

Martin Community College

Physical Therapist Assistant Program*

The Associate Degree Physical Therapist Assistant Program is approved by the Commission on Accreditation of Physical Therapy Education and is recognized by the North Carolina Board of Physical Therapy Examiners. Martin Community College is a Southern Association of Colleges and Schools accredited institution.

In addition to the policies and procedures outlined in the Martin Community College Catalog, physical therapist assistant students are expected to follow policies and guidelines of the physical therapist assistant program.

Approval:

Dr. Deryl Davis Fulmer
Dean of Academic Affairs

Date

Dr. Dean McCall, PT, OCS
Director, PTA Program

Date

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Date

*The Physical Therapist Assistant Program at Martin Community College is accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) of the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; e-mail: accreditation@apta.org; website: www.capteonline.org.

PHYSICAL THERAPIST ASSISTANT STUDENT HANDBOOK

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WELCOME!

You have made the exciting and challenging decision of entering our Physical Therapist Assistant Program and we are glad to have you with us. If you have not attended Martin Community College before, we welcome you to this campus, and we welcome each of you to this program.

Martin Community College offers a variety of courses, programs, and activities for a widely diverse student population. We encourage each of you to review additional course offerings each semester and to take advantage of enrolling in courses in which you have a special interest, as your schedule of classes may permit.

The purpose of this Handbook, in addition to offering a word of welcome, is to share information. It is hoped such information might help you better understand the Program's operation, the attitudes of the faculty, and certain "ground rules" within which we operate. It is also an attempt to remove uncertainty or misunderstanding about program and performance expectations.

No attempt at information sharing will answer all the specific questions some of you may have or those which may arise. We encourage you to raise any specific questions you may have, as it may be a fellow student's question as well. For any questions of a personal nature, you are encouraged to discuss this with one of your faculty or with the Counselor for the college.

Working and learning together over the next five semesters should be a pleasant, exciting and rewarding experience!

Accreditation

Martin Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award the Associate in Arts Degree, the Associate in Applied Science Degree, the Associate in General Education Degree, diplomas, and certificates.

The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education/ American Physical Therapy Education. Accreditation was approved on October 30, 2002, for eight years. Additional information is available at <http://www.apta.org/Education/accreditation>.

Open Door Policy

Martin Community College follows an open-door admissions policy which enables the College to provide educational opportunities and services for adults with the desire and ability to benefit from its courses and programs regardless of age, gender, race, ethnic origin, religion, national origin, political belief or affiliation, or disability.

– *Martin Community College Catalog*

Documentation of Revision

March 1, 1999-Approved by PTA Program Advisory Committee
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HISTORICAL BACKGROUND

The field of physical therapy has become increasingly more complex over the past several years for several reasons. Among these reasons are medical advances in the preservation of life in conditions once considered fatal; surgical innovations that allow the patient earlier return to activity; and technological breakthroughs that offer sophisticated patient care equipment for evaluation and treatment procedures by physical therapy practitioners. At the same time the profession of physical therapy faces increasing demands for their services.

Educational programs for the physical therapist have had to constantly adjust the preparation of their graduates for entry into the practice of their chosen profession. Likewise, the profession recognized the need for better preparation of supportive personnel in physical therapy. On the job training alone would no longer suffice for one to whom the therapist could confidently delegate patient care activities.

In North Carolina, primarily a rural state, the number and size of educational programs for preparation of the physical therapist had not changed for quite some time. To meet increasing demands for physical therapy services by preparation of a qualified Physical Therapist Assistant, the Martin Community College program was begun.

CURRICULUM DESCRIPTION;*Physical Therapist Assistant Associate in Applied Science Degree (A45620)*

The Physical Therapist Assistant curriculum prepares graduates to work in direct patient care settings under the supervision of physical therapists. Assistants work to improve or restore function by alleviation or prevention of physical impairment and perform other essential activities in a physical therapy department in a variety of settings.

Course work includes normal human anatomy and physiology, the consequences of disease or injury, and physical therapy treatment of a variety of patient conditions affecting humans throughout the lifespan. Graduates may be eligible to take the licensure examination administered by the North Carolina Board of Physical Therapy Examiners. Employment is available in general hospitals, rehabilitation centers, extended care facilities, specialty hospitals, home health agencies, private clinics, and public school systems.

North Carolina is one of many states that have laws governing the practice of physical therapy and the role of the assistant. You will learn more about the practice act as you continue your studies in this program. Also, you will learn more about national physical therapy issues that affect practice. Thus, beginning with your first semester, you qualify for membership in the American Physical Therapy Association as a Student PTA Member.

EMPLOYMENT

As you might guess the job market is constantly changing. However, in the past there have always been more jobs than graduates to fill them. Yet, the more you impose limitations geographically on employment opportunities the more you limit your employability.

PROGRAM PHILOSOPHY AND MISSION

The Physical Therapist Assistant Program is committed to the philosophy of the College as stated in official publications. In addition, the mission of the program is to graduate knowledgeable, competent, self-assured, adaptable, and service-oriented professionals capable of sitting for the physical therapist assistant licensure exam. Physical therapist assistants perform interventions under the supervision of physical therapists in an ethical, safe, and effective manner. These professionals enhance delivery of physical therapy services by providing delegated interventions, assisting the physical therapist with data collection, communicating with other members of the health care delivery team, interacting with members of the patient's family and caregivers, and working with other health care providers. Physical therapist assistants participate with the physical therapist in teaching other health care providers, documenting patient intervention and providing psychosocial support for patients, their families and caregivers with recognition of individual, cultural and economic differences.

To evaluate the degree to which the mission of the Program is met, the Program engages in ongoing self-assessment, through both internal and external processes, to ensure that all efforts satisfy the Program's mission, goals, and objectives.

PROGRAM GOALS

Students completing the physical therapist assistant (PTA) program at Martin Community College will be capable of gaining licensure via examination. This is congruent with the mission and goals of Martin Community College to provide quality programs to prepare individuals for technical or vocational careers. Graduates of the program, upon attaining licensure, will be prepared to enter the workplace and assume the role of Physical Therapist Assistant.

PROGRAM OBJECTIVES

Upon attaining licensure, graduates of the program will be prepared to enter the workplace and fulfill the following obligations as a Physical Therapist Assistant:

1. Work as Physical Therapist Assistants after demonstrating competence on an examination for licensure as a physical therapist assistant
2. Perform safe and competent evidence-based interventions in the plan of care under the supervision of physical therapists.
3. Provide physical therapy interventions effectively to progress the individual patient through the plan of care and recognize when an intervention is inappropriate due to changes in the patient's status.
4. Utilize information from data collection to adjust intervention(s) within the plan of care established by a physical therapist and report changes in patient/client status to the supervising physical therapist.
5. Communicate confidently and interact respectfully with patients, families, caregivers and other health care team members both in spoken word, for educational and collaborative purposes, and in written word, for documentation of physical therapy services.
6. Adhere to legal and professional standards of conduct as well as institutional policies by recognizing the roles and responsibilities of physical therapist assistants in enhancing the delivery of physical therapy services.
7. Supervise the physical therapy aide in patient-related activities as delegated by the physical therapist and defined by the policies of the practice setting.
8. Participate in career development to enhance knowledge and skills and maintain safe and effective patient care.
9. Interact professionally and provide psychosocial support to a diverse patient population and their families and caregivers.
10. Participate in services, activities, or organizations that enhance and promote the field of physical therapy such as assuming the role of clinical educator after a year or more of clinical practice as a physical therapist assistant or participating in clinical research.

STUDENT LEARNING OUTCOMES

Upon successful completion of all aspects of the Physical Therapist Assistant program curriculum, students will be prepared to:

1. Perform duties and patient care activities appropriate for a skilled PTA.
2. Apply the knowledge, skills and techniques learned in the PTA didactic courses to safe and effective patient care.

3. Recognize the needs of the patient, family and caregivers as well as document changes in the patient's condition and communicate these changes to the PT.
4. Effectively and accurately communicate information relevant to patient status, progress, and safety in the patient's record, to the supervising physical therapist and with the patient's health care team.
5. Demonstrate ethical, legal, safe, and professional conduct appropriate in a health care setting.

PRIVACY AND CONFIDENTIALITY OF STUDENT INFORMATION

Students' academic, clinical, and health information are confidential and shall only be shared between the appropriate college faculty and agency personnel.

Students have access to their academic records at Martin Community College. Academic records for curriculum students are housed in the Student Services Office and can be viewed by the student by scheduling an appointment with the Dean of Academic Affairs and Student Services. Enclosed in the student's academic record will be the Martin Community College transcript (academic grades), application for admission, copies of letters of correspondences, high school transcript and/or GED scores, post-secondary college transcript(s), transcript evaluation, and placement test scores, if applicable. Other than individuals qualified under the Family Educational Rights and Privacy Act, only institutional personnel may be allowed to view the student's academic record for educational purposes only. A Record of Disclosure Form will be filed in each student's academic record noting who, other than Student Services staff, has reviewed the file and for what reason.

Students who believe that their rights under the Family Educational Rights and Privacy Act have been violated should discuss their concerns with the Dean of Academic Affairs and Student Services and/or the President of the College. However, students, if they wish, may file a complaint directly with the Family Educational Rights and Privacy Act Office, Department of Health, Education, and Welfare, Washington, D.C.

– Martin Community College Catalog

INSTRUCTOR-STUDENT RELATIONSHIPS

It is with sincere concern for your success, as your instructors and advisors, we inform you we are here to teach, mentor, and provide support to you. We are concerned with your achievement and satisfaction in this Program of study, and, later, as a licensed Physical Therapist Assistant.

In order to establish a better acquaintance with each of you, our offices are open and available for you to visit with us. We like to be kept informed about your concerns and/or other related problems.

Though we do not like to see any of you lose interest or enthusiasm for this Program of study, it is requested that should this situation arise, you would discuss it with one of your faculty. Data is constantly being compiled as to factors influencing student attrition. Only as we know these factors can we try to minimize them for future students. To simply quit attending without discussing the situation with one of your faculty could prove to be a detriment to returning to the Program at a later date.

CLASSROOM-LABORATORY

Our main classrooms are Rooms 24/25 and 35 of Building 3. All PTA courses will be scheduled for these rooms. You will be spending a great deal of time in these locations.

There is a great deal of equipment in our labs, most all of which is quite expensive. You will be learning how to utilize this equipment in the treatment of patients, including its care and maintenance. You are expected to always exercise care in the movement and use of this equipment. You are also expected to report a malfunction or any apparent damage so repair can be initiated. Otherwise, the equipment loses its value for instruction. In our labs there are a number of videos, CD's, projectors, anatomical models and charts, books, and references. These, too, are to be afforded your respectful use.

Please know these lab areas are for your use other than scheduled lab hours. Your faculty wants you to use this area for additional practice of skills being taught in any semester. Specific time periods for independent study in the labs with the use of equipment, are available each semester. These time periods are scheduled when at least one instructor is available to assist students as needed. Students are not to attempt to operate any modality until such has been reviewed during a regular class period. Of course, should you go to the lab and the area is being used for another lab group, it is expected that you would seek permission of the instructor to use the area. And you would not want to be doing anything at that time which would disturb the on-going class. Should you go to one of the labs and find it not being used and the door is locked, one of your instructors will be glad to open it for you. The problems of having the labs open at all times and still assure security of the equipment is the reason you may occasionally find it locked.

Safety Policy for Laboratory Equipment, Materials and Electricity

Martin Community College recognizes that exposure to electricity and certain materials may pose a hazard to students or faculty and staff in the accomplishment of their daily tasks. Students and faculty may be required to work with or in the immediate vicinity of electrical power equipment and/or electrical power sources. This program has been developed for protection from exposure to electrical or material hazards through:

- Proper installation and maintenance of electrical equipment and systems
- Safe work practices
- Materials Safety and Data Sheets (MSDS) center in the laboratory and
- Hazardous condition reporting and training

It is Martin Community College's policy that this program be followed in all applications, on and off campus, for the protection of Martin Community College faculty/staff and students (herein referred to as personnel). The PTA Program Director is designated as the party responsible for implementation and enforcement of this safety policy.

OTHER RESPONSIBILITIES

Program faculty will assure that personnel under their supervision who use, install, repair, or modify electrical equipment and or appliances have received the proper training and that the personnel follow all electrical safety practices including the following:

- Will encourage the reporting of electrical hazards by personnel and ensure that hazards are eliminated in a timely manner;
- Will keep areas around electrical equipment, such as circuit breaker panels, disconnects, and fixed power tools free from stored items, debris, and any liquids or materials which could create slip/trip/fall hazards;
- Will follow electrical and material safety work practices; and
- Will report any unsafe equipment, conditions, or procedures which may present an electrical shock or health hazard.

TRAINING

All Martin Community College personnel who, in the course of performing their duties, may reasonably be expected to encounter risk of injury due to electrical shock or other hazards will receive training appropriate for the tasks they are to perform.

CONTENT OF TRAINING

Unqualified persons will be trained in the safe work practices contained in this program that pertain to their respective jobs and in their personnel responsibilities. Qualified persons will be trained in the safe work practices contained in this program and in their responsibilities. In addition, training in skills and techniques necessary to distinguish exposed live parts from other parts of electric equipment will also be received.

ELECTRICAL EQUIPMENT AND SYSTEM INSTALLATION

All electrical equipment and electrical systems will be installed in accordance with recognized National, State, and Local Electrical Codes and in accordance with the requirements of OSHA Design Safety Standards for Electrical Systems, 29 CFR 1910.302 through 1910.330. All electrical equipment and electrical systems will be suitable for the use intended.

MAINTENANCE OF ELECTRICAL EQUIPMENT AND SYSTEMS

All electrical equipment and electrical systems will be maintained in such a manner as not to pose an electrical shock hazard. No electrical equipment or system, which poses an electrical shock hazard, will be used. All equipment or system that are determined to be a potential hazard must be placed out of service and so labeled using the appropriate tag.

SAFE WORK PRACTICES

The following work practices will be employed to prevent electric shock or other injuries resulting from either direct or indirect electrical contact when work is performed near or on equipment or circuits, which are or may be energized.

Safety Data Sheets (SDS)

Some materials within the physical therapy laboratory may be harmful if ingested or exposed to the eyes. For the safety of the students and faculty, an SDS center is located in Building 3, Room 24

and contains any pertinent information regarding the materials contained within that laboratory. Emergency action that should be taken is listed on these sheets. Personnel will familiarize themselves with this information.

Qualified persons

A qualified person (technician) shall be capable of working safely on energized circuits and shall be familiar with the proper use of special precautionary techniques, personal protective equipment (PPE), insulating and shielding materials, and insulated tools. The PTA Program Director keeps records of annual calibrations and safety testing on all electrical equipment contained within the laboratory.

OTHER SAFE WORK PRACTICES

Illumination - Students or faculty may not enter spaces containing exposed energized parts, unless adequate illumination is provided for safe work practices. Where lack of illumination or an obstruction precludes observation of the work to be performed, personnel may not perform tasks near exposed energized parts. Personnel may not reach blindly into areas, which may contain energized parts.

Conductive apparel - Conductive articles of jewelry and clothing (i.e. watch bands, bracelets, rings, key chains, necklaces, metalized aprons, cloth with conductive thread, or metal headgear) may not be worn if they might contact exposed energized parts.

USE OF PORTABLE ELECTRIC EQUIPMENT

Portable electric equipment includes the use of cord and plug connected equipment, including flexible cord sets (extension cords).

HANDLING

Portable equipment shall be handled in a manner which will not cause damage. Flexible electric cords connected to equipment may not be used for raising or lowering the equipment. Flexible cords may not be fastened with staples or otherwise hung in such a way that could damage the outer jacket or insulation.

VISUAL INSPECTION

Portable cord and plug connected equipment and flexible cord sets (extension cords) shall be visually inspected before use in any lab for external defects (i.e. loose parts, deformed and missing pins, or damage to outer jacket or insulation) and for evidence of possible internal damage (i.e. pinched or crushed outer jacket). If there is a defect or evidence of damage that might expose student and faculty to injury, the defective or damaged item shall be removed from service, and no personnel may use it until repairs and tests necessary to render the equipment safe have been made. When an attachment plug is to be connected to a receptacle (including any on a cord set), the relationship of the plug and the receptacle contacts shall first be checked to ensure that they are of proper mating configurations.

GROUNDING TYPE EQUIPMENT

A flexible cord used with grounding type equipment shall contain an equipment-grounding conductor. Attachment plugs and receptacles may not be connected or altered in a manner, which would prevent proper continuity of the equipment-grounding conductor at the point where plugs are attached to receptacles. Additionally, these devices may not be altered to allow the ground pole of a plug to be inserted into slots intended for connection to the current-carrying conductors. Adapters, which interrupt the continuity of the equipment grounding connection, may not be used.

CONNECTING ATTACHMENT PLUGS

Students and faculty hands may not be wet when plugging and unplugging flexible cords and cord and plug connected equipment if energized equipment is involved. Energized plug and receptacle connections may be handled only with insulating protective equipment if the condition of the connection could provide a conducting path to the personnel's hand (i.e. a cord connector is wet from immersion in water). Locking type connectors shall be properly secured after connection.

TEST INSTRUMENTS AND EQUIPMENT USE

Only qualified persons may perform testing work on electric circuits or equipment.

VISUAL INSPECTION

Test instruments and equipment and all associated test leads, cables, power cords, probes, and connectors shall be visually inspected for external defects and damage before the equipment is used. If there is a defect or evidence of damage that might expose students or faculty to injury, the defective or damaged item shall be removed from service, and no one may use it until repairs and tests necessary to render the equipment safe have been made.

RATING OF EQUIPMENT

Test instruments and equipment and their accessories shall be rated for the circuits and equipment to which they will be connected and shall be designed for the environment in which they will be used.

MECHANICAL EQUIPMENT

All mechanical equipment (traction and exercise equipment) i.e., shall be inspected annually and before each use by students, faculty, or qualified technician prior to operation. If abnormal condition or operation is noted then the maintenance department will be notified or the necessary technical support will be contacted. In the event that the correction will require extended time, then the equipment will be tagged as unserviceable and removed from service.

HEATING OR IMMERSION DEVICES

All devices used for heating or heat applications shall be inspected annually and will have a functioning instrument to determine appropriate temperature. Prior to the application of hot moist packs, paraffin bath, whirlpool, and Fluidotherapy modalities the student or faculty will determine that the unit is functioning within normal parameters before application to a patient or surrogate

patient. If the device is operating outside normal ranges then the device will be labeled as out of service and be removed from operation until the corrections can be made.

RADIATION DEVICES

Faculty and students will be provided with appropriate eye protection devices prior to the operation of radiation devices including infrared, ultraviolet, and heat lamps. All operations will be done in an area where incidental contact with other individuals will be at an absolute minimum. These devices will also be inspected annually however if abnormal operation is observed then the equipment will be tagged as unserviceable and removed from service.

PATIENT CARE EQUIPMENT FUNCTIONAL INSPECTIONS

All of the patient care equipment will be inspected annually for proper operation, calibration, ground leakage and other safety measures by an appropriately trained and certified technician. All equipment found to be faulty would be immediately removed from service and tagged appropriately. Records of the annual inspections and calibrations will be kept in the program directors office. Martin Community College has an arrangement with Theraquip Inc. of Greensboro, NC to conduct these inspections.

SURROGATE PATIENT TREATMENTS (HUMAN SUBJECT POLICY)

The learning of clinical hands-on skills is part of every laboratory session. Students must learn the application of and be proficient with hands-on patient care techniques. Therefore, these skills must be practiced on fellow students under the supervision of program faculty. Safety and respect for each other and for future patients are of vital importance. In order to protect the well being of both patient surrogates and potential patients the students will not be allowed to apply modalities or procedures to human subjects until they have demonstrated proper operation of the equipment and have been checked-off by the appropriate instructor. This check-off will be documented using the modality/procedure check-off sheet, which will be maintained in the student record. It is for these reasons that use of surrogate patient scenarios is commonplace and widely used in allied health programs, such as physical therapy.

The surrogate patient has the right to refuse to participate in a classroom experience if they feel that their safety is in jeopardy by either lack of knowledge or temperament of the student performing the procedure.

STUDENT MODALITY COMPETENCY PROCEDURE

During your course of study you will be instructed in a variety of modalities including the proper operation of the equipment, indications, operational parameters, contraindications and precautions and adverse reactions that a patient may experience. Most of these modalities will require repeated practice and operation to become completely familiar with each piece of equipment this individual practice is encouraged by the program faculty. However, students will not be allowed to practice equipment operation on either patients or surrogate patients until the appropriate instructor has observed them and the successful operation has been recorded on the program check-off sheet. Then and only then will the students be allowed to operate this piece of equipment without the

instructor being physically present in the classroom. This procedure is in place to protect you and others from unnecessary risk from unauthorized operation of program equipment. Failure to comply with this policy may result in dismissal from the program.

STUDENT INJURY IN THE CLASSROOM/LABORATORY

In the event that a student should become ill or be injured during class or while on campus the student should notify an instructor as soon as possible. Then go to a telephone and dial "O" and tell the operator the nature of the illness or injury and the operator will contact the appropriate agency. If the illness or injury is minor or requires immediate first aid there is a first aid kit located on the wall in the PTA laboratory (room 24) for student use. The supplies in the first aid kit are checked at least annually and replenished as needed.

FIRE AND SEVERE WEATHER EMERGENCY PLAN

The college has an evacuation diagram posted in each classroom illustrating the exit route in case of evacuation due fire or bomb threat. In addition the placard indicates a safe holding area for severe weather such as tornado, thunderstorm, or hurricane. A loud siren like sound from the building wide alarm system indicates the potential for a fire and initiates the evacuation process. The college rehearses both fire and severe weather drills at least once each year. Students are expected to be aware of the appropriate steps to take in case of either a fire or severe weather alert.

CURRICULUM DESIGN

The design of the curriculum in this manner results in the program having a total of seventy-five (75) semester credit hours required for completion of the program, which falls within the range set by the North Carolina Community College System.

This curriculum design is organized and sequenced into the following outline, which illustrates the recommended series of courses for the student to follow:

PHYSICAL THERAPIST ASSISTANT

Program Code A45620

Two-Year A.A.S. Degree

Suggested Sequence of Courses

Prefix	Course Title	Class	Lab	Clin	Cr
FALL SEMESTER 1					
ACA 115	Success and Study Skills	1	0	0	1
BIO 168	Anatomy and Physiology I	3	3	0	4
PTA 110	Introduction to Physical Therapy	2	3	0	3
PTA 130	Physical Therapy Procedures I (blocked)	1	6	0	3
PTA 150	Physical Therapy Procedures II (blocked)	1	6	0	3
MAT 110	Mathematical Measurements				
	Or				

MAT 171	Pre-Calculus	3	0	0	3
	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
TOTALS		12/13	20/18	0	20

SPRING SEMESTER 1

BIO 169	Anatomy and Physiology II	3	3	0	4
CIS 111	Basic PC Literacy	1	2	0	2
	Or				
CIS 110	Introduction to Computers	2	2	0	3
PTA 120	Functional Anatomy	1	6	0	3
PTA 140	Therapeutic Exercise	2	6	0	4
PTA 170	Pathophysiology	3	0	0	3
ENG 115	Oral Communications				
	Or				
COM 231	Public Speaking	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
TOTALS		13/14	17	0	19/20

SUMMER SEMESTER 1

ENG 111	Expository Writing	3	0	0	3
PTA 160	Physical Therapy Procedures III	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
	Behavioral/Social Science Elective	3	0	0	3
TOTALS		8	3	0	9

FALL SEMESTER 2

PTA 182	PTA Clinical Education I	0	0	6	2
PTA 210	PTA Clinical Education II	0	0	6	2
PTA 222	Professional Interactions	2	0	0	2
PTA 240	Physical Therapy Procedures IV	3	6	0	5
PTA 280	PTA Issues I	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
TOTALS		6	6	12	12

SPRING SEMESTER 2

PTA 212	Health Care Resources	2	0	0	2
PTA 254	Pediatrics for the PTA	0	3	0	1
PTA 260	Advanced PTA Clinical Education	0	0	30	10
PTA 270	PTA Topics	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
TOTALS		3	3	30	14

PROGRAM TOTAL 74/75

This design includes four (4) full semesters and one (1) summer semester for completion, which fits the needs of the students from the rural community in which the college resides. This design also fits well with the needs of the faculty and allows them the opportunity for ongoing clinical practice

during the summer months because of the less than full-time course load during the summer. In addition, no clinicals are scheduled during the summer so it allows the more efficient use of limited clinical resources due to the lack of competition for these resources by other schools, which utilize the summer semester for clinical education.

CURRICULUM PLAN

The curriculum plan, which is derived from the curriculum design, incorporates a continuous series of concurrent, sequential and progressive steps that reinforce learning at all stages and results in achievement of all competencies. The following are offered as examples of this alignment of course content within the curriculum:

Concurrent Instruction

Therapeutic Exercise, PTA 140, is a course designed to provide a concrete understanding of the methods used in strengthening muscle to improve power, endurance and function. Also, the course illustrates the connection between limitation in motion and strength of particular muscles and muscle groups. During the same semester, Functional Anatomy, PTA 120, addresses human anatomy and both the concepts of topographical and structural anatomy is covered at this time along with the elements of joint construction as well as origin, insertion, innervation and function of all muscles. The final portion of both of these courses is the connecting of the assessment tools and knowledge of the structure and function of human anatomy with the rehabilitative techniques for strengthening and lengthening of specific muscles and connective tissue. Finally, during the courses titled Clinical Education I, PTA 182 and Clinical Education II, PTA 210, which occur in the Fall Semester of the students' second year, the process brings the student full circle from theoretical problems and assessment skills to actual implementation with real patient cases.

Sequential Instruction

During the first semester of the curriculum, the student is presented the course, Introduction to Physical Therapy, PTA 110, which addresses medical terminology, focusing on prefixes, suffixes, and root words. Following this exposure and during the second semester the student participates in Pathophysiology, PTA 170, which introduces the actual clinical presentation of the terminology used to describe the various conditions. In the fourth semester the student begins Clinical Education I, PTA 182 and Clinical Education II, PTA 210, which provides the student with the opportunity to apply medical terminology in the clinical setting. Also, he/she is exposed to patients with disease and dysfunction and is able to observe patients with specific signs and symptoms, which add concrete information to the theory presented in previous semesters.

Progressive Instruction

Starting with the first semester the students participate in the program course, Introduction to Physical Therapy, PTA 110, which presents the concept of movement planes, axis of motion, and the very basics of how human movement is accomplished. Also, the student is introduced to the more noticeable topographical anatomy.

During the second semester the student continues this exposure with a more concise understanding of human anatomy, which is done in Functional Anatomy, PTA 120. Both topographical and

structural anatomy is covered at this time along with the elements of joint construction as well as origin, insertion, innervation and function of all muscles.

In the second semester, Therapeutic Exercise, PTA 140, again reviews muscle function and incorporates the concept of length and strength as well as function and adds the element of pathological conditions. These conditions require a more complete understanding of joint structures, operative and non-operative complications, and specific testing procedures in order to develop a treatment plan to address the problems.

SKILL DEVELOPMENT SEQUENCE

Though circumstances can always alter the sequence of skill development, the respective semester progression will present, but is not limited to, the following:

1st Semester

Ethics, Practice Act, History of PT, Medical Terminology, Vital Signs, Orientation to use of hospital bed and wheelchairs, Patient positioning, Safety Issues, Body Mechanics, Documentation, Transfer Techniques, General Rehab, Orthopedic Issues, Massage, Myofascial Release, Modalities- Traction, Hot Packs, Cryotherapy, Ultrasound, Phonophoresis, Infrared, Paraffin, Diathermy, Ultraviolet, Hydrotherapy-Burn Care, Wound Care, Electrotherapy

2nd Semester

Pathophysiology, Functional Anatomy, Therapeutic Exercise

3rd Semester

Manual Muscle Testing, Goniometry

4th Semester

2 Short-Term Full Time Clinical Assignments of 96 hours each, Professional Interactions, Ethics continued, Adult Neurology- Aquatics, Amputations, Prosthetics, Orthotics, Cardio-pulmonary rehab, Special Topics

5th Semester

Two Long-term clinical affiliations of 240 hours each, Licensure Review, Pediatrics, Job Search/Interview Skills, Health Care Resources

RELATED STUDIES

In addition to the Physical Therapy-oriented courses, your curriculum includes courses taught by other Academic Departments or Divisions. The Anatomy and Physiology courses are offered by the College Transfer Department. This is a two-semester survey course offering introductory information on all body systems. Instructors of the College Transfer Department teach the General Psychology course. The purpose of this course is to help you better understand the behavioral characteristics of the individual and society as a whole.

The Communications courses, both written and oral are offered by the College Transfer Department. The obvious purpose is to help you develop those skills and abilities necessary for effective communication in your role as a Physical Therapist Assistant.

The general college electives (the course number will start with number 1, or number 2 - Ex. PSY 150, HUM 221) allow you latitude in choosing other credit level courses of interest to you. If uncertain as to whether or not a course you are interested in meets this requirement, please check with your faculty or the Student Advisor.

The purpose of related studies is to help you meet the overall program goals. The General College courses also offer some credit for those who may later wish to pursue a higher academic degree. Transfer of credit from earlier college studies is determined by Student Services and requires an official transcript.

COLLEGE ADVISEMENT SYSTEM

Advisors are responsible for assisting students with registration functions, for dropping/adding, for withdrawing, as well as for graduation and transfer planning, in addition to other related tasks. Students are encouraged to discuss their course selections and educational plans with advisors. It is the ultimate responsibility of the student who plans to transfer to a four-year institution to know the program requirements and the graduation requirements of the senior institution.

HEALTH- PHYSICAL AND EMOTIONAL

1. Physical

As a student progresses through the PTA program, if a physical condition threatens to prevent satisfactory classroom, lab, or clinical performance, the student will be counseled and referred to an appropriate professional. The recommendation of this professional is used in advising the student regarding continued enrollment in the PTA program.

If the health problem necessitates medical or surgical intervention over a period of time, and individual conference with the course and/or clinical instructor will be held to determine the feasibility of the student being able to meet the course objectives. If it is felt that the student can achieve the objectives and course attendance policies, a plan and schedule to accomplish this will be established and agreed to by both parties. If it is determined that the student is not able to continue at all or meet course objectives and attendance policies, then the student must withdraw from the course and would have to reapply to the program.

Whenever such a health problem occurs, the student must have a physician's written documentation as to the problem, the necessary intervention, and the date the student can safely resume his/her activities in the PTA program.

2. Emotional

Throughout the curriculum, instructors' assessments of any student's emotional health are made by observing his/her behavior and by conferring with the student. When emotional conditions prevent satisfactory classroom or clinical performance, recommendations are made on an individual basis

for consultation with the appropriate professional. The recommendations of this professional are used in advising the student with regard to continued enrollment in the PTA program.

If in the professional judgment of the faculty member(s), it is believed that the student would be unable to meet the course objectives due to the physical or emotional health problems, the student would be dismissed or have the option to withdraw from the program.

3. Pregnancy

A pregnant student may continue in the program as long as she feels able and has the written consent of her physician.

The student's physician must specify the length of time the student may safely continue her classroom/clinical assignments. After delivery and prior to returning to school, the student must submit a second written statement from her physician stating the student can safely resume her activities in the PTA program.

IMMUNIZATIONS AND INFECTIOUS DISEASE AND OTHER REQUIREMENTS

1. Tuberculin Test

A Tuberculin Skin Test (PPD) is to be administered annually and recorded appropriately. In the event that a PPD is recorded as positive then a chest x-ray will be done yearly from that date forward and recorded appropriately.

2. Vaccinations

- The PTA program strongly suggests getting vaccinated with the Hepatitis B series to be initiated upon entry into the program. This involves a series of three shots taken within a given timeline. Should the student refuse the series, the student then must sign a waiver stating his/her refusal. The Academic Coordinator of Clinical Education may be unable to place a student in a clinical site as most sites require the Hepatitis B vaccination. In that case, the student would be unable to complete the program.
- Proof of having been exposed to the varicella virus is required by the PTA program. Proof of exposure is a blood titer to determine the presence of antibodies regarding varicella virus exposure. If the titer is negative, the varicella vaccination is to be obtained. Again, the student has the right to waive obligation of the above, however, the Academic Coordinator of Clinical Education may be unable to place a student in a clinical site as most sites require this. In that case, the student would be unable to complete the program.

3. Infectious Disease

As a preventative effort, the student will receive a workshop on universal precautions, infection control.

If a student should contract or be a carrier of acute/chronic, active/inactive infectious disease (example: streptococcal infection, staphylococcal infection, Herpes, any sexually transmitted disease, HIV, etc.) it is his/her responsibility to report this immediately to the course/clinical instructor. This is especially important if a student is assigned to a clinical area.

4. Criminal Background Check and Substance Abuse Test

- Students are required to sign a Criminal Background Check and Drug Screening Information Form upon admission to the PTA program
- Some of the clinical sites that the PTA program affiliates with require students to undergo a substance abuse test and/or a criminal background check. The student will be responsible for the cost of a substance abuse test and criminal background check if these are required by the clinical site. If the result of the criminal background check and/or drug screen are unsatisfactory and the student is declined an affiliation at an assigned facility, the student will not be eligible to participate in any clinical education course and therefore the student will be ineligible to complete the program and ineligible to sit for the state licensure exam.

5. CPR

All PTA students are required to acquire CPR certification during their second year in the program. Students are responsible for the cost of the CPR certification.

CLASS ATTENDANCE/ABSENTEEISM POLICY

1. The College has a specific 20% absence policy for all courses. (Refer to the Martin College Catalog) As for clinical affiliations, the program's absenteeism policy states that any time missed must be made up so that students complete the total number of required hours (see clinical absenteeism policy section of student handbook). Time missed that is not made up as arranged and agreed upon by the clinical faculty and student may result in the student failing the clinical course. It is strongly suggested that students avoid any absenteeism in the clinical education portions of the program. A student that does not complete the required number of hours for a clinical education course will not be allowed to proceed to the next clinical affiliation, causing the student to be out of sequence with courses in the PTA program. This would result in dismissal from the program and the student would have to reapply to the program.

2. The program faculty will indicate on relative course syllabus/objective handouts the percentage of your grade based upon class participation/attendance.

3. To express the expectations of the program faculty in the clearest terms, absences without just reason are not to be tolerated. When an absence is unavoidable in a program course, the student is to notify the class instructor by telephone prior to the scheduled class time as to the reason for the absence. Upon return, the student is to meet personally with that instructor to discuss the class (es) missed and identifies make-up work. This is the student's responsibility and must be done in a timely manner.

4. When on a clinical assignment should illness or other "reasonable cause" necessitate absence, the student must notify the Clinical Instructor by telephone, preferable, prior to the time you are to

appear in that department. Upon your return you are to meet personally with your Clinical Instructor to discuss the absence and any time/activities to be made up.

5. Experience has shown that a person with frequent absences or tardy arrivals as a student demonstrates this same behavior as a worker. A potential employer usually inquires as to the student's behavior in regard to absences or tardies as it reflects a possible problem as a worker. In a physical therapy department, workers depend on each other to be present and on time to get the work done without imposing a hardship or overload on others. The PTA Program is preparing you to be employed in physical therapy departments. We want you to be dependable and reliable as employees, thus as students.

INCLEMENT WEATHER POLICY

In the event of inclement weather, the program follows the college policy listed in the college catalog. The policy states: In the cases of inclement weather, Martin Community College will attempt to announce by 6:15 am for day classes and by 4:00 pm for evening classes the status of opening or closing the College on local radio and television stations, including WIAM radio station in Williamston, WNCT-TV station in Greenville, and WITN-TV station in Washington. It is the policy of the college to make up missed classes. When classes are not cancelled, students are responsible for making their own decision about traveling to the College based on their judgment of local road conditions. However, if the College is open absences will be recorded.

PROFESSIONAL APPEARANCE AND DRESS CODE

Though clinical departments may vary in regards to dress, grooming or jewelry, as a student you will conform to that indicated in this section of information.

STUDENTS ARE NOT ALLOWED TO WEAR JEANS, SHORTS, LOW RISE PANTS, LOW CUT SHIRTS/BLOUSES OR OPEN TOE SHOES ON THEIR CLINICALS.

Personal Hygiene

As a student (and later as a worker), you must maintain personal health such that there is no risk to yourself or the patient. Body and breath odor and strong perfume are offensive to others. You are to accept personal cleanliness and hygiene as being essential to acceptable interpersonal activities such as those engaged in by physical therapy personnel.

Hair, Head Coverings, and Nails

- On your clinical affiliation, your hair should not fall below the collar of the uniform. If you wear a long hairstyle, it must be tied back or braided and pinned up so it does not fall loosely over the shoulder and face. Hair must be kept clean to reduce the risk of contamination.
- Males who choose to grow facial hair should keep their mustache and beard neatly trimmed and clean.
- **NO** personal head coverings or hats of **ANY** kind are to be worn on your clinical affiliations.
- For both on-campus procedure labs and clinical assignments, fingernails must not extend beyond the fingertips. They should be clean and filed smoothly and only clear nail polish will be acceptable.

- Artificial nails, including tips, wraps, and acrylics are not allowed during your clinical affiliations.

Body Art and Jewelry

- No jewelry is to be worn except a watch, wedding band/engagement ring or similar ring.
- No more than two small earrings may be worn while in the clinical setting. The size of the earrings should in no way detract from professional appearances or pose a safety hazard to one's self or the patients.
- Body piercing of areas other than the ears and adornments of such will not be visible while in the clinical setting.
- Additionally, body art, such as tattoos, will not be visible to staff or patients while in the clinical setting.

Cosmetics and Fragrances

- Fragrances in the health-care setting may pose a serious problem for patients with breathing disorders or chronic nausea. It is for this reason that students should refrain from wearing fragrances while on their clinical affiliations.

Clinical Dress

- The clinical dress consists of navy blue, black, or khaki slacks, white top, white shoes, appropriate hose or socks (plain -without patterns). A skirt may be worn instead of slacks if the student so chooses; the hem of the skirt should cover the knee.
- The legs of slacks should be hemmed so that they do not drag the floor.
- Students must wear a WHITE lab jacket while on their affiliations.
- Attire must be clean and wrinkle free.
- In many clinical departments the student is offered the option of wearing scrubs more similar to the one worn by employees of that department. This is an option and is not required.
- Without exception, regardless of the option of clinical garb (class uniform or clinical department dress), the student, at all times, will wear the college nametag identifying you by name and as a P.T. Assistant Student. The nametag will be worn at the left upper pocket area. To omit this identification is misleading to the public by implying you are an employee of that facility and department. Violation of the requirement to wear this identification will prompt recall from that department. Violation of this requirement will also effect your grade and may effect your progress in the program

Class Room Dress for Labs

Students serve as practice patients and should dress accordingly depending on the lab as directed by the instructor. Some lab activities require that students wear a patient gown.

FAILURE TO COMPLY WITH THE PROFESSIONAL APPEARANCE GUIDELINES MAY RESULT IN REMOVAL FROM THE CLINICAL AFFILIATION AND THE PTA PROGRAM.

HEALTH INSURANCE

Each student is responsible for his or her own health insurance throughout the program duration, particularly during the clinical affiliations periods.

PROGRAM COSTS

In addition to the tuition and fees identified in the College Catalog, the major expenses for the program are for books and expenses associated with clinical education. There is no way to reflect the "true" cost for books, semester to semester, for a given year since the cost changes too much -- usually upward. Expenses for clinical education experiences will also vary based upon availability and students' locale.

Other costs and the semester they would appear are as follows:

1. **Lab Coats-** For clinical affiliations. Approximately \$40 a piece and it is recommended two be purchased.
2. **Graduation Fee** - Each candidate should apply for graduation at the beginning of his/her last semester of enrollment. The fee is \$35.00.
3. **Liability Insurance** - Paid by the College for courses involving patient care. This will start the Fall Semester of your first year and continue through the program. The cost of this coverage is \$0.00 to the student.
4. If a student would like to be a member the **PTA Club** the dues are \$10.00 per year.

ACADEMIC STANDING AND GRADING

Part of any competency-based educational program is the establishment of minimum levels of achievement. The course materials distributed for each PTA course will include a list of competencies, how each of them will be evaluated, and a minimum level of achievement for each one.

- The lowest level of acceptable achievement in any core curriculum course (courses beginning with the prefix PTA) in the PTA program is 77 percent. The 77 percent minimum is the lowest "C" range in the program's grading scale. If a student receives a "D" in any core curriculum course that student will be dismissed from the PTA program.
- If a student receives a "D" in **ANY** general education course in the PTA program including but not limited to: BIO 168, BIO 169, ENG 111, MAT 115, CIS 111, ENG 115 Humanities/Fine Arts Elective, and Behavioral/Social Science elective he/she will be dismissed from the PTA program.

One of the roles of the Physical Therapist Assistant Program is protection of the public by setting high standards and providing educated, qualified and competent graduates. It is for this reason that the program demands a 77 percent minimum level of competence and utilizes a seven point grading scale.

The grading scale for this program is as follows:

A	=	93 - 100
B	=	85 - 92
C	=	77 - 84
D	=	70 - 76
F	=	69 and below

In addition, each student must maintain a G.P.A. of 2.6 or better each semester to be allowed to continue in the educational progression. In the event a student falls below a 2.6 G.P.A., he/she will be placed on probation for one semester during which the G.P.A. must be brought up to 2.6 or better. If the student is unable to accomplish this task, he/she will be dismissed from the PTA program.

Students are encouraged to meet with the instructor of the course if you receive a grade you consider to be inappropriate.

The PTA program will follow the incomplete grade policy listed in the Martin Community College Catalog.

Students must take courses in the designated sequence.

As a physical therapist assistant program student, you should not presume you have the privilege of withdrawing from any required course; especially should that course be required for a specific semester. To withdraw from **ANY** course without first discussing such action with the program director will result in the student being withdrawn from the program. If a student withdraws from a PTA course the student must withdraw from the program and would have to reapply to the program.

In order to avoid conflicts with Clinical Education all students must complete all general education requirements for the program in the first year in the program or the summer between the first and second year of the program.

GRADING OF CLINICAL EVALUATIONS

The short term and long-term clinical experiences are graded using a 4-point New England Scale as outlined below. PTA 182 (Clinical Education I) and PTA 210 (Clinical Education II) have 100% of the grade coming from the clinical performance evaluation. PTA 260 (Advanced Clinical Education) is evaluated using the New England Scale as well, with the average of each clinical evaluation of the two 6-week blocks comprising 100% of the final grade. Both sections of PTA 260 require the student to complete an in-service.

Clinical Grading Scale:	A = 4.00 - 3.72
	B = 3.71 - 3.40
	C = 3.39 - 3.08
	D = 3.07 - 2.76
	F = 2.75 and Below

Overall Final Grades are based upon the average of each clinical evaluation category. Performance in PTA 182 and PTA 210 are evaluated at the end of the two-week, 2-day experience. PTA 260 is evaluated at midterm point of the clinical and again at the conclusion. A grade of "D" or less in any clinical education course constitutes failure of that course.

RE-APPLYING TO THE PHYSICAL THERAPIST ASSISTANT PROGRAM

A student may enter the Physical Therapist Assistant Program a maximum of two times (initial admission is counted as the first entrance). After two entrances into the program, a qualified student who was dismissed or withdrawn from the program for non-academic reasons may seek re-entry and be considered for re-entry by the Program Director on a case-by-case basis.

1. Meet the current admission criteria required of all applicants to the Physical Therapist Assistant Program.
2. Students not actively enrolled in the Physical Therapist Assistant Program in the 12 months prior to the first day of the semester (elapsed time out of program \geq 12 months) must apply for **READMISSION** to the program. This may be done by notifying the program director in writing of your intent to re-apply, including the reasons for withdrawal or dismissal, reasons for re-application, and detailing the change of circumstances that will lead to a better result this time, and up-dating your application in the Registrar's Office. Because information in any allied health field changes so quickly, students absent from the program for more than 12 months will be required to re-take all program specific courses (PTA prefixes). Readmission into the program is competitive, not guaranteed, and is limited by the number of slots available. Students should be aware that no financial aid will be available to pay for re-taking courses in which the student has previously earned a grade of "A", "B", or "C." In addition, students must submit transcripts of work completed in the interim, and submit an updated medical history form. Students should be aware that they may need to update their CPR certification and/or TB test. This should be done before re-application as this information is required for placement in clinical rotations.
3. Students dismissed or withdrawn from the program within the previous 12 months (elapsed time out of program $<$ 12 months) must apply for **RE-ENTRY** to the program. This may be done by notifying the program director in writing of your intent to re-apply, including the reasons for withdrawal or dismissal, reasons for re-application, and detailing the change of circumstances that will lead to a better result this time, and up-dating your application in the Registrar's Office. Re-entry into the program is competitive, not guaranteed, and is limited by the number of slots available. If selected for re-entry to the program the student will start with the classes in which the withdrawal or academic deficiency occurred. The PTA Program Director may elect to require a written plan of remediation for the student, once they are enrolled in the classes in which the withdrawal or academic deficiency occurred. Remediation may include any of the following (but not limited to): self-directed study, practical examinations, and/or re-taking specific written examinations. Any written plan for remediation in a course must be successfully completed as determined by the PTA Program Director and course instructor prior to the student successfully completing the classes in which the withdrawal or academic deficiency occurred. Re-entry students who left the program as a result of unsatisfactory academic/clinical performance will re-enter the program if admitted, on probation and will remain on probation for the following semester. In addition, students must submit transcripts of work completed in the interim, and submit an updated medical history form. Students should be aware that they may need to update their CPR certification and/or TB test. This should be done before re-application as this information is required for placement in clinical rotations.
4. Having met all the pertinent requirements as stated above the readmission or re-entry student will be scheduled for an interview with the program director. Because of restricted space in the

incoming class for each year, the number of readmission or re-entry students will be limited to no more than 10% of the students starting each fall.

DUE PROCESS OF THE STUDENT

There are two mechanisms by which a student has recourse to appeal. One is the Student Grievance Procedure as appearing in the College catalog and the other is the peer review process for clinical failure, which is discussed in this handbook under the section on Clinical Affiliation.

STUDENT EVALUATION

The PTA faculty has adopted a program of evaluation in order to determine the progress a student is making toward achieving the course objectives and goals of the program. These include, but are not limited to, written and practical examinations, clinical performance evaluations, research papers, oral presentations, laboratory worksheets, video taped surrogate patient scenarios, and classroom participation. Evaluation should be a motivating force in improving teaching and learning situations and in the growth and development of the student. Since the objectives for both clinical and theory are stated in terms of expected student behavior, evaluation must be in terms of observed student behavior.

THEORY

The activities used to evaluate the classroom and/or lab portion of the course are stated on each course syllabus and are discussed with students on the first day of class. References utilized for written assignments must be approved by the course instructor.

CLINICAL EDUCATION

1. Clinical Evaluation Form

For each PTA clinical course, a specific clinical evaluation form has been developed. Each student will review a copy of the evaluation form as part of the course syllabus and/or prior to his/her clinical assignment. It is the student's responsibility to read the evaluation form. If any part of the evaluation form is unclear, the student should seek clarification from the academic coordinator of clinical education.

2. Clinical Affiliation Evaluation

In all clinical affiliations, in addition to demonstrating competent patient care skills and a sincere interest in improving those skills, the student must abide by the policies and practices of their respective clinical facility. The clinical faculty, the academic coordinator of clinical education (ACCE) and the program director each have the responsibility and duty to remove a student from a clinical assignment who fails to meet those requirements.

The PTA program faculty reserves the right to use professional judgment to determine a student's capability in performing patient care and maintaining the health and safety of the patient. A student who is informed that he/she is not performing at a satisfactory level in a clinical education experience may be directed to do the following:

1. Participate in a conference with clinical faculty and the academic coordinator of clinical education (ACCE) to identify insufficient areas.
2. Participate in a plan designed to rectify the insufficiencies as developed by clinical faculty and the ACCE.
3. Leave the clinical site immediately, upon request from the clinical faculty or ACCE, if the nature of the deficiency warrants such an action as determined by the PTA program faculty. A student must notify the ACCE at MCC immediately, if they are asked to leave a clinical facility. If students do not notify the ACCE and do not return to MCC immediately, the student may fail the clinical affiliation for excessive absenteeism regardless if the removal from the site is deemed warranted or not by program faculty.

In the event that the student is unable to perform at the minimal level of competence for the affiliation and has attempted items one and two above, the student is then removed from the clinic. Students may be immediately removed from the clinical site for several reasons including but not limited to: intentionally endangering patients, violating patient rights, unethical behavior, repeatedly demonstrating unsafe patient interventions, or infractions of facility policies. If a student is unable to complete an affiliation due to inadequate knowledge, skills or professionalism as deemed by the clinical faculty, ACCE, and Program Director, then the student would not receive a passing grade for the affiliation, would be dismissed from the PTA program, and would have to reapply to the PTA program if the student so desired.

The ACCE, with approval of the PTA Program Director, reserves the right to remove a student from a clinical facility and locate an alternate clinical facility, if available, for unusual or extenuating circumstances.

CLINICAL PLACEMENT

The students will be required to participate in three clinical education courses that consist of four full-time clinical education experiences. There are two two-week 2-day clinical blocks (PTA 182 & PTA 210) and two 6-week clinical blocks (PTA 260). The two-week 2-day clinical exposures are typically local sites within driving distance of the college or the student's home but may be out of area or out of state. The final two clinical affiliations may be out of area or out if state. Out of area is defined as greater than 1.5 hours drive time from the college or the student's home. Clinical placement is coordinated by the ACCE. Key factors used by the ACCE in providing clinical placement are, but are not limited to, educational needs of the student, the student's personal interests and clinical slot availability. The ACCE has the sole authority for final determination of student placement for clinical experiences.

As for the actual clinical affiliation, clinical faculty provides the direction and control of the students' daily experiences during the clinical affiliations. This same clinical faculty provides the program with Clinical Site Information Forms for all participating facilities and the students, with permission of the ACCE, can access these. These forms indicate demographics, patient case diversification, operational data, and other relevant information that may be helpful to the student in determining interests for clinical placement.

PATIENT RIGHTS AND SAFETY POLICY

It is the policy of the PTA Program that all students follow patient care safety guidelines and respect the rights and dignity of all individuals. The following sample behaviors are provided to guide and direct the students in the provision of ethical and safe treatment of patients within their care.

Patient Rights

1. The patient has a right to informed consent and the right to continuity of care and/or treatments.
2. The patient has the right to dignity and respectful care.
3. The patient has the right to individuality and expression of cultural diversity. The student, will in turn, have the utmost concern for the welfare of the patient and respect the patients cultural differences.
4. The patient has the right to privacy. Students will consider all patients information as confidential, only discussing information with those personnel who have a right to know and have been involved with the current care of the patient.
5. The patient has the right to refuse treatment. Likewise, the student has the right to refuse carrying out treatment procedures if he or she believes them not to be in the best interest of the patient or harmful to the patient.

Patient Safety Guidelines

- a. Verify patient's identification before transporting the patient from the room down to the department.
- b. All patients being ambulated as part of their therapy will have a safety belt placed around their waist.
- c. No patient will be allowed to get up from a wheelchair unless both brakes are locked and the foot peddles and leg rests are out of the way.
- d. Wheelchairs will be locked when the patients are waiting for treatments or they have completed therapy and prior to transporting.
- e. Patient being transported on stretchers will have side rails up or straps applied across the chest and legs.
- f. All modalities patients will be given a call bell and/or instructed to call if problems arise when left in a treatment booth or the whirlpool area.
- g. A trained member of the staff will be in immediate attendance when any patient on a treatment table first comes to sitting position post treatment.
- h. A trained member of the staff will be in immediate attendance when a patient gets into, out of, or leaves the whirlpool area.
- i. A trained member of the staff will be in immediate attendance when any patient transfers to or from a chair, wheelchair, plinth, or mat.
- j. A trained member of the staff will stay with any confused patient while receiving a whirlpool and remain in the immediate area for all other whirlpool patients.
- k. Any confused or helpless patient will be restrained while in a wheelchair.
 - l. No child, helpless, or confused patient is to be left alone in a cart, tilt table, mat, or treatment plinth unless restrained with straps.
- m. No patient will be left alone in the department at any time for any reason.
- n. Patient's skin condition will be checked before and after all heat treatments.

- o. Water temperature of the whirlpool will not exceed 104 degrees. Paraffin temperature will not exceed 126 degrees.
- p. Patients will be oriented to all procedures before treatments are begun. If the patient does not refuse the treatment offered, it will be taken as a consent to treat and the therapist will proceed with the prescribed procedures for treatment.

CONFIDENTIALITY POLICY

Any information learned about a patient is confidential including the patient's name. Students will follow the confidentiality policies of their clinical site including but not limited to HIPPA guidelines. There will be no discussion of clinical experiences in public places (elevators, stairs, cafeteria, hallways, etc.). Discussion should occur only in clinical conferences or in private conversations with instructor and/or fellow students. Violation of this policy will result in a grade of "F" in the clinical course, and dismissal from the program. The student would receive written notification from the PTA Program Director of dismissal from the program

NEGLIGENCE

A student who is responsible for "an act of negligence" in the clinical area will complete an agency incident report, a copy of which will be sent to the director of the PTA program. The student will immediately meet with clinical faculty/ACCE of the program to discuss this area of concern, its severity and the student's retention in the program. Acts of negligence, which result in harm to the patient, will lead to the student's dismissal from clinic and from the program.

GENERAL CLINICAL GUIDELINES

1. A student may not be assigned to the same unit in a clinical facility where he/she is or has been an employee.
2. Outside visitors are not to visit with students during scheduled clinical experience.

STUDENT'S PROFESSIONAL BEHAVIOR

The following guidelines for professional behavior are required of students. Failure to follow these guidelines may result in an unsatisfactory grade in classroom and/or clinical evaluation and consequently in dismissal from the PTA program.

Each PTA student will:

1. Follow the department dress code.
2. Comply with:
 - a. North Carolina or the appropriate state Practice Act pertaining to the clinical affiliation locale
 - b. Policies of the clinical facility as stated in current Policy and Procedures Manual;
 - c. Patient's bills of rights
 - d. APTA code of ethics.

3. Keep patient information confidential; discussion of clinical experiences takes place only in clinical conferences or private conferences with instructors;
4. Be punctual in classroom and clinical attendance;
5. Report to clinical instructor and appropriate staff when leaving clinical area;
6. Report patient situations accurately, regardless of reflection upon self. If situation requires agency incident report, student will complete report according to agency policy;
7. Ask for supervision and assistance when needed;
8. Utilize time efficiently and constructively;
9. Display initiative and self-motivation;
10. Demonstrate self-confidence in administering patient care;
11. Complete all written work on time;
12. Interact professionally with faculty, peers and health team members;
13. Attend and participate in clinical exit conferences;
14. Perform self-evaluation regarding attainment of course objectives.

COMMITMENTS

The clinical faculty is committed to helping the students gain both patient care and communication skills.

The students are required to demonstrate both good work habits (promptness, cleanliness, courtesy, etc.) and appropriate patient care skills based on the current level of academic preparation.

Students should keep in mind that the clinical instructors receive no compensation for their educational duties.

CLINICAL COSTS

Due to the rural location of Martin Community College most of our clinical facilities are some distance from campus. Students are required to provide transportation and costs may vary. A few of the facilities will help to defer costs by providing assistance with either travel or food.

The long term clinical experiences are obviously more expensive and housing is necessary in some cases. The cost for this portion is typically more costly; however a few facilities offer stipends and other assistance. Students are ultimately responsible for ALL costs associate with clinical education experiences including but not limited to meals, transportation, lodging, and appropriate clothing.

Student Injury in Clinical Area

If a student is in an assigned clinical area when personal injury occurs, he/she is to report immediately to the instructor. If he/she is unable to do this, another student working in that area is to contact the instructor.

Per agency policy, an incident report with specific details of the injury must be completed. The report should clearly state how and why the incident occurred and if the incident resulted from faulty equipment or negligence on the part of the student or agency. It is recommended that the student report to the Emergency Room for evaluation and treatment. This would be done at the student's - not the college's or clinical facility's expense. (E.R. cost may include E.R. fee,

physician's fee, and cost of treatment and/or services rendered.) If a student elects not to go to the E.R., this should be so stated on the incident report.

A copy of the incident report is to be directed to the Director of the Physical Therapist Assistant program who will forward it to the appropriate instructor/supervisor who will file it in the student's record.

CLINICAL ABSENTEEISM POLICY

The clinical education courses at Martin Community College, PTA 182, PTA 210, and PTA 260, require that a certain number of hours be completed (PTA 182 requires 96 hours, PTA 210 requires 96 hours, PTA 260 requires 480 hours of which half is completed at one clinical site and half at another site). Students must document the number of hours they work each day on a time log that will be signed by the clinical instructor and submitted to the Academic Coordinator of Clinical Education (ACCE) at the end of the affiliation. Students are to contact the clinical instructor and ACCE if an absence is unavoidable. If a student misses any hours, as scheduled, he or she will be required to make that time up as determined by the clinical affiliation site and the clinical instructor.

Students must obtain the required number of hours for each course to maintain compliance with on-the-job training requirements as determined by the Community College System. The PTA program faculty has no control over the determination of when make-up time can be scheduled when a student is participating in on the job training. It is the student's responsibility to ensure that any time that has been missed is made up. At the beginning of each clinical affiliation, students and clinical instructors are encouraged to discuss how any time that may be missed by the student for illnesses or emergencies can be made up before these situations occur. Prior approval of the clinical instructor is required before a student can make up any time missed, along with prior notification by the student and clinical instructor to the MCC Academic Coordinator of Clinical Education.

If the time missed is not made up during the scheduled affiliation, the student understands that he or she WILL NOT receive a passing grade on the affiliation and WILL NOT be allowed to repeat the affiliation. If a student fails a clinical affiliation due to absences or grades, the student will be required to re-apply to the PTA program. A student may enter the Physical Therapist Assistant Program a maximum of two times (initial admission is counted as the first entrance). Acceptance back into the program is competitive and is not guaranteed.

DUE PROCESS FOR CLINICAL FAILURE

In the event that a student should fail a clinical experience for any reason and feel that they have been judged unjustly, they may request a peer review. This request must be made within (5) five days of the adverse finding. Peer review will consist of a committee composed of the Program Director, Academic Dean, one faculty member, two students and the clinical instructor. It will be the responsibility of this committee to review the evaluation and the circumstances and make recommendations. If the findings of the peer review are unacceptable to the student, the student may request a Due Process Hearing utilizing the college wide procedure as outlined in the College Catalog.

DRUG AND ALCOHOL POLICY

The PTA program follows the drug and alcohol policy as outlined in the College catalog. Situations that fall beyond the scope of the college catalog, which impact areas of academic and clinical attendance, course work, clinical practice and professionalism will be dealt with on a case by case basis, following the standards of this handbook, North Carolina laws, and/or United States Federal laws.

MISCELLANEOUS INFORMATION

Students will complete the following forms in the NEW STUDENT PACKET upon admission into the PTA program: Medical Examination Form, Learning Styles Inventory, Human Subject Policy Form, Confirmation of PTA Handbook Form, Information Release Form, Criminal Background and Drug Screening Notification Form, and Permission to be Videotaped and/or Photographed.

**STANDARDS OF ETHICAL CONDUCT FOR THE PHYSICAL THERAPIST
ASSISTANT***

Guide for Conduct of the Physical Therapist Assistant

This *Guide for Conduct of the Physical Therapist Assistant* (Guide) is intended to serve physical therapist assistants in interpreting the *Standards of Ethical Conduct for the Physical Therapist Assistant* (Standards) of the American Physical Therapy Association (APTA). The Guide provides guidelines by which physical therapist assistants may determine the propriety of their conduct. It is also intended to guide the development of physical therapist assistant students. The Standards and Guide apply to all physical therapist assistants. These guidelines are subject to change as the dynamics of the profession change and as new patterns of health care delivery are developed and accepted by the professional community and the public. This Guide is subject to monitoring and timely revision by the Ethics and Judicial Committee of the Association.

Interpreting Standards

The interpretations expressed in this Guide reflect the opinions, decisions, and advice of the Ethics and Judicial Committee. These interpretations are intended to guide a physical therapist assistant in applying general ethical principles to specific situations. They should not be considered inclusive of all situations that a physical therapist assistant may encounter.

STANDARD 1

Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

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 therapy services.

STANDARD 2

Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

2A. Physical therapist assistants shall act in the best interests of patients/clients over the interests of the physical therapist assistant.

2B. Physical therapist assistants shall provide physical therapy interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapist assistants shall provide patients/clients with information regarding the interventions they provide.

2D. Physical therapist assistants shall protect confidential patient/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.

3A. Physical therapist assistants shall make objective decisions in the patient's/client's best interest in all practice settings.

3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapy interventions.

3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/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 therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

STANDARD 4

Physical therapist assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other health care providers, employers, payers, and the public.

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/clients, students, supervisees, research participants, or employees).

4C. Physical therapist assistants shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

4D. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority, subject to law.

4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

4F. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

STANDARD 5

Physical therapist assistants shall fulfill their legal and ethical obligations.

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/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.

6A. Physical therapist assistants shall achieve and maintain clinical competence.

6B. Physical therapist assistants shall engage in lifelong learning, consistent with changes in the 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/clients and society.

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/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/clients.

STANDARD 8

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

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 therapy services.

8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

Issued by Ethics and Judicial Committee
American Physical Therapy Association

Physical therapist assistants shall report any conduct that appears to be unethical or illegal.

Issued by Ethics and Judicial Committee -

American Physical Therapy Association, October 1981, Amended January 1996.

*** This represents the conduct expected of the Physical Therapist Assistant student by the Program.**