on the items set forth therein: Slurred speech, incoordination; unsteady gait; drowsiness; impaired judgment, attention, memory or social function; irritability; paranoia; belligerence; euphoria; dilated or constricted pupils.) If necessary, in order to assure safety for the student in his/her immediate egress from the laboratory or clinical setting, the student's Emergency Contact Person will be notified to come and pick up the student; the student will be required to remain at the site, but away from client contact, until said Emergency Contact Person arrives whether on or off the College campus.
2. The clinical faculty will complete the College's ACCIDENT/ILLNESS/INJURY form and submit it to the Program Director (copy) and Director of Public Safety (original).
3. The student will not be permitted back into the laboratory/clinical setting until the following have been met:
 - i. The student is required to meet with Program Director or designee.
 - ii. The student will be referred to appropriate support services by the Program Director or designee.
 - iii. The Program Director or designee reserves the right to require assessments as appropriate and/or verification of ongoing treatment of identified substance abuse or medical condition which has caused impaired student performance. Said assessment and/or verification must be obtained from the student's Primary Care Practitioner and/or appropriate professional expert at the student's expense.
4. An incident of impaired behavior may result in program dismissal/removal.

C. This policy shall not limit or be in lieu of any other College discipline in accordance with all other College policies governing student behavior and conduct.

Progress Notice

I. Purpose

The Physical Therapist Assistant faculty is committed to the academic success of every student and therefore monitors students' grades and issues progress notices when

appropriate. The Progress Notice serves students as part of an ongoing evaluation process and enables students to evaluate their academic status.

II. Policy/Procedure

1. Students achieving a grade of less than 75% on tested material are identified by faculty and will receive a written Progress Notice.
2. A copy of the Progress Notice is retained by the student, and a copy is placed in the student's file.
3. The Progress Notice (Appendix G) is signed by both the faculty and student and acknowledges awareness of the student's unsatisfactory academic or clinical performance and expectation regarding use of the College support services.

Attendance

I. Purpose

Attendance and punctuality are behaviors integral to the professional Physical Therapist Assistant role. The Physical Therapist Assistant faculty expects student attendance and participation in classroom and laboratory activities as a means to promote excellence in Physical Therapist Assistant practice. It is mandatory that students will attend all lectures and labs.

II. Policy/Procedure

A. Excused Absences

- i. It is the student's responsibility to notify the course instructor about an absence before class, or as soon as possible in the event of an emergency situation.
- ii. It is at the discretion of the faculty to determine if the absence is excused. The student may be required to provide authorization by a healthcare provider.
- iii. The student will be given a written warning after five days of absence in a course.

B. Unexcused Absences

- i. The first unexcused absence is not penalized and the student will be given a written warning.
- ii. All other unexcused absences will result in a 2 percentage point reduction from the final course grade.
- iii. Lateness or leaving class before it is over THREE times will count as an unexcused absence.

- C. The student is responsible for making up all missed assignments, exams, and/or skill checks. All students must comply with the grading policy.

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 be worn.
- B. The student must be clearly identified as being a "Student Physical Therapist Assistant" by wearing the identification badge provided.
- C. Clean, professional-looking shoes designed for safety and support are required. Shoes must meet the requirement of the clinical education site.
- D. Uniform should allow for freedom of movement necessary to complete all duties of the Physical Therapist Assistant. Appropriate undergarments are expected and should not be exposed.
- E. A white or gray tee shirt or turtleneck may be worn under the polo shirt.
- F. Nails are to be trimmed short to avoid scratching or injury to the patient. Acrylic nails and tips are not permitted. Make-up should be used with discretion and minimally applied.
- G. The only type of ring permitted is a plain band. Small stud earrings may be worn in the earlobe. No ear gauges, piercings other than the ear lobe, or visible tattoos are permitted while in uniform. A watch with a second hand and a stethoscope are required. Watches must be a professional style.
- H. Hair must be clean and neatly arranged with no extremes of style or color. Long hair must be tied back in such a way that it will not cause contamination. Short hair should be neat and not falling in the face. If a clinical education site has a Hair policy more restrictive than that of the PTA Program, students will adhere to the more restrictive code.
- I. Men must be clean shaven and/or beards and mustaches neatly kept and trimmed.
- J. Odors are offensive and can be a health hazard; no perfume, cologne or aftershave is permitted. Noxious odors resulting from poor dental hygiene, body odor and cigarette smoke will not be tolerated.

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 Student

1. The student uniform of the Physical Therapist Assistant Program is not to be worn while working for hire at any time or any place.
2. The student who is employed by any health agency as a Physical Therapy Aide may perform only those functions which the agency defines in its policies for such personnel.
3. In accordance with the Pennsylvania State Practice Act, a Physical Therapist Assistant student employed by a health agency may not perform the duties of a licensed Physical Therapist Assistant. The College is neither responsible nor liable for the student during employment hours.

Physical Therapist Assistant Laboratory Rules

I. Purpose

The Physical Therapist Assistant (PTA) Laboratory supports and complements the clinical aspects of the PTA Curriculum.

II. Policy

- A. Each PTA clinical course within the curriculum utilizes the PTA Laboratory to prepare students for clinical education experiences. In addition, all clinical PTA courses require each student to complete skill checks in specific areas, which relate to content taught within the course.
- B. The PTA Laboratory also provides Physical Therapist Assistant students opportunities for independent practice and skill review; small group and one-on-one instruction; and various workshops and reviews in support of the Program's classroom presentations.
- C. In the PTA Lab, it is mandatory that students practice on each other, participating as both the "patient" and as the "clinician." This requires frequent tactile contact between participants. Refusal or inability to participate within the student lab may

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. Incidents of the sort will be cause for immediate dismissal from the PTA laboratory and may result in failure of the course. The PTA program adheres to the Student Code of Conduct policies outlined in the Montgomery County Community College Catalog, including policies regarding Sexual Harassment and Sexual Assault.
- E. All equipment in the PTA laboratory will be calibrated annually. A list of all department equipment and pertinent manuals will be housed in the office of the Program Director and accessible to PTA faculty and students. Any equipment found to be faulty by students or faculty will be immediately removed from the lab area until it is repaired. The emergency procedures and safety data sheet binder regarding the storage and use of hazardous materials will be kept in the PTA laboratory and readily accessible to students and faculty.
- F. Designated equipment may be loaned out to students for practice at home. All equipment must be signed in and out with an instructor using the equipment tracking form in the lab.
- G. All students must complete the informed consent form "Student to Act As Simulated Patient". (Appendix F)
- H. Students are to abide by the follow laboratory rules at all times. Failure to do so may result in dismissal from the Program.

RULES FOR STUDENT USE OF THE PTA LABORATORY

NOTE: Students MUST be supervised by a faculty member when in the lab at all times

1. No food is permitted in the lab. All beverages must be in closed containers to prevent spills.
2. Use clean linens and pillow cases each time a mat or plinth is used.
3. No writing on the mats or plinths without use of a clipboard
4. Lab clothes, that should allow students freedom to move without indecent exposure, must be worn at all times. The following are examples of clothing that are considered inappropriate: halter tops (with the exception of modalities labs), midriff tops, low cut shirts or blouses.
5. Stop and ask an instructor before proceeding if you are unsure of what you need to be doing.

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 'UNSAFE – DO NOT USE' sign.
12. All students must practice proper hand washing technique/hand hygiene while participating in lab sessions. Non-latex gloves are available for those with latex allergy.
13. Clean up of all dirty linens must be completed at the end of lab.
14. Standard precautions must be used at all times.

*** Working together, we can create a positive learning environment that is safe and conducive to practicing the professional role of a Physical Therapist Assistant. Inappropriate and unsafe behavior in the PTA Laboratory will NOT be tolerated. ***

OPEN LAB TIME RULES

Each clinical course will have regularly scheduled open lab times; refer to syllabi for details. The purpose of open lab is for practice of clinical skills under the supervision of faculty. The open labs are optional for students; although it is highly recommended that students attend these sessions to improve performance in clinical skills.

1. A faculty member must be in the lab during open lab times
2. All students must sign in and out
3. All lab rules apply during open lab times

Communication

I. Purpose

The Physical Therapist Assistant Program maintains adequate line of communication with students.

II. Policy/Procedure

- A. 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 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 – three hours of blood-borne exposure to obtain baseline testing for blood-borne pathogens (i.e. HBV, HCV, HIV, etc.), determination of level of risk exposure and treatment, if indicated.
- C. On Campus Incidents
 - 1. Employees
 - i. Employees are to go to the College's designated worker injury healthcare provider during regular business hours.
 - ii. If incident occurs after normal business hours, employee goes to nearest local hospital Emergency Department.
 - 2. Students in Credit and Non-Credit Health Career Programs
 - i. Are strongly encouraged to carry health insurance coverage.
 - ii. Are responsible for all medical costs related to evaluation, testing, treatment, and follow-up care involving a blood-borne exposure incident.
 - iii. Should seek medical evaluation from personal healthcare provider, local Emergency Department or other medical facility such as an urgent care center within two – three hours of exposure to obtain baseline testing for blood-borne pathogens (i.e. HBV, HCV, HIV, etc.), determination of level of risk exposure and treatment, if indicated.
- D. Off Campus and Contract Sites
 - 1. Employees
 - i. Implement first aid measures as previously described.
 - ii. Notify immediate supervisor by phone or email.
 - iii. Contact Public Safety. Provide initial information about incident (formal report to follow within 24 – 48 hours).
 - iv. Seek medical evaluation within two – three hours of blood-borne exposure at College's designated worker injury healthcare provider during regular business hours. If incident occurs after normal business hours, go to nearest local hospital Emergency Department.

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) and the Director of Health & Wellness Initiatives (College Hall 115). Accident/Injury/Illness Report is available on website at: <https://mymccc.mc3.edu/facultystaffresources/emergency/Pages/default.aspx>
 - vi. Send original copy of Accident/Injury/Illness Report to specific Health Careers program Director/Coordinator.
 - vii. Follow-up Investigation - pertinent information regarding contributing factors, equipment malfunctioning, training requirements, recommendations to avoid future occurrence, etc. should be attached to the Accident/Injury/Illness Report. Complete follow-up investigation of the incident as soon as possible following the incident. If additional investigation is required, send initial Accident/Injury/Illness Report with notation that follow-up report will occur.

- E. Patients, who sustain a blood-borne exposure from a student or employee on campus, will be rendered first aid care as previously described and advised to seek medical evaluation from personal healthcare provider or other medical facility such as local Emergency Department or urgent care center within two – three hours of blood-borne exposure to obtain baseline testing for blood-borne pathogens (i.e. HBV, HCV, HIV, etc.), determination of level of risk exposure and recommended treatment, if indicated.
 1. If incident occurs on campus, Public Safety is notified and will provide assistance with first aid care, if needed, as well as reporting of incident.
 2. If incident occurs off campus, the patient will be informed to seek medical evaluation from personal healthcare provider or other medical facility such as local Emergency Department or urgent care center within two – three hours of exposure to obtain baseline testing for blood-borne pathogens (i.e. HBV, HCV, HIV, etc.), determination of level of risk exposure and recommended treatment, if indicated.
 3. If incident occurs off campus, an Accident/Injury/Illness Report form is completed within 24 – 48 hours and original copy sent to Health Career Program Director/Coordinator. Send copy to Public Safety (College Hall 126) and Director of Health & Wellness Initiatives (College Hall 115).

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.

Central Campus
 West Campus

Other Off Site Location:
Specify: _____

Accident/injury/Illness Report

NAME: _____ Male Female

Status: Employee: FAC - 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. (Use other side if needed.)

2. Give **specific location** where the Accident/Injury/Illness occurred: _____

3. Describe **weather** conditions (if applicable): _____

4. **Supervisor or Faculty** aware of accident/injury/illness? No Yes - name: _____

5. **Describe injury or illness** (indicate **right/left side**, what hurts, swelling, bruising, cut, difficulty breathing, etc.):

6. What **first aid care** did you receive? **Describe:** _____

Check all that apply:

- None Required **Declined Assistance**
- Assisted by Public Safety Officer **Other** – name: _____
- Went to **Concentra Medical Center** 610-275-3884 (850 Germantown Pike, Plymouth Meeting, PA 19462)
- Went to **Pottstown Occupational Health** 610-326-2300 (CarePlex - 81 Robinson Street, Pottstown, PA 19464)
- Required **ambulance** transport by _____
- Went to **Physician or other Medical Facility:** Name: _____
Address: _____

7. Name & Phone # of anyone who **witnessed** Accident/Injury/Illness: No one present Others present – names unknown

A. _____ B. _____

Signature of Individual (or completed by - if individual unable to complete) _____ Date _____

Received by Public Safety - signature _____ Date _____

Send original copy to Public Safety (within 48 hours of Accident/Injury/Illness)

Revised: 9/00; 5/04; 9-7-2011



Montgomery County Community College

Waiver Agreement Release of Responsibility Related to A Bloodborne Exposure Incident

I, (print name) _____, may have been significantly exposed to the blood and/or body fluid of an HBV, HCV, and/or HIV blood-borne pathogen positive patient.

It has been explained to me that current CDC testing protocols, relating to a bloodborne exposure incident, recommend testing within 2–3 hours following a significant bloodborne pathogen exposure.

I **decline** to have baseline testing performed and/or to receive additional counseling afforded to me by the College.

I hereby release Montgomery County Community College of all liability related to this potential exposure as well as any and all future health issues it may pose to me.

340 DeKalb Pike
Blue Bell, PA 19422
215-641-6300

101 College Drive
Pottstown, PA 19464
610-718-1800

Signature Date

Witness: _____
(Print name and title)

Signature Date

GENERAL INFORMATION

Student Academic Code of Ethics

The Physical Therapist Assistant faculty supports the College's *Student Academic Code of Ethics* (<http://www.mc3.edu/aboutus/policies/aa-3/ethics.aspx>) which states, "In the pursuit of knowledge and scholarship, all members of the academic community at Montgomery County Community College must maintain a constant commitment to academic integrity. The College provides an environment that fosters critical thinking and judgment, and in order to safeguard the integrity of the institution, students are expected to follow the policies of the College and the faculty. To fulfill their part of that commitment, students must adhere to an academic code of ethics by refraining from participation in acts of academic dishonesty."

The *Student Academic Code of Ethics* includes definitions and examples of Academic Dishonesty including: Plagiarism, Cheating on Examinations and Assignments, and Aiding Another Student in Committing an Act of Academic Dishonesty. Violations of this code of ethics will result in sanctions, including possible dismissal from the College.

Students are responsible to access and read this document in the Montgomery County Community College Student Handbook Calendar, on the College's website, and Course syllabi.

It is the belief of the Physical Therapist Assistant faculty that Physical Therapist Assistant students should act in an ethical, as well as legal, manner. Therefore **academic dishonesty in any form will result in a grade of zero for the assignment** as well as possible disciplinary action as outlined in the Course Catalog under "Academic Discipline."

As outlined in the College Student Academic Code of Ethics (<http://www.mc3.edu/aboutus/policies/aa-3/ethics.aspx>), "Students may follow the College's appeal process if they dispute an instructor's accusation of academic dishonesty. The Academic Progress Committee will hear the appeal, and the policies of the Academic Progress Committee are incorporated into this statement by reference."

Student Code of Conduct

The Physical Therapist Assistant faculty supports the College's *Student Academic Code of Conduct* (<http://www.mc3.edu/about-us/policies/125>) which states that "Students are expected to treat all members of the college community with dignity, respect, fairness, and civility and to behave in a responsible manner at all times both in and outside of the classroom."

"Montgomery County Community College has established and will maintain a fair, equitable, and timely procedure for addressing student disciplinary matters ensuring that the rights of the students, the College community, and the community-at-large are protected. The College has established a student Code of Conduct to describe behavior that is in violation of acceptable standards and the disciplinary procedures and sanctions for code violations." Students' rights in the process of a disciplinary hearing are explained in detail in the College policy.

Students are responsible to access and read this document in the Montgomery County Community College Student Handbook Calendar, on the College's website, and Course syllabi.

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

All students are expected to comply with the Social Media Procedures and Related College Policies described in the College's Social Media Handbook located on the student's portal on the College website at <https://mymccc.mc3.edu/allcampusresources/marketing/social-hb/Pages/policies.aspx>. Health Sciences students enrolled in a health careers program are reminded of their obligation to demonstrate professional behavior, uphold ethical and professional standards, and ensure compliance with applicable federal requirements such as HIPAA on any/all social networking sites. Sharing of any confidential information, however innocent, related to the educational experience is unacceptable and will result in action up to and including dismissal from the Program.

Program Tuition and Fees

Program tuition and course fees can be found on the College Website <http://www.mc3.edu/adm-fin-aid/paying/tuition>. Tuition and fees are subject to change.

Financial Aid

If financial problems occur which jeopardize continuing in the Physical Therapist Assistant Program, please seek guidance from your advisor or the Program Director. The student should review the information on Financial Aid on the College Website <http://www.mc3.edu/adm-fin-aid/fin-aid>.

Computer Resources for Physical Therapist Assistant Students

Information and/or help about student IT resources at Montgomery County Community College can be found using the following options: Contacting the HELP DESK at 215-641-6495 for any technology related problems you may have, email at helpdesk@mc3.edu or live support available at <https://support.mc3.edu>.

APPENDICES

Standards of Ethical Conduct for the Physical Therapist Assistant



HOD S06-20-31-26 [Amended HOD S06-19-47-68; HOD S06-09-20-18; HOD S06-00-13-24; HOD 06-91-06-07; Initial HOD 06-82-04-08] [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 (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Physical therapist assistants are guided by a set of core values (accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility). Throughout the document the primary core values that support specific principles are indicated in parentheses. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients and clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive. The APTA Guide for Conduct of the Physical Therapist Assistant and Core Values for the Physical Therapist and Physical Therapist Assistant provide additional guidance.

Standards

Standard #1: Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

(Core Values: Compassion and Caring, Integrity)

- 1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapist services.

Standard #2: Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients and clients.

(Core Values: Altruism, Collaboration, Compassion and Caring, Duty)

- 2A. Physical therapist assistants shall act in the best interests of patients and clients over the interests of the physical therapist assistant.
- 2B. Physical therapist assistants shall provide physical therapist interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.

- 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.
- 3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient and client values.
- 3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.
- 3E. Physical therapist assistants shall provide physical therapist services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient or client status requires modifications to the established plan of care.

Standard #4: Physical therapist assistants shall demonstrate integrity in their relationships with patients and clients, families, colleagues, students, research participants other health care providers, employers, payers, and the public.

(Core Value: Integrity)

- 4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients and clients, students, supervisees, research participants, or employees).
- 4C. Physical therapist assistants shall not engage in any sexual relationship with any of their patients and clients, supervisees, or students.
- 4D. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.
- 4E. Physical therapist assistants shall discourage misconduct by physical therapists, physical therapist assistants, and other health care professionals and, when appropriate, report illegal or unethical acts, including verbal, physical, emotional, or sexual harassment, to an appropriate authority with jurisdiction over the conduct.
- 4F. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

Standard #5: Physical therapist assistants shall fulfill their legal and ethical obligations.

(Core Values: Accountability, Duty, Social Responsibility)

- 5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient and client safety.
- 5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

- 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.

(Core Values: Integrity, Accountability)

- 7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.
7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.

7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients and clients.
7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.
7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients and clients

Standard #8: Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.

(Core Value: Social Responsibility)

- 8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.
8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapist services.
8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

Explanation of Reference Numbers:

HOD P00-00-00-00 stands for House of Delegates/month/year/page/vote in the House of Delegates minutes; the "P" indicates that it is a position (see below). For example, HOD P06-17-05-04 means that this position can be found in the June 2017 House of Delegates minutes on Page 5 and that it was Vote 4.

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:

- [Accountability](#)
Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist and physical therapist assistant including self-regulation and other behaviors that positively influence patient and client outcomes, the profession, and the health needs of society.
- [Altruism](#)
Altruism is the primary regard for or devotion to the interest of patients and clients, thus assuming the responsibility of placing the needs of patients and clients ahead of the physical therapist's or physical therapist assistant's self-interest.
- [Collaboration](#)
Collaboration is working together with patients and clients, families, communities, and professionals in health and other fields to achieve shared goals. Collaboration within the physical therapist-physical therapist assistant team is working together, within each partner's respective role, to achieve optimal physical therapist services and outcomes for patients and clients.
- [Compassion and Caring](#)
Compassion is the desire to identify with or sense something of another's experience, a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.
- [Duty](#)
Duty is the commitment to meeting one's obligations to provide effective physical therapist services to patients and clients, to serve the profession, and to positively influence the health of society.

- [Excellence](#)
Excellence in the provision of physical therapist services occurs when the physical therapist and physical therapist assistant consistently use current knowledge and skills while understanding personal limits, integrate the patient or client perspective, embrace advancement, and challenge mediocrity.
- [Inclusion](#)
Inclusion occurs when the physical therapist and physical therapist assistant create a welcoming and equitable environment for all. Physical therapists and physical therapist assistants are inclusive when they commit to providing a safe space, elevating diverse and minority voices, acknowledging personal biases that may impact patient care, and taking a position of anti-discrimination.
- [Integrity](#)
Integrity is steadfast adherence to high ethical principles or standards, being truthful, ensuring fairness, following through on commitments, and verbalizing to others the rationale for actions.
- [Social Responsibility](#)
Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

Explanation of Reference Numbers:

HOD P00-00-00-00 stands for House of Delegates/month/year/page/vote in the House of Delegates minutes; the "P" indicates that it is a position (see below). For example, HOD P06-17-05-04 means that this position can be found in the June 2017 House of Delegates minutes on Page 5 and that it was Vote 4.

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

Last Updated: 12/14/2021

Contact: governancehouse@apta.org

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 of Directors determined that Professionalism in Physical Therapy: Core Values was designed for and applicable to physical therapists (PTs), and so it charged the Advisory Panel of Physical Therapist Assistants to draft a new document describing the core values of the PTA, to be titled Values-Based Behaviors for the Physical Therapist Assistant.

The advisory panel met in September 2009 to begin drafting Values- Based Behaviors for the Physical Therapist Assistant. Their work was guided by numerous APTA documents, including Professionalism in Physical Therapy: Core Values,² *A Normative Model of Physical Therapist Assistant Education: Version 2007*,⁴ the PTA Clinical

Performance Instrument: Version 2009,⁵ Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level,⁶ the newly adopted ethics documents,^{3,7} the problem solving algorithm utilized by PTAs in patient/client intervention,⁸ and applicable APTA positions and policies.

The advisory panel gleaned 8 values-based behaviors from existing APTA documents and reflection on the contemporary work of the PTA. These values-based behaviors are listed below in alphabetical order with no preference or ranking given. They are considered to be of sufficient breadth and depth to incorporate the many values and attributes that PTAs demonstrate. The panel made every effort to state each value and its accompanying definition and indicators so that it would resonate with and be understandable to PTAs.

The table that follows provides definitions and sample indicators (not exhaustive) that describe the actions the PTA would perform to express the 8 values-based behaviors:

1. Altruism
2. Caring and Compassion
3. Continuing Competence
4. Duty
5. Integrity
6. PT/PTA Collaboration
7. Responsibility
8. Social Responsibility

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.⁹

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 with a mentor).
3. Seeking further education in the use and delivery of interventions based on new evidence as it becomes available.
4. Developing and implementing a career advancement plan based on interests, opportunities, and career aspirations.

Duty

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

1. Demonstrating behaviors, conduct, actions, attitudes, and values consistent with the roles, responsibilities, and tasks of the PTA.
2. Facilitating each patient/client's achievement of goals for function, health, and wellness, as directed in the plan of care.
3. Preserving the safety, security, and confidentiality of individuals in all patient/client contexts.
4. Participating in quality assurance/quality improvement activities in physical therapy care.
5. Promoting the profession of physical therapy.
6. Providing student instruction and mentoring other PTAs.

Integrity

Integrity is the steadfast adherence to high ethical principles or standards; truthfulness, fairness, doing what you say you will do, and "speaking forth" about why you do what you do.

1. Adhering to applicable laws regarding scope of work, payment policies and guidelines, institutional policies and procedures, and APTA policies, positions, and guidelines to ensure optimal patient/client care and fiscal management.
 2. Adhering to the highest standards of the profession for the PTA, including the Standards of Ethical Conduct for the Physical Therapist Assistant,³ Guide for Conduct of the Physical Therapist Assistant, state practice acts, and payment requirements.
 3. Demonstrating the ideals of the values-based behaviors of the PTA.
 4. Demonstrating honesty and trustworthiness in all interactions and relationships.
 5. Choosing employment situations that are congruent with ethical principles and work standards.
 6. Identifying ethical and legal concerns and initiating actions to address the concern, when appropriate.
-

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 the 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,⁸ PTA direction and supervision algorithms,¹⁰ Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level⁶).
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, and 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 the 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 that positively affect physical therapy and patient/client services.

References

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8. American Physical Therapy Association. Problem solving algorithm utilized by PTAs in patient/client intervention. In: *A Normative Model of Physical Therapist Assistant Education: Version 2007*. Alexandria, VA: American Physical Therapy Association; 2007:84-85.
9. Federation of State Boards of Physical Therapy. Continuing Competence Model. <https://www.fsbpt.org/ForCandidatesAndLicensees/ContinuingCompetence/Model/>. Accessed July 2, 2010.
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Appendix D – Remediation Form

Student Name _____ Course _____ Date _____

Required Skills Checks Remediation (Skills Practice, Skill Check-Off, Tutoring, etc.) (Completed by Course Instructor)

Instructor Signature _____

Remediation Activities (Describe specific learning activities) (Completed by Course Instructor)

The student achieved competency in the area(s) requiring remediation ()

Instructor Signature _____ Date _____

Original to Instructor then Student File; Copy to Instructor; Copy to Student

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 Program Director	1713	215-619-7361	rcullen@mc3.edu
Jaime Bayzick, PT, DPT Instructor Academic Coordinator of Clinical Education	1753	215-641-6554	jbayzick@mc3.edu
Maura Duggan Administrative Assistant	1700	215-641-6471	mduggan@mc3.edu
Sonya Lattimore Administrative Assistant	1700	215-641-6437	slatimor@mc3.edu

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 College incident report must be filled out. If necessary, appropriate medical intervention and payment for those services are solely my responsibility.

I have read and understand the above information.

Student Name _____

Student Signature _____

Date _____

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

_____ Consult with Tutorial Services (College Hall 180) to improve writing skills

_____ Meet with ESL tutor in Tutorial Services (College Hall 180) to increase skills (speaking/writing/conceptual thinking) with English as a second language. Schedule is available online.

Additional Comment:

Student Signature _____ Instructor Signature _____

Date _____ Date _____

cc: student _____ student file _____

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 J – Behavioral Action Plan

Student Name: _____

Course Number and Title: _____

Course Instructor: _____

Students in the PTA Program must receive notations of "frequently" in at least 90% of the criteria (19 of 22 criteria) on the Professional Behavior Competency Sheet.

The following unprofessional behaviors have been identified by the student listed above in either the classroom or laboratory:

A. _____

B. _____

C. _____

It is recommended that the student complete the following activities in order to improve the behaviors listed above:

A. _____

B. _____

C. _____

Improvement in the behavior will be measured by:

A. _____

B. _____

C. _____

Student's Signature

Date

Instructor's Signature

Date

Appendix K– Behavioral Contract

I, _____, hereby declare on this date _____,
that:

A. I agree not to engage in the following unprofessional behaviors:

a. _____

b. _____

c. _____

B. I will take the following actions in order to improve my ability to demonstrate professional behaviors:

a. _____

b. _____

c. _____

C. I understand that the consequences of not receiving:

- The expected level on the Professional Behavior Competency Sheet at the end of each clinical course,
AND
- The expected level on the Professional Behaviors Tool at the end of each semester include failure of the course, which will result in the dismissal from the PTA Program

Student's Signature

Date

Instructor's Signature

Date

Program Director's Signature

Date


Appendix L – Professional Behaviors Assessment Tool


Student Name: _____ Date: _____

- Directions:
1. Read the description of each professional behavior.
 2. Become familiar with the behavioral criteria described in each of the levels.
 3. Self-assess your performance continually, relative to the professional behaviors, using the behavioral criteria.
 4. At the end of each semester, complete this form.
 - a. Using a Highlighter pen, highlight all criteria that describes behaviors you demonstrate in Beginning Level (column 1), Intermediate Level (column 2), or Entry Level (column 3).
 - b. Give at least one specific example of a time when you demonstrated a behavior from the highest level highlighted.
 - c. Place an “x” along the visual analog scale to indicate the level (B, I, or E) at which you primarily function in each ability. This should be based on your highlighted areas, the specific example, and feedback from your instructors.
 5. Share your self-assessment with faculty during faculty meetings, specifically seeking feedback.
 6. Sign and return to Program Director

<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>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>Specific Example:</p>		<p>Place an "x" on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>

<p>2. Communication: The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.</p>		
<p>Beginning Level: Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting; Recognizes impact of non-verbal communication in self and others; Recognizes the verbal and non-verbal characteristics that portray confidence; Utilizes electronic</p>	<p>Intermediate Level: Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences; Restates, reflects and clarifies message(s); Communicates collaboratively with both individuals and groups; Collects necessary information from all pertinent individuals in the patient/client management process; Provides effective</p>	<p>Entry Level: Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups ; Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing; Maintains open and constructive communication; Utilizes communication technology effectively and efficiently</p>

communication appropriately	education (verbal, non-verbal, written and electronic)	
Specific Example:		Place an "x" on the visual analog scale 

3. Problem Solving: The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.		
Beginning Level: Recognizes problems; States problems clearly; Describes known solutions to problems; Identifies resources needed to develop solutions; Uses technology to search for and locate resources; Identifies possible solutions and probable outcomes	Intermediate Level: Prioritizes problems; Identifies contributors to problems; Consults with others to clarify problems; Appropriately seeks input or guidance; Prioritizes resources (analysis and critique of resources); Considers consequences of possible solutions	Entry Level: Independently locates, prioritizes and uses resources to solve problems; Accepts responsibility for implementing solutions; Implements solutions; Reassesses solutions; Evaluates outcomes; Modifies solutions based on the outcome and current evidence; Evaluates generalizability of current evidence to a particular problem
Specific Example:		Place an "x" on the visual analog scale 


4. Interpersonal Skills: The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.		
Beginning Level: Maintains professional demeanor in all interactions; Demonstrates interest in patients as individuals; Communicates with	Intermediate Level: Recognizes the non-verbal communication and emotions that others bring to professional interactions; Establishes trust; Seeks to gain	Entry Level: Demonstrates active listening skills and reflects back to original concern to determine course of action; Responds effectively to unexpected situations; Demonstrates ability to build partnerships; Applies conflict management strategies when dealing

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	input from others ; Respects role of others; Accommodates differences in learning styles as appropriate	with challenging interactions; Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them
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Specific Example:	Place an "x" on the visual analog scale 
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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; Provides a safe and secure environment for patients; Assumes responsibility for actions; Follows through on commitments; Articulates limitations and readiness to learn; Abides by all policies of academic program and clinical facility	Intermediate Level: Displays awareness of and sensitivity to diverse populations; Completes projects without prompting; Delegates tasks as needed; Collaborates with team members, patients and families; Provides evidence-based patient care	Entry Level: Educates patients as consumers of health care services; Encourages patient accountability; Directs patients to other health care professionals as needed; Acts as a patient advocate; Promotes evidence-based practice in health care settings; Accepts responsibility for implementing solutions; Demonstrates accountability for all decisions and behaviors in academic and clinical settings
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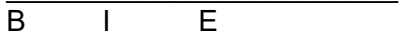
Specific Example:	Place an "x" on the visual analog scale 
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6. Professionalism: The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.


<p>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</p>	<p>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</p>	<p>Entry Level: Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary; Provides patient & family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity; Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development; Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices; Discusses role of physical therapy within the healthcare system and in population health; Demonstrates leadership in collaboration with both individuals and groups</p>
<p>Specific Example:</p>		<p>Place an “x” on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>


<p>7. Use of Constructive Feedback: The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.</p>		
<p>Beginning Level: Demonstrates active listening skills; Assesses own performance; Actively seeks feedback from appropriate sources; Demonstrates receptive behavior and positive attitude toward feedback; Incorporates specific feedback into behaviors; Maintains</p>	<p>Intermediate Level: Critiques own performance accurately; Responds effectively to constructive feedback; Utilizes feedback when establishing professional and patient related goals; Develops and implements a plan of</p>	<p>Entry Level: Independently engages in a continual process of self evaluation of skills, knowledge and abilities; Seeks feedback from patients/clients and peers/mentors; Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities; Uses multiple approaches when responding to feedback; Reconciles differences with sensitivity; Modifies feedback given to</p>

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: Actively employs stress management techniques; Reconciles inconsistencies in the educational process; Maintains balance between professional and personal life; Accepts constructive feedback and clarifies	Entry Level: Demonstrates appropriate affective responses in all situations; Responds calmly to urgent situations with reflection and debriefing as needed; Prioritizes multiple commitments; Reconciles inconsistencies within professional, personal and work/life environments; Demonstrates ability to defuse potential stressors with self and others

	expectations; Establishes outlets to cope with stressors	
Specific Example:	Place an "x" on the visual analog scale 	

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.		
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	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	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
Specific Example:	Place an "x" on the visual analog scale 	

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
Do you attend all classes?					
If you missed a class or were late, did you inform the instructor ahead of time?					
Do you arrive on time and stay until class is dismissed?					
If you leave the classroom, do you return in an appropriate amount of time?					
Are you mentally present?					
Do you come to class prepared?					
Do you complete all assignments on time and professionally?					
Do you demonstrate consistent work behaviors? (taking initiative, being prepared, emotional maturity, self-discipline)					
Do you participate in class activities?					
Are you respectful to the instructor and other classmates?					
Do you demonstrate professional interpersonal skills?					
Do you actively listen to your peers and consider their preferences during simulated patient care activities in lab?					
Do you exhibit empathy, compassion, and respect to your peers during simulated patient care activities in lab?					
Do you maintain patient safety, security, and confidentiality during all simulated patient care activities in lab?					
Can you correctly identify your own strengths and weaknesses through self-assessments and peer assessments and from critique from your peers and instructor?					
Do you respond appropriately to constructive feedback given by your peers and instructor?					
Do you appropriately address your limitations?					
Do you accept responsibility of your actions?					
Do you communicate appropriately and professionally with your instructor and peers?					
Do you demonstrate honesty in all of your interactions, relations, and coursework?					
Do you maintain professional behavior at all times? (avoid use of cell phones/profanity/inappropriate comments)					
Do you adhere to all policies and procedures of the PTA program as listed in the handbook, regarding dress code, attendance, and student responsibilities?					

Reference: <http://www.apta.org/ValuesBasedBehaviors/>

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Appendix N – Health Forms

Montgomery County Community College
 PHYSICAL EXAMINATION FORM
 340 DeKalb Pike, Blue Bell, PA 19422
 www.mc3.edu

CONFIDENTIAL

Patient's Name: _____ Date of Birth: _____

MAJOR: Dental Hygiene Medical Assisting Medical Laboratory Technician Nursing
 (check one) Phlebotomy Radiography Surgical Technology Physical Therapist Assistant

To be completed by Health Care Provider: Please review the patient's history, complete this form and comment as indicated.

BP:	Height:	Weight:
Temperature:	Pulse:	Respirations:

Vision Screening	WNL	Remarks:
Hearing Screening	WNL	Remarks:
Nose	WNL	Remarks:
Throat	WNL	Remarks:
Neck	WNL	Remarks:
Lungs	WNL	Remarks:
Heart	WNL	Remarks:
Abdomen	WNL	Remarks:
Lymph Glands		Remarks:
G.U.	WNL	Remarks:
Skin	WNL	Remarks:
Neuro	WNL	Remarks:
Musculoskeletal	WNL	Remarks:

Current medical problems: _____

Summary of significant findings in history and physical exam: _____

Current medications: _____

Allergies _____

URINE DRUG SCREEN (If your program is using CastleBranch, you must order your drug screen through CastleBranch and go to their assigned laboratory for testing.) Attach copy of laboratory report for ALL of the following substances:

- | | | | | |
|-----------------|--------------------|-------------------------------|--------------|---------------------------------------|
| 1. Amphetamines | 2. Benzodiazepines | 3. M-AMP
(Methamphetamine) | 4. Oxycodone | 5. Methadone |
| 6. Barbiturates | 7. Cocaine | 8. Opiates | 9. PCP | 10. THC
(marijuana
metabolites) |

Originated: 6.2018

Is the applicant free from any cognitive/mental and/or physical restrictions that would limit ability to undertake the specific Health Program?

Yes _____ No _____ If NO, please describe in detail:

Is this patient medically qualified to participate in the specific health program? Yes _____ No _____

This student has a history of: Addiction ____ Depression ____ Anxiety ____ Eating disorder ____ ADHD ____ None of these ____

Is this student under care for a chronic condition or serious illness? Yes ____ No ____ If YES, please explain:

Clinician's Signature: _____ Date Exam Was Completed:

Clinician's Printed Name: _____ Clinician's Address:

Clinician's Phone #: _____ Clinician's Fax #:

Originated: 6.2018

Name: _____

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

Allergy to latex	Hi h Blood Pressure	Cancer (specify)
Anemia	Hi h Cholesterol	-
Anorexia Nervosa	HIV Infection	-
Anxiety Disorder	Inflammatory bowel disease	Food allergy, serious (specify)
Arthritis	- Colitis	-
Asthma	- Crohn's disease	-
Attention deficit disorder	Learning disability	Hearth/vascular problems
Bleeding disorder	Loss of consciousness	- Aneurysm
Blood clots, deep vein	Malaria	-Angina
Bulimia	Menstrual problems	- Congestive heart failure
Chicken Pox	Migraine	- Heart Attack
Chronic fatigue syndrome	Mononucleosis	- Stroke
Chronic lung disease	Overweight/obesity	Kidney disease
Concussion	Parasitic disease	STD specify
Depression	Pelvic inflammatory disease	Skin problems, current (specify)
Diabetes Mellitus	Prostatitis	
Eating disorder	Repetitive stress injury	
Endometriosis	Seizure	Sleep disorder/insomnia
Hey fever/allergy rhinitis	Sickle Cell Disease	Thyroid disorder
Head injury, serious	Smoker	Tuberculosis exposure
Headaches, severe, non-migraine	Tuberculosis	- treatment:
Heart murmur	Broken bones, (specify)	Weight gain or loss, recent
Hepatitis B	-	
Hepatitis C	-	
	Eye problems, serious (specify)	
	-	

Do You Have A History?		YES	NO
Prosthetic Replacement			
- Joint, Heart Valve			
Infective Endocarditis			
Congenital Heart Condition (specify)			
Organ Transplant			
Have you ever been premedicated with antibiotics for any dental procedures?			

Use this space to provide more details about anything you have checked off above or other health concerns not listed above:

I have reviewed the Essential Functions and Program Specifications or Technical Standards document specific for my Program major and am capable of meeting the designated criteria. _____Yes_____No Comment: _____

Students with disabilities may be eligible for reasonable accommodations. Prior to the start of the Program, please contact the Director of Services for Students with Disabilities in the Disability Services Center in College Hall 225 at (215) 641-6575 for more information. At the West Campus, contact the Coordinator of Disability Services in the Student Success Center at (610) 718-1853.

The statements and answers as recorded above are complete and true to the best of my knowledge and belief. I understand that any false or misleading statements may cause termination of my education.

Student's Signature

Date

Appendix O – Student Travel Release Form



Montgomery County
Community College

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 expenses as well as other expenses arising out of such injury. In the event of an accident, illness or medical emergency, I hereby consent to emergency transportation and necessary treatment necessary. I hereby authorize Montgomery County Community College or its representatives to obtain emergency medical care at any available hospital, emergency center or physician's office and authorize such hospital, emergency center or physician to treat my child. I hereby accept responsibility for the payment of any emergency rescue, transportation and treatment expenses and any subsequent medical bills.

I HAVE CAREFULLY READ THIS AGREEMENT AND UNDERSTAND IT TO BE A RELEASE OF ALL CLAIMS AND CAUSES OF ACTION FOR PARTICIPANTS INJURY OR DEATH OR DAMAGE TO PARTICIPANTS PROPERTY THAT OCCURS WHILE PARTICIPATING IN THE DESCRIBED ACTIVITY OR TRIP AND IT OBLIGATES ME TO INDEMNIFY THE PARTIES NAMED FOR ANY LIABILITY WHICH MEANS THE COLLEGE HAS NO RESPONSIBILITY AND I AGREE TO REIMBURSE THE COLLEGE FOR ANY LIABILITY IT MAY INCUR.

College-Sponsored Trip: _____ Date of Trip: _____

Student Name (please print): _____ ID#: _____

Student Signature: _____ Date: _____

Emergency Contact Name: _____ Phone #: _____

*For participants under the age of 18, please complete reverse side.

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: _____