

PTA STUDENT HANDBOOK

Physical Therapist Assistant Program
Division of Career Technical Workforce Education
2021–2022



McHenry
County College

CAPTE

Commission on Accreditation
in Physical Therapy Education

The Physical Therapist Assistant Program at McHenry County College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) (3030 Potomac Ave., Suite 100. Alexandria, VA 22305-3085; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call (815) 479-7592 or email clouderman@mchenry.edu

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Discrimination, Harassment and/or Anti-Violence

The College seeks to maintain an academic and work environment free from harassment and discrimination for students, faculty, and staff. Harassment and discrimination are contrary to the standards of the College community; they diminish individual dignity and impede equal employment and educational opportunities.

In compliance with all applicable laws, the College prohibits discrimination and harassment based on race, color, creed or religion, sex, national origin, ancestry, age, order of protection status, marital status, physical or mental disabilities, military status, sexual orientation, gender-related identity, pregnancy, unfavorable military discharge, or other factors prohibited by law in admissions, employment, participation in educational programs, or activities. Decisions regarding employment include hiring, promotion, termination, wages or salaries, benefits, and other terms and conditions of employment.

Intimidation, discrimination, and harassment, including sexual discrimination, can arise from a broad range of verbal, nonverbal, and/or physical behaviors. Discrimination, harassment, and/or intimidation can be perpetrated by employees, students, outside contractors, or other individuals on the College's premises. The College strictly prohibits such misconduct and similar unacceptable activities that could become a condition of employment or a basis for educational or personnel decisions, or which create a hostile environment.

Any employee or student who engages in discrimination or harassment, or who retaliates against another individual for making or participating in the investigation of a report of discrimination or harassment, is subject to discipline, up to and including termination or expulsion from the College.

Individuals who believe they have experienced harassment or discrimination prohibited by the statements above are encouraged to contact the appropriate office. Students should contact the Office of Student Conduct, A252, at (815) 455-8696. Employees should contact Rachel Boldman, Title IX Coordinator at (815) 479-7572.

The student Handbook will be given to the incoming class during the Mandatory Orientation prior to the start of school. Handbooks can be accessed anytime online at: www.mchenry.edu/PTA

MISSION STATEMENTS

McHenry County College Mission and Vision Statements

Mission: Our focus is learning. Student success is our goal.

Vision: The community's first choice for a lifetime of learning.

Physical Therapist Assistant Program Mission Statement

Provide comprehensive learning experiences leading to successful employment as an entry-level physical therapist assistant who is able to work under the direction and supervision of a physical therapist, and who is able to meet the needs of employers and the community

GENERAL EDUCATION AND PTA PROGRAM GOALS

MCC General Education Goals

Critical Thinking:

Students who graduate from MCC are critical thinkers. They are able to do the following things at a level appropriate for a 2-year degree holder.

- Combine stated truths and facts to make arguments and develop new ideas
- Interpret data and draw conclusions
- Construct arguments supported with more than opinion
- Recognize bias and act in ways that questions assumptions

Effective Communication:

Students who graduate from MCC are effective communicators. They are able to do the following things at a level appropriate for a 2-year degree holder.

- Select from a variety of communication style based on the situation
- Listen attentively
- Adapt to audience and context in professional and/or personal interactions

Information Literacy:

Students who graduate from MCC are information literate. They are able to do the following things at a level appropriate for a 2-year degree holder.

- Access multiple sources to provide sound evidence
- Ensure information is of quality and use the information to accomplish an academic goal
- Acknowledge where information is coming from and whom it belongs to

Professionalism:

Students who graduate from MCC are professional. They are able to do the following things at a level appropriate for a 2-year degree holder.

- Speak and act honestly
- Engage in courteous and culturally sensitive interactions
- Present themselves and actions appropriately in professional environments (this includes in written form such as emails, in person through timely and respectful interactions, and adherence to professional codes and standards).
- Follow through on commitments.

MCC PTA Program Goals

1. The PTA Program will produce clinically competent entry-level physical therapist assistants who work under the direction and supervision of a physical therapist and who are able to meet the needs of their patients, employers, and the community
2. The Program will provide an organized, sequential, and comprehensive curriculum integrating classroom, laboratory and clinical education experiences to prepare graduates for contemporary, evidence-based physical therapy practice.
3. Program faculty will maintain currency in contemporary physical therapy practice to ensure a current, comprehensive evidence-based curriculum consistent with college requirements and CAPTE standards.
4. Faculty and students will promote the importance of lifelong learning, professional engagement, and community awareness regarding physical therapy.

Program Objectives

Graduates of the McHenry County College PTA Program will...

1. Work as a clinically competent entry-level physical therapist assistant under the direction and supervision of a physical therapist.
2. Demonstrate effective communication skills in a culturally competent manner with patients, family members/care givers, and health care professionals.
3. Increase community awareness of the role of the physical therapist assistant.
4. Demonstrate an awareness of the importance of lifelong learning and professional engagement.

The Physical Therapist Assistant (PTA) program is designed to prepare individuals to function as entry-level physical therapist assistants (PTA). PTA graduates can find employment in a variety of healthcare and human service settings including hospitals, out-patient clinics, rehabilitation and extended care facilities, schools and specialized community care and wellness programs.

To encourage student success in the PTA program, students meet at least one time each semester to discuss and review their progress with a faculty member of the PTA program. This encourages the student to have a one-on-one time with faculty to discuss any concerns the student may express about his or her progress in the program.

If students have exams and/or assignments that are completed as part of the grade and expectation of the course and/or class with a grade below 75%, the student will also meet the course instructor to determine if the knowledge and concepts are understood.

Each class has a maximum faculty/student ratio of 1:16 in lectures and lab sections. To enhance the educational experience, specific course assignments or activities may include additional faculty to be present to ensure the safety and educational components of the activity.

ACADEMIC EDUCATION

Faculty

Christen Louderman, PT, DPT
Full Time Faculty- Program Chair
clouderman@mchenry.edu
(815)479-7592

Angela Wallace, PTA, MA
Full Time Faculty- Clinical Education Coordinator
awallace90@mchenry.edu
(815)455-8904

Denise Smith, PT, CMPT,
Adjunct Faculty

Molly Oakford, PT, DHS
Adjunct Faculty

Mike Duchaj, PT, MPT, ATC
Adjunct Faculty

Role of Academic Faculty

Physical Therapist Assistant Program Chair

The program chair will lead the student selection committee for students applying to the PTA program. Academic and/or behavioral issues will be directed to the program chair to determine an appropriate resolution.

Physical Therapist Assistant Program Clinical Education Coordinator.

The CEC of the PTA program will oversee all clinical education. The CEC will be the contact person for students as well as clinical sites (clinical instructors and CCCEs) regarding placement, questions or concerns with all matters related to clinical education.

Program Faculty

Program faculty's main focus is to lead students in the didactic program of the curriculum. The faculty will also have regular meetings with students to insure they are achieving their full potential within the program. Faculty will work with the program chair to assist in academic or behavioral issues that may arise with students. They will also be a member of the student selection committee.

Adjunct Faculty

Adjunct faculty teach one or more courses in the PTA didactic program. They are able to bring in experience and practical application to the clinical setting as they all are currently practicing in the clinic. Adjuncts will participate in the student selection committee as

able. Adjunct faculty do not have scheduled student conference hours but will be available to students outside of class either before/after class or upon request.

Guest Lecturers

MCC's PTA program strives to deliver the best in current contemporary practice into the didactic program. In order to do this, we may invite experts in a field to guest lecture. These persons are not employed by MCC and may or may not be a licensed PT or PTA.

Center Coordinator of Clinical Education

The Center Coordinator of Clinical Education (CCCE) is an individual responsible for overseeing the clinical education program at a clinical site. The CCCE is responsible for the training and coordination of clinical instructors and the assigning the student to a clinical instructor. The CCCE helps in planning and problem solving with the clinical instructor and student team in a manner that enhances the clinical education learning experience. The CCCE is the student's contact at the facility related to the clinical experience at the facility. The CCCE is also the Program CEC's contact person at the clinical facility. The CCCE is responsible for developing and maintaining a current Clinical Site Information Form.

Clinical Instructor

The Clinical Instructor (CI) for Part- and Full-time clinical experiences is a licensed professional who is responsible for instruction, supervision, and evaluation of the student at the clinical education site. If the clinical instructor is a physical therapist assistant, a physical therapist will also work with the student and clinical instructor. CIs and CCCEs are expected to have at least one year of professional experience. At some sites, more than one CI may supervise one or more students.

Curriculum Course Sequence

Fall- first year	Credit Hours
PTA 101 Intro to PTA	3
PTA 120 PTA Patient Interventions I	4
<i>BIO 157 Fundamentals of Biology</i>	<i>(4)</i>
-or-	
<i>BIO 263 Human Anatomy & Physiology I</i>	<i>4</i>
<i>ENG 151 Composition I</i>	<i>3</i>
<i>HCE 111 Evidence Based Practice</i>	<i>1</i>
<i>AOM 135 Medical Terminology</i>	<u><i>3</i></u>
	18
Spring- first year	Credit Hours
PTA 130 PTA Patient Assessment I	4
PTA 141 PTA Kinesiology	4
PTA 142 PTA Pathophysiology	2
PTA 145 Intro to Clinical Education	1
<i>BIO 263 Human Anatomy & Physiology I (if not previously completed)</i>	<i>(4)</i>
-or-	
<i>BIO 264 Human Anatomy & Physiology II</i>	<i>4</i>
<i>PSY 151 Introduction to Psychology</i>	<u><i>3</i></u>
	18
Summer-first year	Credit Hours
151 PTA Clinical Experience I	3
<i>SPE 151 Intro to Speech (recommended taking online)</i>	<u><i>3</i></u>
	6
Fall – second year	Credit Hours
PTA 210 PTA Patient Assessment II	3
PTA 220 PTA Patient Interventions II	4
PTA 240 PTA Administration	1
PTA 242 PTA Rehabilitation Strategies	3
<i>Humanities or Fine Arts</i>	<i>3</i>
<i>BIO 264 Human Anatomy & Physiology II (if not previously completed)</i>	<u><i>(4)</i></u>
	14 (18)
Spring- second year	Credit Hours
PTA 250 PTA Clinical Experience II	4
PTA 251 PTA Clinical Experience III	4
PTA 252 PTA Clinical Seminar	<u>2</u>
	10

Total Credits: 66

Course Descriptions

PTA 101, Introduction to PTA

Introduction to PTA students learn about the healthcare continuum and the range of patient care services offered, legal and ethical guidelines for practice, healthcare teams, Physical Therapist (PT) / Physical Therapist Assistant (PTA) relationships, and effective intercultural and interpersonal communication skills. They will also learn how to document patient care services along the healthcare continuum. Students will explore collaborative relationships with the PT and other healthcare team members and learn how to recognize what is beyond the PTA scope of practice.

PTA 120, Interventions I

PTA Patient Interventions I prepares students to implement components of the plan of care established by the physical therapist. Students will relate the plan of care developed by the physical therapist to short and long term goals and intended outcomes. Students will learn how to implement functional training, perform selected therapeutic exercise interventions, and apply superficial heat and cold modalities. They will also learn how to incorporate effective teaching strategies during interventions, how to consult with the physical therapist and how to contribute to patients' discontinuation of care from facilities or service

PTA 130, Assessment I

Course Description: PTA Patient Assessment I prepares students to gather data essential for carrying out the patients' plan of care developed by the physical therapist. Students will learn how to perform components of the assessments of arousal, mentation and cognition; aerobic capacity and endurance, vital signs, anthropometric characteristics, joint integrity and mobility, muscle performance, gait, locomotion, and balance. They will learn how assess normal and abnormal integumentary. Students will also learn how to administer standardized tests for pain as well as how to assess factors that contribute to pain. They will learn normal and abnormal patient responses. Students will be exposed to medical and surgical conditions that are commonly seen by the PTA.

PTA 141, Kinesiology

PTA Kinesiology provides students an opportunity to apply their knowledge of musculoskeletal anatomy to functional movements and activities of daily living. Instruction includes soft tissue/bony landmark palpation, joint structure, muscle function as well as osteo-kinematic and arthro-kinematic motion of each major joint of the musculoskeletal system. Students study normal/abnormal postures and gait patterns. This course is a foundation for the students' Physical Therapist Assistant Program Assessment courses, Intervention II course, and PTA Rehabilitation Strategies.

PTA 142, Pathophysiology

PTA Pathophysiology includes the study of diseases and disorders commonly seen in physical therapy practice. The course includes an overview of the etiology, pathogenesis, signs/symptoms, medical management, and how pathology may impact the delivery of

physical therapy services. Study covers body systems pathologies across the life span including neuromuscular, musculoskeletal, cardiovascular, pulmonary, integumentary, gastrointestinal, endocrine, lymphatic, and other special systems. Age-related changes pertaining to various body systems are identified to provide students with awareness of life span changes. This course is a foundation for the students' Physical Therapist Assistant Program Assessment courses, Intervention II course, and PTA Rehabilitation Strategies.

PTA 145, Introduction to Clinical Education

Introduction to Clinical Education is a part-time, 5 hours/day, 1 day per week for 12 weeks (total of 60 hours) clinical education experience where foundational knowledge and skills are applied to direct patient care in selected physical therapy settings. Students may be scheduled at one or more clinical sites. Concurrent with spring semester courses, this course provides students the opportunity to perform physical therapy data collection techniques and treatment interventions with uncomplicated patients along with a high degree of supervision and guidance from the supervising physical therapist and/or physical therapist assistant who function as the student's clinical instructor (C.I.). Students have opportunities to apply and further develop learning from the didactic portion of the curriculum in a clinical environment that fosters learning, problem solving, and critical thinking.

PTA 151, Clinical Experience I

PTA Clinical Experience I is a full-time, 40 hours/week for 4.5-weeks (total of 180 hours) clinical experience where students continue their preparation to function as entry-level physical therapist assistants while they are provided opportunities to apply and further develop knowledge, behaviors, and skills from the didactic portion of the first year of the curriculum. Students may be scheduled at one or more clinical sites. Students follow established interventions, perform selected data collection, and practice hands-on techniques while supervised and mentored by clinical instructors (licensed physical therapists &/or licensed physical therapist assistants).

PTA 210 Assessment II

PTA Patient Assessment II continues to prepare students to gather data identified essential for carrying out the patients' plan of care developed by the physical therapist. In this course students will learn how to perform components of the assessments after activity with measurement of vital signs, cardiovascular function, ventilation, respiration and self-care and home management and community or work reintegration. They will learn how to identify normal and abnormal responses in patients. They will also learn how to recognize positions, postures or activities that could aggravate or relieve pain and skin trauma.

PTA 220, Interventions II

PTA Patient Interventions II continues to prepare students to implement components of the plan of care established by the physical therapist. Students will learn how to perform and teach balance, coordination, posture and breathing exercises; perform massage, deep heat, traction, biofeedback, hydrotherapy and electrotherapeutic agents; perform wellness interventions, wound management, isolation and infection control techniques.

Students will also learn how to apply patient education (motor learning) interventions directed by the physical therapist and how to contribute to patients' discontinuation of care from facility or service.

PTA 240, Administration

In PTA Administration, students expand their understanding of Physical Therapist (PT) / Physical Therapist Assistant (PTA) relationships, focusing on discharge planning, quality assurance and social responsibility. They will explore their role in education and participate in professional and community organizations. They will also develop a resume suitable for beginning their search for employment.

PTA 250, Clinical Experience II

Clinical Experiences II is a full-time, 40 hours/week for six (6)-weeks (total of 240 hours), clinical experience that continues to prepare students to function as entry-level physical therapist assistants while they are provided opportunities to apply and further develop knowledge, behaviors and skills learned in all prior PTA program courses. Students apply established interventions, perform selected data collection and practice hands-on techniques while supervised and mentored by clinical instructors (licensed physical therapists &/or licensed physical therapist assistants).

PTA 251, Clinical Experience III

Clinical Experience III is a full-time, 40 hours/week six-week, (total of 240 hours) clinical experience that continues to prepare students to function as entry-level physical therapist assistants while they are provided opportunities to apply and further develop knowledge, behaviors and skills learned in all prior PTA program courses. Students apply established interventions, perform selected data collection and practice hands-on techniques while supervised and mentored by clinical instructors (licensed physical therapists &/or licensed physical therapist assistants). Upon completion of this course, students are expected to demonstrate patient care skills compatible to the role of an entry-level PTA.

PTA 252, Clinical Seminar

PTA Clinical Seminar, concurrent with PTA Clinical Experience II and PTA Clinical Experience III, provides the opportunity for presentation and discussion of student clinical experiences. Discussions are facilitated by the instructor and include issues such as: appropriate clinical behaviors, ethical issues, cultural difference, legal issues, patient outcomes/discharge planning, fiscal management, and the changing health care environment. This course also explores current issues in Physical Therapy, including preparing for the licensure exam, and for employment; composing a resume; and the importance of continuing education and lifelong learning.

Knowledge of Program and College Guidelines and Procedures

The PTA program abides by MCC's policies. The most current college policies can be found at www.mchenry.edu/board/boardpolicymanual.pdf

Students are expected to have a working knowledge of the content of the MCC PTA Program Student Handbook, which is provided annually during the fall semester. After reviewing the Student Handbook, students will sign and date the "Student Handbook Agreement", which is an agreement where the student states they understand the content of the handbook and agree to abide by the policies and procedures set forth during their tenure as a Physical Therapist Assistant student. Students will also be able to access the PTA Program Student Handbook on the program website at: www.mchenry.edu/PTA

The PTA Program Student Handbook is reviewed and revised annually by program faculty. To ensure all program policies are consistent with those of the College, the handbook is reviewed annually by the Interim Associate Vice President of Career Technical, Work Force Education and Health Professions. Program faculty will consider input for manual revisions from students, college administration, the PTA program advisory committee, and clinical faculty. When changes are made after the initial publication of each year's Student Handbook, PTA Program students and MCC's administration will be notified of the updates. The Handbook available on the program website will also be updated.

EVALUATION OF STUDENTS

Course Grading

The grading scale that will be used in the PTA Program is as follows:

93% -100% = A

84% -92.99% = B

75% -83.99% = C

70% -74.99% = D

0% -69.99% = F

- All lecture/lab and clinical education courses must be taken in sequence.
- A minimum grade of “C” is required in all general education and technical courses within the PTA Program Curriculum.
- GPA calculation is consistent with MCC policy.
- Grades will not be rounded in any course.
- All course assignments must be turned in on time and must be college-level work. Faculty have the right to not accept late assignments, and/or deduct points for late or unacceptable work per course syllabi.
- For each PTA technical course, students must average a minimum of 75% for all lecture examinations to successfully pass the course, regardless of non-examination grades.
- For the four clinical education courses within the program curriculum, Satisfactory (S) or Unsatisfactory (NC) grades are given. Please refer to the Clinical Education Handbook regarding grading for these courses.

Grades on Individual Assignments

Students receiving a grade below C on a paper/ assignment will receive a request from the faculty member to meet and ensure knowledge has been obtained at a satisfactory level. Evaluation of this knowledge can be in the form of discussion, or additional assignments. The earned grade will not be changed. These advisement meetings will be documented as well as the method used to demonstrate knowledge or skill attainment and placed in the student file. Failure to complete the evaluation of this knowledge will lead to academic probation.

Skills Checks

A skill check is an assessment of a student’s ability to demonstrate competence in a PTA skill. Skill check assessments are done in two different ways. First, a peer skill checks must be completed with a lab partner. Students will then have the opportunity to work on any problem areas prior to being tested by a course instructor. Faculty skill checks performed by an instructor will be performed during open lab times or during scheduled course labs, if there is time.

Skill checks contain safety elements of PTA skills that must be completed in order to pass the skill check. If a student fails any safety element, they automatically fail the skill check and must retake it. Cueing by the instructor needed to complete a skill check results in reduction of a student’s score.

Students must successfully pass a skill check prior to taking the practical exam which contains the skill check content area. It is the student's responsibility to make sure all skill checks have been completed prior to practical exams. If skill checks are not completed prior to a practical exam, the student will receive a 0% on the practical exam, and will then receive two additional attempts to pass the exam.

Students who have successfully passed a skill check are considered to have demonstrated competence in that skill, and are expected to maintain their competence through regular review of the skill.

Practical Exams

Practical Exams are used to assess a student's ability to effectively and safely integrate course material and perform a patient treatment following a physical therapist's plan of care. Practical exams integrate content from current and prior program courses. Students must achieve a minimum of a 75% competency on each lab practical examination within a course in order to achieve a passing grade in that course. Failure of any safety-related criteria results in a retake of some or all parts of the practical examination, as determined by the instructor. Students must successfully pass the retake within 3 academic weeks of receiving notification of their original practical examination score. Students will be allowed a maximum of two re-takes for a failed practical examination.

If a student scored above 75% on the initial practical examination but must complete the retake due to a safety issue only, the maximum score for the 1st retake will be 85% or the original score, whichever is lower; second retake the maximum score will be 75%. If a student obtains a score lower than 75% on the initial practical examination, a maximum score of 75% will be used for final grade calculation regardless of number of retakes.

If a student does not have the skill check(s) related to a practical exam completed at the scheduled time of the practical exam, the student will receive failing grade for the student's first attempt at the practical exam. Once the related skill check(s) are completed, the student can then complete up to two retakes as stated above.

Students will receive detailed instructions and a score sheet at least one week prior to scheduled practical exams. Students will also be required to have been signed off on two peer skill checks and one faculty skill check prior to taking the practical exam.

Required cueing to complete a practical exam will result in a reduction in the student's score. Unsafe behavior during a practical exam is, at the instructor's discretion, grounds for immediate failure of the practical exam. Sharing practical exam scenarios or information with classmates who have not yet taken the exam is considered academic dishonesty and will be treated as such.

Make-Up Exams

Students should notify the instructor in advance if unable to take a scheduled examination. If the student fails to notify the instructor prior to testing, a grade of "0" will be awarded. A make-up exam will not be given in this circumstance.

The type of make-up exam given is at the discretion of the faculty and may be essay, short answer, open book, multiple-choice, oral or any combination of test formats. The student should make every effort to make-up the exam as soon as possible. Exams not made up within one week of the schedule date, may be awarded a grade of "0" at the discretion of the instructor.

Professional Behaviors

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

1. Professional Behaviors (Appendix)

Ten specific "Professional Behaviors" are assessed throughout the PTA Program curriculum. PTA program faculty will assess the Professional Behaviors once per semester with students also performing a self-assessment once per semester.

Expected Professional Behavior levels are:

- a. End of Semester I: All Professional Behaviors at least beginning level
- b. End of Semester II: 50% of Professional Behaviors at intermediate level or higher
- c. End of Semester IV: all Professional Behaviors at least intermediate level
- d. End of Semester V: all Professional Behaviors at entry level

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. 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. If a student is not demonstrating professional behaviors at an appropriate level at the end of each semester, students will be placed on probation or dismissed from the program.

2. American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant (Appendix)

Professional Appearance

In the interest of safety and professionalism, students are expected to adopt the following professional appearance behaviors during lab, skill checks, practical exams, and field trips:

- a. No hats
- b. Trimmed, clean nails
- c. No excessive jewelry
- d. No excessive makeup
- e. No visible face or mouth jewelry/piercings other than small earrings located in ears
- f. No offensive body odor
- g. Neat, clean, appropriate clothing
- h. Hair neatly groomed and out of face

Exceptions to the PTA dress code may be made for religious, cultural, or medical reasons. Please refer to the PTA Program Clinical Education Handbook for information professional appearance behaviors expected during clinical education.

Program Guidelines

Confidentiality

McHenry County College has designated that certain data is considered public or private data in accordance with the Family Educational Right and Privacy Act (FERPA). Please see the MCC Course Catalog for details on this policy.

PTA Program will maintain privacy/confidentiality in the following manner:

1. Grades will be posted using Canvas software, which requires students to sign in using an individual password.
2. All exams, quizzes, and assignments will be returned in a manner that does not expose the grade.
3. Feedback is provided after skill checks and practical exams with only the student and instructor(s) present. When necessary or helpful, instructors will obtain permission if they would like to provide feedback in front of other students
4. Clinical faculty must follow the data privacy policies of MCC and the PTA Program
5. Requests for student information from any government agency will be referred to the Registrar's office
6. Students will sign a confidentiality agreement which applies to maintaining the privacy and confidentiality of patients during all clinical experiences.
7. During the first semester of the PTA program, students are instructed in basic HIPPA (Health Insurance Portability and Accountability Act) policies and procedures for proper use and handling of confidential patient/client information. They are also required to pass an online instructional module/knowledge test prior to their first clinical education course.

Maintain Records

The PTA Program maintains files that include department/student forms, consent forms, waivers of liability, contracts or correspondence. These files are maintained for all students and are stored in a locked file cabinet in the CEC's office for clinical education information and the PTA Program Chair's office for all other information. Records in relation to transcripts and clinical education will be retained by the college permanently.

Students may review the contents of their file during the CEC or PTA Program Chair's respective posted office hours. Information will be maintained for two years after graduation to assist faculty in providing employment references for students. After two years the files will be destroyed following MCC's guidelines for discarding confidential information.

Copies of completed midterm and final exams will be kept in locked file cabinets in faculty offices. Students will not be allowed to keep copies of completed midterm or final exams. Prior to final exams, faculty will schedule a review session for students during which student test files will be available for review. This review will be proctored by a faculty member and students will not be allowed to leave the room with their test file. All exams will be maintained for 2 years and destroyed per MCC guidelines.

Applications of students who were not accepted into the program will be shredded two years from the application time period.

Attendance

Due to the rigorous nature of the PTA program attendance in all course lectures, laboratory and clinical experiences is required. Any student who is absent for a combined total of three (3) days in one didactic course will receive an automatic reduction in the final letter grade and may lead to Academic Probation. Tardiness is defined as arriving late or leaving class early for any reason up to 15 minutes. Anything over 15 minutes will be considered an absence. Three (3) tardies will equal one absence. Faculty will not repeat any missed content due to tardiness or absence. If the student has two absences in one course the PTA program faculty will require an advising session to create a corrective plan.

In the event an excused absence or excused tardy causes the student to miss daily work, such as quizzes, lab activities and presentations, these may be made up at the discretion of the instructor. If a student misses a scheduled exam, the exam may be made up as described below. Excused absence or tardy is defined as a written or phone message prior to the start of class.

Weather/Class Cancellation

In the event of a campus closing due to weather or other circumstances the faculty will reach out to the students via Canvas as soon as possible. In the case of a campus closing classes will be held remotely via Zoom at the regularly schedule time unless otherwise indicated by the instructor. If you are unable to access reliable technology at home during a school closure, please contact the program chair, Dr. Louderman, prior to any possible closings to find a solution.

Technology

If a course is delivered remotely as scheduled or due to college closing students are expected to follow basic Zoom etiquette (see appendix). In addition, students are not allowed to video, take screen shots, or photos of the online Zoom sessions. The instructor will be recording the sessions and will make them available to students after the sessions.

Please use the video feature for Zoom if you are able. We realize there can be bandwidth issues or environments in which the video option is not ideal. Please contact the instructor to inform of any situations which would require you to not use the video feature. In addition, please mute your microphone when you are not talking.

The instructor reserves the right to mute, turn off video, or remove a student from the Zoom learning environment for any offensive or disrespectful behavior. The Student Code of Conduct is applicable to the online and in-person environment.

To stay focused, please turn off cell phones and any competing applications.

Student Advisement

PTA students must meet with their assigned faculty advisor at least one time each semester to review the student's progress and ensure a plan is in place for successful completion. Regular advising meetings are planned to address class scheduling, program progression planning, preparation for capstone clinical education, and for graduation. Students are encouraged to seek out additional advising as necessary. The faculty advisor will document each meeting, including any issues, concerns or problems identified along with the results. Students are entitled to a copy of the documentation and any plan made and agreed to by the student and the faculty advisor. Documentation is maintained in each student's locked file.

Student Code of Conduct

PTA students are expected to uphold academic integrity and demonstrate professional behaviors at all times. College policies and procedures related to Student Code of Conduct can be found at: www.mchenry.edu/conduct

The student is expected to act in a responsible mature manner that reflects the qualities, reliability, and responsible interpersonal skills. These skills include, but are not limited to: using critical thinking skills in determining one's actions in the clinical and classroom setting; accepting responsibility for one's own actions, including preparing sufficiently for class and clinical; taking exams as scheduled and completing assignments on time, including patient/client care; responding appropriately and in a timely fashion to constructive criticism and feedback from faculty, clinical site, staff and peers; giving prior notification in writing or voicemail to faculty if unable to meet commitments and following up with faculty regarding potential make up requirements; dealing with others (peers, faculty, staff, patients/clients and their families) in an honest, respectful, sensitive and non-judgmental manner that communicates respect for individual differences; respecting others' space and time through the demonstration of such actions as turning off cell phones, avoiding disruptive sidebar conversations, and refraining from texting in class and clinical settings.

Profanity, derogatory comments, and emotional responses which inhibit learning will not be permitted. Unacceptable behaviors include, but are not limited to: willful or intentional physical and/or mental harm to a patient/client, fellow student or staff; refusing to assume the assigned and necessary care of a client or failure to inform the instructor with

immediacy when changes to clinical assignments are necessary; discussing confidential information in inappropriate areas, such as elevators or the cafeteria; discussing confidential information about a client with third parties who do not have a clear and legitimate need to know; or inattentiveness to classroom work.

Social media constitutes the use of, but is not limited to Facebook, Twitter, email and blogging. Use of social media is permitted, but only in a professional manner that adheres to the *Physical Therapy Code of Ethics and Standards of Practice for the Physical Therapist Assistant*. All students must be aware that there is no such thing as “private social media” and must be cognizant of an unintended audience viewing any postings. Any of the following will be considered a violation of this policy: names, identifiers or any information leading to the identification of any patient may be referenced; no photos may be taken (including electronic devices) at the clinical site; the use of social media during class, lab or clinical is prohibited; derogatory statements toward other students, faculty or employees of clinical sites are prohibited; professional boundaries with patients or previous patients in the online environment must be adhered to; confidential information regarding an exam, assignment, or quiz may not be shared; any other evidence of unprofessional behavior using media; clinical experiences are not to be discussed on ANY social network.

Additionally, honesty is expected of all PTA students both in the classroom and clinical settings. Acts of lying, cheating, plagiarism, forgery, alteration and /or falsification of clinical documents, written work, or academic records will lead to failure of a PTA course. In addition, the student’s actions may be subject to review by the MCC Conduct Review Committee.

Academic Progress

Standards of academic progress are established to require students to progress satisfactorily and timely towards the completion of their degree. Students are responsible for their academic progress and for seeking assistance when experiencing academic difficulty. Students are encouraged to work closely with their advisor or a counselor to ensure that they are successfully completing graduation requirements and maintaining satisfactory progress.

All PTA Program general education and technical courses must be completed with a grade of “C” or higher (or “Satisfactory” (S) for Satisfactory/Unsatisfactory courses). If students do not obtain a minimum grade of “C” in any course within the PTA Program curriculum, the student will be dismissed from the program.

For each PTA technical course, students must average a minimum of 75% for all lecture examinations to successfully pass the course, regardless of non-examination grades.

Students must pass all skill checks prior to participating in associated lab practical. Students must achieve a minimum of a 75% competency on each lab practical examination within a course in order to achieve a passing grade in that course. Failure of any safety-related criteria results in a re-take of some or all parts of the practical

examination, as determined by the instructor. Students must successfully pass the retake within 3 academic weeks of receiving notification of their original practical examination score. If a student obtains a score above 75% on a re-taken practical examination, a maximum score of 75% will be used for final grade calculation. Students will be allowed a maximum of two re-takes for a failed practical examination.

Withdrawal

Withdrawal from a Course for non-academic circumstances: Student must be in good academic standing (grade of “C” or better in all PTA program lecture/laboratory courses, and a grade of “S” in all Clinical Experiences) to withdraw from a course and therefore from the PTA program. This differs from the college as there is no academic standing expectation to withdrawal. This is to prevent a student who has not completed a PTA program course from withdrawing from a course to avoid a grade of D or F that would result in dismissal from the program.

Probation and Dismissal

A student enrolled in the PTA Program who does not meet the following criteria will be placed on program probation and subject to dismissal:

1. The instructor may place a student on probation if the student attendance has not met the program attendance guideline outlined on page 20.
2. The student disciplinary procedure will be initiated due to substandard, unethical, or inappropriate conduct at the discretion of the PTA Program Chair in consultation with the PTA Program faculty. Program probation or dismissal may result for any of the following reasons:
 - a. Possession or use of alcohol or any mood altering chemical on the premises of MCC or clinical education sites. This includes attending class or clinical education while intoxicated.
 - b. Unexcused and/or excessive absenteeism and/or falsification of sick time. Please refer to the attendance guideline on page 20 of this manual.
 - c. Grossly unethical or unprofessional behavior
 - d. Gross carelessness in regard to safety of patients or colleagues
 - e. Release of confidential information regarding patients, and/or clinical education site personnel or activities
3. Because the Professional Behaviors reflect behaviors necessary for success as a physical therapist assistant in the clinical environment, failure to demonstrate progress in the Professional Behaviors, or failure to meet the specific behavior levels by the defined target dates

Disciplinary Procedure – Sequence for Behavioral Reasons

1. Upon determination of a student’s inappropriate conduct, the faculty member who was involved will meet with the student to discuss the matter and inform the student of the specific conduct that is deemed inappropriate. A verbal warning concerning the inappropriate behavior will be given to the student and a written record of the behavior will be placed in the student’s program file.

2. If the student's conduct and behavior does not improve, the instructor involved will meet or speak a second time with the student, at which time a written warning is given with documentation of specific actions needed to improve performance. A copy of the documentation will be placed in the student file with a copy sent to the Dean of Academic Affairs. There will be a deadline given for definite measurable improvement to be demonstrated by the student.
3. If satisfactory improvement is not demonstrated before the deadline, the PTA Program Chair may place the student on PTA Program probation or dismiss the student from the program.
4. Conduct deemed egregious will result in immediate probation or dismissal of the student without a verbal or written warning.

Academic Integrity

The PTA Program abides with the MCC Academic Dishonesty Policy outlined in the MCC Student Code of Conduct and Disciplinary Process Handbook. Academic dishonesty or cheating includes, but is not limited to:

- Copying from another student's test paper and/or collaboration during a test with any other person by giving or receiving information without authority; using materials during a test not authorized by the instructor
- Stealing, buying, or otherwise obtaining all or part of an un-administered test or information about said test.
- Selling, giving, or otherwise supplying to another student for use in fulfilling an academic requirement, any theme, report, term paper; or submitting as one's own, in fulfillment of an academic requirement, any theme, report, term paper, essay, or other work prepared totally or in part by another.
- Submitting nearly identical work that one has previously offered for credit in another course, without prior approval of the instructor

Plagiarism and cheating in any form is subject to disciplinary action, including but not limited to a failing grade for the test or assignment, a failing grade for the course, and/or probation from the PTA Program

Re-Entry Petition Process

Students who have been dismissed from the program due to not passing an single PTA course or a requested leave of absence based on a documented medical leave or personal reasons will be allowed to petition for re-entry into the program. The student may petition to repeat the course the next time the course is offered. Students who do not follow through on the petition and action plan will not be allowed to re-enter the program. Re-entry into the program sequence will be based upon space availability at the time of petitioning. If a student requests re-entry due to illness or injury, the student's physician or nurse practitioner must release a student and give. The following criteria must be met in order to re-enter the program:

1. Students must meet all college and program admission requirements.
2. The student must request readmission to the program in writing.

3. Program faculty will determine the appropriateness for readmission on a case-by-case basis, considering factors such as the student's status at the time of exit from the program, reason for program withdrawal, justification for readmission, adequacy of program space and staffing levels.
4. The student must follow the policies and procedures of the program which are consistent with the academic year he/she is readmitted.
5. All courses in the PTA curriculum must be completed within a three-year period from date of entry into the program.
6. If the content of any course is different from when the student initially took the course prior to withdrawal from the program, the student will be required to complete all course syllabi objectives and goals, pass all skill checks, quizzes, and exams for the new information. PTA faculty will develop appropriate materials to meet the new or revised objectives.
7. The student is responsible for maintaining the ability to satisfactorily perform all previously-learned skills. Demonstration of satisfactory performance will be required prior to readmission into the program.
8. A student is eligible for readmission into the PTA program one time only.

A student who has not passed any two (2) PTA program courses, or the same PTA course or clinical experience twice, will be dismissed from the program without the ability to petition for re-entry.

Course Transfer

General Education and Support courses taken at another institution will be evaluated by the office of Admissions to determine if they can be accepted by McHenry County College for credit. All PTA courses must be taken at MCC. Neither physical therapist nor physical therapist assistant students may transfer into the program from other developing or accredited programs.

Length of Program

If a student needs to repeat a semester or takes a leave of absence due to documented medical or personal reasons, the length of the program may be extended by up to 12 months; extending the program length to three years. The extension limitation is in the interest of knowledge currency. Both Clinical Experience II and Clinical Experience III must be completed within 18 months of the completion of didactic course work. A leave of absence or repeating a semester may only be requested one time during the duration of the PTA program.

Graduation Criteria

Upon successful completion of the following criteria, McHenry County College will grant an Associate of Applied Science Degree with a major in Physical Therapist Assistant.

1. Credit Courses: Students are required to complete all program general education and technical coursework with a minimum grade of "C" for each course.
2. Clinical Education: Students are required to pass all clinical education courses.

3. Student must be assessed at “Entry-level” for all ten Professional Behaviors by program faculty.

The graduation date will be defined as the month of graduation commencement or the end of clinical experiences, whichever comes later. In order to qualify to participate in commencement, a student must have met all program requirements and be in good academic standing.

Program Costs

The following is the estimated cost of the program using the 2018-2019 tuition/fee schedule for in-district students:

Tuition:	\$7,062
Textbooks:	\$1,450
Background check:	\$50
Technology fee:	\$594
Infrastructure fee:	\$512
PTA course fees:	\$610
General Education fees:	\$166 (variable depending on humanities course)
Program total:	\$10,444

Please note that these costs are subject to change. For updated figures please see the program website at www.mchenry.edu/PTA

PTA PROGRAM SAFETY GUIDELINES AND PROCEDURES

Equipment

Students are responsible for thoughtful care of all equipment utilized in lab instruction. Any student willfully damaging equipment will be financially responsible for repair or replacement. If equipment is accidentally damaged and a student causes &/or discovers it, and reports it to the instructor, the student will not be financially responsible. The PTA program is responsible for maintaining a safe environment for students in the lab and during completion of other educational activities. Before the start of each semester, PTA Program Faculty will perform a visual inspection and operate any electrical equipment that will be used during the semester. Inspection by a qualified bio-medical engineer and/or repairs will be made or arranged by the program as needed. Students will receive instruction in proper use of equipment prior to utilizing it in a learning activity with peers.

Toxic and/or aerosol materials will be used only in open, well-ventilated spaces. Protective coverings will be used on all surfaces. The Safety Data Sheets (SDS) book is kept in the lab room for chemical information on specific chemicals.

Annual Preventative Maintenance

All laboratory electrical equipment will be inspected annually by a biomedical company and a sticker will be placed on the item indicating the date.

Universal Precautions

During classroom lab activities, hands should be washed between sessions of working with different class members or faculty members. Gloves must be worn if a student or instructor has unhealed skin lesions on his or her hands. All used gloves must be disposed of in a container for regulated waste. In the event that any surface in the lab becomes contaminated with body fluids, appropriate cleanup procedures will be implemented, including any needed assistance from maintenance personnel.

Students will receive instruction and assessment in Universal Precautions at least annually. Documentation of acceptable knowledge and skill will be maintained in each student's clinical education file.

Infection Control

The program is responsible for maintaining a safe and healthy environment for students and faculty while in the classroom setting and during any relevant learning activities. General cleaning and maintenance procedures, performed on a regular basis, include the following:

- The classroom area will be cleaned and maintained in accordance with the guidelines developed by McHenry County College.
- Program equipment should be cleaned with an antiseptic solution available in the classroom; this includes all treatment tables, wheelchairs, canes, walkers, therapy balls, etc.
- Linens used in class are to be washed at the completion of each session of use.

Food and Beverages

No food or beverages are allowed in room E201 or E215, the PTA Program Laboratory or simulation apartment, during class or during open lab time, except for travel mugs and beverage bottles with closeable lids.

Use of Prescribed Medications

The student must provide signed documentation from the prescribing practitioner to attend and participate in clinical activities without restriction. It is the student's responsibility to determine from a physician or nurse practitioner whether a medically prescribed drug may affect clinical performance. The student must report the use of such drugs or other substances that may impair clinical performance to the instructor. Failure to report the use of such drugs or substances or failure to provide proper evidence of medical authorization for use may result in the student's termination from the program.

Additional Requirements: Health, Legal & CPR

To participate in classroom and clinical education activities, students must have on file at MCC Department of Physical Therapist Assistant Program documentation of all the following health requirements. You must also have a copy of evidence of current Cardiopulmonary Resuscitation (CPR) certification, Blood Borne Pathogens, and HIPAA compliance. Students will complete Blood Borne Pathogens and HIPAA compliance as part of the program prior to going on any clinical experience. All students are encouraged to

keep copies of all legal and health information. The college may not release any of this information except to the student specifically.

Proof of the Immunization

Documentation of immunization or record of disease for Rubella (Measles), Rubella (German Measles), Mumps, Tetanus and Diphtheria, varicella (chicken pox) and Polio. Documentation of immunization for influenza, when it is available in the fall.

Documentation of Evidence of Hepatitis B Vaccination series

Because the Hepatitis B vaccination is a series of three inoculations over a six-month period, we recommend that you begin the Hepatitis series as soon as possible. You must have the first two vaccinations of the series complete by the end of the first semester. Students do have the option of declining the Hepatitis B vaccination series. If students decline this vaccination series, they must sign the declination statement.

Documentation of Evidence of yearly Tuberculosis (TB) testing

The Department requires all students to have results of a Mantoux skin test for tuberculosis (TB) completed within the last twelve months on file with the Physical Therapy Assistant Program CEC at all times. A student who was immunized against TB or received treatment for TB and has a positive Mantoux needs to have a chest x-ray done to demonstrate that there is no evidence of active TB. The Physical Therapy Assistant Program CEC and the clinical site, when appropriate, must be given documentation that the radiograph was clear of evidence of active TB. According to guidelines, a chest radiograph should be repeated every four years or sooner if required by a clinical facility. In addition to the Department's guideline for TB testing, some clinical education facilities may require a more recent test, such as within 30 days before the first day at the clinical education site, or a "two-step" TB test.

Physical exam

Documentation of current physical examination required for all clinical education to be on file with the Physical Therapy Assistant Program CEC. The specific form for the physician to complete can be found in the appendix of the PTA Program Handbook.

CPR Certification

Evidence of current certification in Healthcare Provider CPR.

Healthcare Provider CPR will include CPR training for the adult, child and infant as well as training in the use of an Automatic External Defibrillator (AED). Contact the American Heart Association or American Red Cross to schedule certification or recertification training in all of the areas listed above. You may also complete the certification through MCC Workforce Training for Health Careers www.mchenry.edu/hccareers

Drug Testing and Criminal Background Checks

PTA Clinical Education sites require the student to complete a drug test and fingerprinting, or supply the results of a criminal background check. Students are responsible for costs associated with these tests (Cost of Testing & Check paid via Course Fee). Students who present with positive results without documentation of medical necessity will not be allowed to begin or continue in the program. The student may apply for readmission and/or re-entry after one year pending evidence of subsequent treatment, counseling and negative drug screen. Refusal by a student to submit to testing will result in that student's dismissal from the program. Instructions for completion of the drug screening process will be provided by the PTA Program Chair/CEC.

Criminal background checks will be performed by the vendor hired by the college. Students will also be screened for clearance on the sex offender registry and child abuse clearance

Impaired Students

If, in the judgment of the instructor, the student's ability to function safely in the clinical area is impaired, the student will be immediately removed. The instructor will document the incident and report it to the Program Chair. A copy of the Report of Student Update will be incorporated into the student's file. A student conduct code violation will also be submitted to the college.

- Once this is documented, the student will be placed on an action plan by department to determine reasonable actions to be taken.
- This includes but is not limited to falling asleep in the classroom or clinical location.

Field Trip Guideline

At times during the course of the PTA Program, students and faculty may travel off campus for departmental related field trips. These field trips may be scheduled in the evenings or on Saturdays. The following procedures apply for field trips:

- Travel Request Forms must be filled out by faculty prior to traveling.
- All MCC Policies are applicable during the trip.
- Students participating in field trips are required to sign the "Waiver of Liability Assumption of Risk, and Indemnity Agreement– on/off Campus Activities" form prior to the activity. This Waiver is located in the Appendix.

Lab Access Outside of Class Hours

Students will be able to access both the PTA lab and the simulation apartment outside of class hours given no other class is in session. For the simulation apartment, student may check the schedule posted outside of room for open hours. Students will need to gain access from a faculty of the PTA or OTA programs. Access to either the PTA lab or simulation apartment will not be permitted if faculty is not in the building. Supervised Open Lab times are available during the academic week.

Students may use equipment in the PTA lab with the exception of any modality, electrical device and/or traction. Use of modalities, electrical devices and traction is limited to class time and open lab hours with faculty present.

Inappropriate behavior will not be tolerated and may lead PTA department or college sanctions. Laboratory and simulation apartment are to be cleaned and returned to previous condition prior to exiting.

Employment

Balancing employment with the demands of the PTA program is very difficult. The student is expected to be alert in both class and in clinical for academic success and client safety. Clinical and classroom expectations and schedules will not be altered to accommodate student employment.

BBP/HIPAA are mandatory trainings that will be completed on a yearly basis to ensure safety guidelines and compliance. Specific information will be given to students on how and when to complete the required trainings.

Health Insurance

Students are required to show proof of current in force health insurance. If a student does not have health insurance, please see the Physical Therapist Assistant Program Chair to discuss options within the community.

Informed Consent

Students within the PTA program are expected to perform a variety of physical therapy procedures on each other in the classroom and laboratory for educational purposes. This participation is very important to the learning process. Students must sign a consent form and a General Waiver of Liability prior to practicing laboratory skills. Students will sign a consent form at the start of the program that will remain in effect during the student's tenure in the PTA Program. Students will sign a General Waiver at the beginning of each semester of the PTA Program. Consent forms will be kept on file in the PTA Program Chair's office. General Waivers will be kept on file in Student Services.

Photography/Videotaping

PTA students, on occasion in classroom and laboratory settings will be simulating a work environment and will practice on one another. During this time, you may be videotaped or have digital pictures taken of you, both of which will be used only for educational or assessment purposes. You will be asked to sign a permission form to allow videotaping and digital photography at the start of the first semester of the PTA Program. This form will remain in effect for the duration of the student's tenure in the PTA Program. If a student wishes to photograph or videotape a patient for educational purposes, they must

follow the policies and procedures of the clinical education site for confidentiality and for obtaining consent.

ACADEMIC POLICIES

PTA students are required to comply with the MCC academic policies found in the McHenry County College catalog and online at www.mchenry.edu/catalog

Additional student policies can be found at www.mchenry.edu/policy/

Student Grievance Procedure

For any issue a student encounters that he/she wishes to appeal, including but not limited to clinical failure, course grade, or behavioral issues, the student must attempt to resolve this issue first informally in a professional manner and then, if the issue is not resolved the student should initiate a formal complaint.

Step 1 (Informal):

The student will contact the faculty member to review the grade and determine the specific claim of unfairness. If the faculty member no longer works at MCC, the student will proceed to Step 2.

Step 2 (Formal):

If a resolution is not met in Step 1, the student will meet with the faculty member's dean to clearly outline a formal grade appeal in writing. The formal appeal must identify the specific claim of unfairness and include all evidence to support such a claim. The dean will consider the appeal and communicate the decision in writing.

Step 3 (Formal):

If a resolution is not met in Step 2, the student may make a final appeal to the dean of Student Development within seven business days of the dean's communication. The dean of Student Development will review only material submitted in Step 2 and determine if the student has made a substantiated claim of unfairness. If the dean of Student Development determines that the claim is unsubstantiated, the appeal will be denied. If the dean of Student Development determines that the claim is substantiated, the vice president of Academic and Student Affairs will review the appeal and evidence submitted in Step 2 and make a final decision. The dean of Student Development will communicate the decision in writing.

NOTE: Under limited circumstances, a student may petition for a change of grade after 30 calendar days following the last day of the course by submitting a written explanation and supporting documents (e.g. doctor's notes, court documents, etc.) to the vice president of Academic and Student Affairs for review.

College Safety Guidelines

Upon entry into the program, during student orientation, students will receive instruction of all published McHenry County College safety guidelines and procedures addressing medical emergency procedures, reporting of incidents, fire procedures, building evacuations, tornadoes, bomb threats, etc. Copies of all these materials are maintained in the PTA classroom/lab for reference. Program faculty will assume responsibility for

assisting or directing assistance for any person with a disability who needs to relocate due to a safety issue. These guidelines and procedures can be found at www.mchenry.edu/emergency/#medical

STUDENT SERVICES

MCC supports the development of the whole person. In keeping with this philosophy, the college offers a wide range of services and promotes responsible participation in student life activities. All of these services are available to all MCC students.

Rave

Emergency notification system can be set up by going to the following:

getrave.com/login/McHenry

This notification system will notify student via email, phone call or text message when the college is closed. It is highly recommended for every student to sign up. This is the best way to have the most up-to-date information.

Bookstore

McHenry County College has bookstore on campus where the students are able to purchase required textbooks and supplemental supplies for various courses in the curriculum. Students may buy or rent the textbooks depending on their preference for each course.

Book Return Policy: You may return textbooks purchased at the bookstore for a full refund only during the first 10 days of the semester for which it was purchased, and you must have your receipt.

Book Buyback: The bookstore will buy back books during final exam week. The price offered is determined by a variety of factors.

Additional information is available through the book store website

mccbookstore.mchenry.edu/

Career Services

Career Services provides students and alumni with job-seeking assistance such as resume writing, interview skills, job-search techniques, and internship opportunities. Dress for Success seminars are available through MCC101. Job opportunities may be found using the Hire a Scot www.mchenry.edu/hireascot or appointments can be made by calling (815) 455-8940.

Children's Learning Center

The Children's Learning Center (CLC) provides a positive learning environment for young children, in addition to being a lab site for MCC's Early Childhood Education Program. The CLC is state licensed. Two flexible-scheduling programs for children include a classroom for children between the ages of 15 months and 3 years, and one for children between 3 and 5 years, whose parents are enrolled as full- or part-time, credit or non-credit students; MCC employees; or Fitness Center members. In addition, a Preschool Room is open to the public as well as children whose parents are MCC students or employees. Preschool Programs are available for 3- year-olds, 4-year-olds, and 5-year-olds who miss the kindergarten cut-off date of September 1.

Emergency & Crisis Assistance Options

A crisis event exists whenever a person's behavior poses an imminent danger of causing harm to self or others. Mental health emergency and crisis option is available to be reached at (815) 455-8765, Building A, Room 257. Do not leave a voicemail if you or someone else is in crisis.

You may also seek assistance 24 hours a day by contacting the McHenry County Crisis Program at (800) 892-8900. Visit www.mchenry.edu/counseling/ for more information.

Financial Aid

MCC is committed to helping remove economic barriers that may deprive students of an education. For this purpose, numerous financial aid options are available to assist students in their quest for higher education.

There are four types of assistance available at MCC:

- Grants & Scholarships – gift assistance that is non-repayable usually based on need, academic achievement, or a special talent. Scholarships become available at various times during the year; however, most grants are awarded at the beginning of each semester.
- Loans – money, repayable with interest. A variety of programs exist with varying interest rates and repayment plans.
- Employment – refers to money to be earned through a job on campus. Financial need is not always necessary.
- Veteran Educational Benefits – usually based on military service. Details available at www.mchenry.edu/financialaid/

All Financial Aid students are subject to the Financial Aid Standards of Academic Progress Policy which require students to meet a minimum GPA and a completion rate of enrolled credit courses. Details available at: www.mchenry.edu/FinancialAid/ProgressPolicy.asp

Fitness Center

The Fitness Center is 2,800 square feet with a selection of weight training machines, treadmills, stair machines, cycles, and other cardiovascular equipment. The award-winning fitness program consists of friendly staff, comfortable atmosphere, and a comprehensive and sophisticated personalized delivery system. The Fitness Center provides both credit and non-credit use. The hours of operation for the Fitness Center are located in both Credit and Continuing Education course schedules and are also available on the website www.mchenry.edu/fitnesscenter

Library

The MCC Library provides the resources (books, journals, CDs, DVDs, electronic materials, research databases) and services (research assistance, instruction, interlibrary loan) which meet the information needs of the college community. We teach library patrons to find, evaluate, and use information effectively and support intellectual freedom, inquiry, and lifelong learning.

The library has dedicated a research guide for the PTA students to easily find and use scholarly sources for Evidenced Based Practice. It can be located at www.libguides.mchenry.edu/PTA

Multicultural Program

Multicultural Programs provides direct student support services and coordinates individual and group activities to promote integration into the college environment and academic success. Multicultural Programs strives to promote the following:

- Promote respect for diversity
- Ensure social, educational, and cultural student programming for underrepresented groups on campus is inclusive and accessible
- Provide students with a variety of resources and opportunities to learn about themselves, other cultures, and their community
 - Strengthen students' academic and social skills
 - Encourage students to build a support network with staff, faculty, and administration
 - Recognize and reward student involvement Sage Learning Center

The Sage Learning Center is a general tutoring center for all registered students seeking assistance in a variety of academic subject areas. Comprehensive support is provided in math and in English/writing. The center also provides assistance wherever possible in many other courses. Tutoring is delivered by professional and peer tutors on both a drop-in and appointment basis and in both individual and group formats depending on the subject. Computer assisted instruction, supplemental instruction, study groups, and a resource library are also available. Additional information can be found at www.mchenry.edu/sage/

ACCESS & DISABILITY SERVICES

Students with Disabilities

It is the policy and practice of McHenry County College to create inclusive learning environments. If you are a student with a disability that qualifies under the American with Disabilities Act – Amended (ADAA) and require accommodations, please contact the Access and Disability Services office for information on appropriate policies and procedures for receiving accommodations and support. Disabilities covered by ADAA may include learning, psychiatric, and physical disabilities, or chronic health disorders. Students should contact the Access and Disability Services office if they are not certain whether a medical condition/disability qualifies. To receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. However, you do not need to have your documentation in hand for our first meeting. Students who believe they qualify must contact the Access and Disability Services office to begin the accommodation process. All discussions remain confidential. The Access and Disability Services office is located in room A260 in A Building in the Atrium. To schedule an appointment to speak with the manager, please call (815) 455-8766. Information about disabilities services at MCC can be found at: www.mchenry.edu/access

Students in Career/Technical Programs

As a student enrolled in a career or technical education program at McHenry County College, you may be eligible for services and assistance under the Carl D. Perkins III Grant. Grant funds are used, in part, to assist students who are at risk of not succeeding in their educational pursuits. The traits that often prevent students from succeeding are: economic disadvantage, academic disadvantage, disability/disabilities, single parent, displaced homemaker, enrollment in a program in which their gender is under represented, and limited English proficiency (LEP). The definitions of each trait are available in the Access and Disability Services office. Students with one or more of these traits are referred to as *Perkins Special Populations Students*. If you would like to know if you are eligible for services at any time during the semester, please do not hesitate to contact the Manager, Access and Disability Services. The office is Room A260, and phone number is (815) 455-8676.

ESSENTIAL FUNCTIONS OF A PHYSICAL THERAPIST ASSISTANT

The following is a list of essential functions that are necessary for a student to be able to complete while in the program on campus and in clinical education sites in order to complete the Associates degree of Applied Science in the Physical Therapist Assistant Program. Students who have concerns with performing the following tasks in their education, need to contact the Program Chair and notify the Department of Special Needs to determine if reasonable modifications under the Americans with Disabilities Act. Students need to remember the role of a PTA in the various settings and fields of practice to be an effective PTA after completion of the program.

There are several important factors for you to consider when you are determining your future career directions. To be successful in the PTA classroom, at a PTA clinical education site and in your job following graduation, you should be able to meet all of the following expectations:

1. Attend class approximately 12-24 contact hours a week or perform 40 hours a week of clinical education, depending on the stage of the program curriculum.
2. Complete all assignments on time.
3. Participate in classroom discussions.
4. Perform or instruct others in the following procedures (learned in class) in a timely manner: transfers, gait training, physical agents, activities of daily living, therapeutic exercises or activities, and data collection procedures.
5. Use sound judgment and safety precautions (exposure to blood- borne pathogens and/or infectious disease may occur as part of the educational experience). Students are trained in safety/infection control and are expected to follow these guidelines to avoid contracting or transmitting disease.
6. Meet class standards for successful course completion.
7. Use critical thinking when making decisions.
8. Follow standards stated in PTA Program Guideline and Procedure Manual and the PTA Program Clinical Education Handbook.
9. Address problems or questions to the appropriate person at the appropriate time.
10. Maintain classroom, work area, equipment, supplies, personal appearance and hygiene conducive to a professional setting as appropriate.
11. Behave in a competent, professional manner.

Physical requirements for the PTA Program include the need to occasionally, frequently, or continually:

1. Sit 2-5 hours per day with lecture blocks up to 3 hours.
2. Stand 1-6 hours with lab time blocks up to 6 hours.
3. Lift up to 60 pounds.
4. Push/pull up to 50 pounds of force exerted at waist level.
5. Squat or stoop.
6. Use auditory, tactile, and visual senses to assess physiological status of an individual.
7. Demonstrate good standing and unsupported sitting balance.

8. Demonstrate good finger dexterity.
9. Coordinate verbal and manual instructions.
10. Communicate effectively with a variety of people through written verbal, and nonverbal methods.
11. Use hands repetitively.
12. Shift weight in sitting or standing.
13. Demonstrate the ability to use a firm grasp while using physical therapy equipment and while performing physical therapy interventions.
14. Reach above shoulder level.
15. Kneel, kneel-stand, and half kneel.
16. Use equipment that emits electrical, ultrasonic, and thermal energy.
17. Physically move and transfer patients

MCC PTA STUDENT HANDBOOK APPENDIX

American Physical Therapy Association (APTA)

Standards of Ethical Conduct for the Physical Therapist Assistant

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. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/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.

Standards

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 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/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

MCC PTA Program

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 CI.
 5. Share your self assessment with your clinical instructor, specifically seeking his/her feedback.
 6. Sign and return to Program Chair

End of Semester Level Expectations:

1st Year Spring: Beginning

1st Year Fall: at least 50% criteria at Intermediate Level

2nd Year Summer: ALL at Intermediate Level

2nd Year Fall: ALL at Entry Level

1. 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.

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

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

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

Specific Example:

Place an “x” on the visual analog scale


 A horizontal line with three vertical tick marks. Below the left tick mark is the letter 'B', below the middle tick mark is 'I', and below the right tick mark is 'E'.

2. Communication: The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

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 communication appropriately

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 education (verbal, non-verbal, written and electronic)

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

Specific Example:

Place an “x” on the visual analog scale


 A horizontal line with three vertical tick marks. Below the left tick mark is the letter 'B', below the middle tick mark is 'I', and below the right tick mark is 'E'.

3. Problem Solving: The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

<p>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</p>	<p>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</p>	<p>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</p>
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<p>Specific Example:</p>	<p>Place an “x” on the visual analog scale </p>
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4. Interpersonal Skills: The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

<p>Beginning Level: Maintains professional demeanor in all interactions; Demonstrates interest in patients as individuals; Communicates with others in a respectful and confident manner; Respects differences in personality, lifestyle and learning styles during interactions with all persons; Maintains confidentiality in all interactions; Recognizes the emotions and bias that one brings to all professional interactions</p>	<p>Intermediate Level: Recognizes the non-verbal communication and emotions that others bring to professional interactions; Establishes trust; Seeks to gain input from others ; Respects role of others; Accommodates differences in learning styles as appropriate</p>	<p>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 with challenging interactions; Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them</p>
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<p>Specific Example:</p>	<p>Place an “x” on the visual analog scale </p>
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<p>5. <u>Responsibility:</u> 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.</p>		
<p><i>Beginning Level:</i> 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</p>	<p><i>Intermediate Level:</i> 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</p>	<p><i>Entry Level:</i> 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</p>
<p>Specific Example:</p>		<p>Place an “x” on the visual analog scale</p> <p style="text-align: center;"> B I E </p>

<p>6. <u>Professionalism:</u> The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.</p>		
<p><i>Beginning Level:</i> 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><i>Intermediate Level:</i> 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><i>Entry Level:</i> 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;"> B I E </p>

<p>7. <u>Use of Constructive Feedback:</u> 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><i>Beginning Level:</i> 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 two-way communication without defensiveness</p>	<p><i>Intermediate Level:</i> Critiques own performance accurately; Responds effectively to constructive feedback; Utilizes feedback when establishing professional and patient related goals; Develops and implements a plan of action in response to feedback; Provides constructive and timely feedback</p>	<p><i>Entry Level:</i> 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 patients/clients according to their learning styles</p>
<p>Specific Example:</p>		<p>Place an “x” on the visual analog scale</p> <p style="text-align: center;"> B I E </p>

<p>8. <u>Effective Use of Time and Resources:</u> The ability to manage time and resources effectively to obtain the maximum possible benefit.</p>		
<p><i>Beginning Level:</i> 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</p>	<p><i>Intermediate Level:</i> 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</p>	<p><i>Entry Level:</i> 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</p>
<p>Specific Example:</p>		<p>Place an “x” on the visual analog scale</p> <p style="text-align: center;"> B I E </p>

<p>9. <u>Stress Management:</u> 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.</p>		
<p><i>Beginning Level:</i> Recognizes own stressors; Recognizes distress or problems in others; Seeks assistance as needed; Maintains professional demeanor in all situations</p>	<p><i>Intermediate Level:</i> Actively employs stress management techniques; Reconciles inconsistencies in the educational process; Maintains balance between professional and personal life; Accepts constructive feedback and clarifies expectations; Establishes outlets to cope with stressors</p>	<p><i>Entry Level:</i> 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</p>
<p>Specific Example:</p>		<p>Place an “x” on the visual analog scale</p> <p style="text-align: center;"> B I E </p>

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

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

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

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

McHenry County College
Physical Therapist Assistant Program
Essential Functions for Physical Therapist Assistant Students

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5. Use sound judgment and safety precautions (exposure to blood- borne pathogens and/or infectious disease may occur as part of the educational experience). Students are trained in safety/infection control and are expected to follow these guidelines to avoid contracting or transmitting disease.
6. Meet class standards for successful course completion.
7. Use critical thinking when making decisions.
8. Follow standards stated in PTA Program Guideline and Procedure Manual and the PTA Program Clinical Education Handbook.
9. Address problems or questions to the appropriate person at the appropriate time.
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5. Squat or stoop.
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8. Demonstrate good finger dexterity.
9. Coordinate verbal and manual instructions.
10. Communicate effectively with a variety of people through written verbal, and nonverbal methods.
11. Use hands repetitively.
12. Shift weight in sitting or standing.
13. Demonstrate the ability to use a firm grasp while using physical therapy equipment and while performing physical therapy interventions.
14. Reach above shoulder level.
15. Kneel, kneel-stand, and half kneel.
16. Use equipment that emits electrical, ultrasonic, and thermal energy.
17. Physically move and transfer patients

Students who have concerns about the ability to perform any of these functions should contact the PTA Program Chair at (815) 479-7796. Individuals with disabilities may request reasonable accommodations or information by contacting the MCC Access and Disability Services: A 260; Phone: (815) 455-8766;
TTY: (815) 455-7237; Video Phone: (815) 261-0098; Fax: (815) 479-7836

EQUAL OPPORTUNITY/NONDISCRIMINATION

MCC promotes and adheres to a policy of equal opportunity. The College, therefore, does not discriminate on the basis of race, sex, religion, age, disability, marital status, national origin, sexual orientation, gender-related identity, veteran status, or any other unlawful bases, in its admissions, employment, educational programs, or activities.

Federal legislation, such as Executive Order 11246, Title IX of the Educational Amendments of 1972, the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act, prohibits such discrimination.

Inquiries regarding compliance with equal employment legislation should be directed to the assistant vice president of Human Resources, (815) 455-8738. Inquiries regarding Section 504/ADA should be directed to one of the following: dean of Student Development, (815) 479-7620; director of Physical Facilities, (815) 455-8564; or assistant vice president of Human Resources, (815) 455-8738.

**McHenry County College
Physical Therapist Assistant Program
Essential Functions Verification**

Essential Function Student Signature Page to be Completed BEFORE Program Entry

 Yes **No** I have read and I understand the Essential Functions relative to the Physical Therapist Assistant Program.

 Yes **No** I am able to meet the Physical Requirements of the PTA Program as specified and do not require any reasonable accommodation to meet these requirements at this time.

 (√) I require the following reasonable accommodation(s) to meet the Physical Requirement standard as specified:

Printed Name of Student

Signature of Student

Date

McHenry County College
Physical Therapist Assistant Program
Videotape/Photograph Consent

I, _____ give McHenry County College, PTA Program consent to videotape/photograph/audiotape me during classroom, lab or off campus education experiences for educational purposes. This consent form will remain in effect for my tenure in the MCC PTA Program.

Student name – printed / date

Student Signature / date

McHenry County College
Student Statement of Understanding and Release
Physical Therapist Assistant Program

I, _____ (Print Name), am a student at McHenry County College who is enrolled in a health professions program.

I acknowledge that I have been informed of the following and that I understand the following:

1. That the health and human services program I have enrolled in may involve exposure to human body fluids and cell and tissue cultures that may carry infections such as HIV (Human Immunodeficiency Virus) and Hepatitis B Virus (HBV) and Hepatitis C Virus (HCV).
2. That exposure to infectious blood and other body fluids and cultures by contact through eye, mouth, blood, non-intact skin, or other method may put me at risk of contracting a blood borne infection.
3. That to protect myself from exposure to blood and other body fluid and cultures, I will wear protective apparel according to OSHA (Occupational Safety and Health Administration) standards and comply with applicable policies of the College and any hospital or clinical affiliate that I am attending.
4. That if I should become exposed by eye, mouth, blood, non-intact skin, or other method to blood or other human fluids or cultures, I will immediately report such incident to the program instructor or clinical affiliate supervisor.
5. That if such exposure should occur, I hereby authorize the College or the clinical affiliate to administer such immediate first aid as is deemed appropriate until medical help can be obtained.
6. That I hereby release and hold harmless McHenry County College, its employees, officers, agents, and representatives, including all hospital and clinical affiliates, from any liability for any and all injury, illness, disability, or death, including all costs for medical care, resulting from my exposure to infectious blood or other human fluids or cultures or the administration of emergency first aid after such exposure, during the course of my participation in the health division program, whether caused by the negligence of the College or otherwise, except that which is the result of gross negligence or wanton misconduct by the College.

Student Name _____
(Please Print) Program _____

Student Signature _____ Date _____

Instructor Signature _____ Date _____

WAIVER OF LIABILITY, ASSUMPTION OF RISK,
AND INDEMNITY AGREEMENT – ON/OFF CAMPUS ACTIVITIES

MCHENRY COUNTY COLLEGE

Waiver: In consideration of being permitted to participate in the _____
_____ (Program/Activity), I, for myself, my heirs, personal representatives or assigns, **do hereby release, waive, and discharge** McHenry County College, Illinois State Colleges and Universities, the State of Illinois and their officers, employees, agents, successors and assigns from liability **for any and all claims, demands, actions, causes of action, judgments, damages, expenses and costs, (including attorney fees)** due to negligence or accidentally resulting in personal injury or illness (including death), and property loss which arise out of, result from, occur during, or are connected in any manner with my participation in the Program/Activity.

Assumption of Risk: Participation in the Program/Activity carries with it certain risks that cannot be eliminated regardless of the care taken to avoid injuries. The specific risks vary from one activity to another and include but are not limited to 1) minor injuries such as scratches, bruises, and sprains; 2) major injuries such as eye injury or loss of sight, joint or back injuries, heart attacks, and concussions; and 3) catastrophic injuries including paralysis and death.

I have read the previous paragraphs and I know, understand, and appreciate these and other inherent risks. I hereby assert that my participation is voluntary and I knowingly assume all such risks.

Indemnification and Hold Harmless: I also agree to INDEMNIFY AND HOLD McHenry County College, Illinois State Colleges and Universities, the State of Illinois and their officers, employees, agents, successors and assigns from any and all claims, actions, suits, procedures, costs, expenses, damages and liabilities, including attorney’s fees which arise out of, result from, occur during, or are connected in any manner with my participation in the Program/Activity.

Severability: The undersigned further expressly agrees that the foregoing waiver and assumed risk agreement is intended to be as broad and inclusive as is permitted by the Laws of the State of Illinois and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

Acknowledgment of Understanding: I have read this waiver of liability, assumption of risk and indemnity agreement, fully understand its terms, and **understand that I am giving up my rights, including my right to sue.** I acknowledge that I am signing the agreement freely and voluntarily, and **intend by my signature to be a complete and unconditional release of liability** to the greatest extent allowed by law.

(Print Name)

(Student ID)

(Sign Name)

(Date)

Signature of parent/guardian (if student is under the age of 18)

McHenry County College Physical Therapist Assistant Program Health Screening Form

Student Name:	DOB:
Emergency Contact Person:	
Relationship:	Phone:

*only a physician, physician assistant or nurse practitioner may complete the remainder of this form.

Please indicate date of each immunization

	Date		Date
Measles		Varicella	
Rubella		Tetanus	
Mumps		Diphtheria	
Hep B		2 step TB	

Please list current medications and if they could interfere with the safety of treating patient and/clients.

Medication	Yes	No

Any known allergies:

Review of systems:

Yes No Comment:

	Yes	No	Comment:
Eyes			
Ears/Nose Mouth Throat			
Cardiovascular			
Gastrointestinal			
Respiratory			
Musculoskeletal			
Neurological			
Psychiatric			
Hematologic/Lymphatic			
Genitourinary			

I have examined _____ and certify that he/she is in good physical and mental health.

It is determined that _____ may complete all physical and mental aspects of the profession with or without accommodations.

If accommodations are needed, please list:

Physician Name

Physician

Signature Date

Address City State Zip

*I give permission to release information to McHenry County College for the purpose of Clinical Education requirements for the safety of myself and others.

Student Name

Student

Signature Date

Date received by MCC _____

McHenry County College
Physical Therapist Assistant Program Student Handbook Agreement

I have received a copy of the Physical Therapist Assistant Program's Student Handbook. I have read and understand the guidelines and procedures contained in the Handbook. I agree to follow the guidelines as outlined in the Handbook while enrolled in the Physical Therapist Assistant program.

I understand the program guidelines may change while I am participating in the didactic courses or clinical experiences. I understand it is my responsibility to review and follow any changes to the guidelines. I understand that I will need to follow the standards and guidelines of the most recent Student Handbook if I withdraw or am dismissed from the PTA program and then readmitted.

I understand that failing to follow the guidelines in the Student Handbook may result in a non-passing/non-credit grade. If I object to following any of the guidelines in the Student Handbook, I understand I must submit my objection/request for accommodation in writing to the program's Physical Therapist Assistant Program Chair for consideration.

Name (print): _____

Signature: _____

Date: _____

Return the signed Informed Consent to the Physical Therapist Assistant Program Chair

PTA PROGRAM GUIDELINE AND PROCEDURE MANUAL AGREEMENT

I have received and read the MCC PTA Student Handbook for the Physical Therapist Assistant Program at McHenry County College. I understand its content and agree to abide by the guidelines and procedures set forth during my tenure as a Physical Therapist Assistant student. The Program or PTA Program Chair reserves the right to alter guidelines, procedures and content.

Student Name (Please Print)

Signature

Date

ZOOM – Student Online Classroom Etiquette

- This is a virtual classroom, therefore, appropriate classroom behavior is expected.
- Log into your class or meeting from a distraction-free, quiet environment.
- Please keep your audio on mute until you want to speak. This will help to limit background noise.
- Consider using a headset with an external mic for best hearing and speaking capabilities.
- Close unneeded applications on your computer to optimize the video quality.
- If you would like to speak or answer a question, use the “Raise Hand” feature. Then unmute yourself after you are called on by your teacher.
- When you are speaking, let others know that you are finished by saying something like, “That’s all,” or “I’m done,” or “Thank you,” so that everyone knows you have finished your comments.
- If you would like to use the chatbox, remember that it is public, and a record of the chat is kept and archived.
- Keep paper and a pen or pencil handy to take notes.
- Make sure your video is on (if you have camera capabilities) so your teacher and peers can see you.
- Be mindful of your background lighting. If you are sitting with your back to a window, you maybe silhouetted by the light coming through. Your overhead light might also need to be adjusted for the best image quality.
- Please take care of your personal needs (appropriate dress, basic hygiene, eating, chewing gum, talking to others in your home, etc.) prior to entering a Zoom classroom.
- Please do not use profanity or inappropriate language.
- Remember to sign out or “leave the meeting” when the session is finished.

<https://www.asdk12.org/cms/lib/AK02207157/Centricity/Domain/31/ZOOM-student-etiquette.pdf>