

FCC PTA Program Student Manual

Updated July 2025

Table of Contents

[Program Accreditation Information](#)

[PTA Director](#)

[Director of Clinical Education](#)

[Frederick Community College](#)

[History](#)

[College Philosophy](#)

[College Vision](#)

[College Mission](#)

[College Values](#)

[College Accreditation](#)

[Grievances and Complaint Processes](#)

[Grievances and Complaint Process for Students](#)

[Grievances and Complaint Process for Stakeholders](#)

[Nondiscrimination Statement](#)

[Physical Therapist Assistant Program](#)

[Introduction and Career Opportunities](#)

[Program Summary](#)

[Program Mission Statement](#)

[Program Values](#)

[Program Goals](#)

[Program Sequencing and Plan of Study](#)

[Cost of Program](#)

[Facilities](#)

1. [Linganore Hall](#)
 - a. [Lecture Classrooms](#)
 - b. [Laboratory Classrooms](#)
 - c. [Acute Care Labs](#)
 - d. [Teaching Bathroom](#)
 - e. [Simulation Center](#)
 - f. [Debriefing Rooms](#)
 - g. [Practice Rooms](#)
 - h. [Health Science Study](#)
2. [Jefferson Hall](#)
3. [Library](#)
4. [The Bess and Frank Gladhill Learning Commons](#)
5. [Tutoring and Writing Center](#)
6. [Science, Technology, Engineering, and Math \(STEM\) Learning Center](#)
7. [Computer Labs](#)
8. [Financial Aid Office](#)
9. [Behavior Health and Wellness](#)
10. [Disability Access Services](#)

[PTA Program Admissions and Academic Standards](#)

[Essential Functions](#)

[Admissions](#)

- [Grading](#)
- [Requirements for Program Progression](#)
- [Graduation Requirements](#)
- [Program Policies and Procedures](#)
 - [Progression in the PTA Program](#)
 - [Academic Dishonesty](#)
 - [Academic Difficulties](#)
 - [General Education Courses](#)
 - [Technical PTA Courses](#)
 - [Skill Checks and Practical Assessments](#)
 - [Unsafe Practice at a Clinical Education Experience](#)
 - [Difficulties with Physical or Emotional Health](#)
 - [Unethical Conduct](#)
 - [Failure to Meet Professional Behavior Expectations](#)
 - [Administrative Withdrawal](#)
 - [Student Self Withdrawal](#)
 - [Reinstatement Policy](#)
 - [Academic Grievances](#)
 - [Drug, Alcohol, & Tobacco Policy](#)
 - [Off-site Learning Experiences/Field Trips](#)
 - [Emergency on Campus](#)
 - [Privacy Policies](#)
 - [Student's Educational Records and Personally Identifiable Information](#)
 - [Student's Medical Records](#)
 - [Complaint Policy](#)
 - [Expectations of PTA Program Students](#)
 - [FCC's Code of Conduct](#)
 - [Program Expectations](#)
 - [Attendance and Tardiness Policy](#)
 - [Rescheduling of Classes](#)
 - [Appearance/Dress code](#)
 - [Social Media Policy](#)
 - [Service Learning /Volunteer Hours](#)
 - [Professional Behavior Policy](#)
 - [Assessment of Professional Behaviors](#)
- [Human Subjects](#)
- [Laboratory Policies](#)
 - [Laboratory Safety](#)
 - [Open Laboratory Hours](#)
- [Communicable Disease Policy](#)
 - [Exposure for Communicable Diseases](#)
 - [Procedures for Exposure to Bodily Fluids or Accident/Incidents on Campus](#)
 - [Current Policy for COVID-19](#)

[Students and Faculty with Communicable Disease](#)
[Release Waiver](#)

Appendix

[Exit Interview](#)

[Exposure Reporting Form](#)

[Accident/Injury Reporting Form](#)

[Professional Behaviors Assessment Tool](#)

[Standards of Ethical Conduct for the Physical Therapist Assistant](#)

[Release Waiver](#)

[Classroom Volunteer Patient Consent Form](#)

[Parental Consent to a Minor's Participation as a Classroom Volunteer Patient](#)

Program Accreditation Information

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective April 30, 2024, Frederick Community College's PTA Program is accredited by the Commission on Accreditation in Physical Therapy Education, 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org ; website: <http://www.capteonline.org> . If needing to contact the program/institution directly, please call 301-846-2644 or email ajams@frederick.edu .

PTA Director

Director of Physical Therapist Assistant Education

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Director of Clinical Education (DCE)

Director of Clinical Education (DCE) information

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Frederick Community College

History

In 1957, 77 students enrolled in the first classes held at FCC in the evening at Frederick High School. FCC was among the first four of 16 community colleges in Maryland. Nine students comprised the first graduating class of the College in 1959.

FCC moved to its second location on North Market Street in downtown Frederick in 1966, expanding programs to include day and evening classes. Meanwhile, continued growth and the need for a larger facility prompted a parallel search for a permanent home. County officials bought the Maude L. Thomas farm on Opossumtown Pike, and FCC employees helped move the College to its current location in 1970.

Today, approximately 11,000 students of all ages, backgrounds, and aspirations take credit and Continuing Education and Workforce Development (CEWD) courses annually on the main campus, at off-site locations including the Monroe Center, or online. With more than 110 programs of study, FCC strives to be an academic leader nationwide, while being a catalyst for economic growth. The College prepares students for the marketplace as they acquire immediate job skills, pursue degrees, or enrich their lives through lifelong learning.

In recent years, the College has added a vibrant Student Center, revamped its Library facilities into a modern Learning Commons, expanded its Science, Technology, Engineering, and Math (STEM) laboratories and classrooms, and opened an intimate Studio Theater. Jefferson Hall was remodeled to better serve students as they register, inquire about financial aid, or meet with counselors. The Monroe Center has been renovated to better serve the workforce development needs of our community and is now colocated with Frederick County Workforce Services.

College Philosophy

Frederick Community College proudly serves the educational needs of the students, helps develop the economic vitality of our local communities, and enriches the lives of the Frederick County residents. We are able to deliver these services because of the strength of our people and these shared commitments:

- We challenge ourselves to put the needs and the well-being of students and the community we serve first.
- We understand we are both big enough to need consistency and standards, and we are small enough to be flexible and responsive
- We focus on what we need to do for the short term but manage with the future in mind.
- We engage in creative and innovative problem solving
- We embrace openness and honesty in our communications.
- We question ourselves and practice continuous improvement
- We are responsible stewards of our resources
- We promote sustainable practices throughout the College
- We value education as a lifelong process
- We provide a safe and secure environment so that together we can explore, learn, and work.
- We value diversity of culture and ideas.

- We believe in the dignity of each individual, recognize the merit of their contributions to our community, and commit to treating people with kindness and respect.

College Vision

We transform individuals and communities through learning.

College Mission

Focused on teaching and learning, Frederick Community College provides affordable, flexible access to lifelong education that responds to the needs of diverse learners and the community.

College Values

EXCELLENCE	Providing educational experiences and programming that reflect high academic standards, quality instruction, and exemplary student support
LEARNING	Engaging all learners in critical and creative thinking, problem-solving, and the lifelong pursuit of knowledge and skills
DIVERSITY	Being culturally conscious and inclusive by embracing the visible and invisible human differences that affect the learning and success of students, faculty, staff, administrators, and members of the community
INNOVATION	Encouraging creative thinking, technological solutions, and alternative approaches to advance learning and student success
COMMUNITY	Responding to the needs of Frederick County with accessible, affordable education while encouraging engagement, communication, and collaboration within and beyond the College
INTEGRITY	Applying fair and ethical standards in all policies, procedures, and practices

College Accreditation

Frederick Community College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA, 267-284-5000. The college completed its last decennial institutional self-study in 2025 and its reaccreditation was reaffirmed by the Middle States Commission in June 2025. The Statement of Accreditation Status can be found at [Frederick Community College - Statement of Accreditation Status](#). For more information contact: 301-846-2442. See information concerning accreditation of the PTA Program under [Program Accreditation Information](#).

Grievances and Complaint Process

Grievances and Complaint Process for Students

Frederick Community College faculty, staff, and administration strive to create and maintain a teaching and learning environment where effective communication enhances integrity, justice, and civility. The purpose of this [Complaint Policy and Procedure for Students](#) is to provide a method of recourse to students who wish to formally address a course grade or a particular action on the part of a College employee(s). Students are expected to first attempt to resolve issues covered under these procedures informally by communicating directly with the employee or instructor with whom the issue originated. If the student and instructor are unable to come to an agreement, the student

can then take their issues to the Director of PTA Education. If informal resolution is not possible between the student and the Director, students have the right, using this Complaint Policy and Procedure, to appeal course grades, contest a policy or practice of the College, or College employee that is considered improper or unfair. This Complaint Policy and Procedure may also be used to contest situations where they believe there has been deviation from or misapplication of a policy or practice unrelated to discrimination or sexual misconduct. Students wishing to file a complaint alleging any act of discrimination or sexual misconduct should refer to the College Non-Discrimination Policy and Procedures or the Title IX Sexual Misconduct Policy and Procedures available on the College website.

Grievances and Complaint Process for Stakeholders

There is a grievance and complaint process for the PTA Program if you are from outside of FCC. Please see the section entitled [Complaint Policy](#) under the program information.

Nondiscrimination Statement

Frederick Community College is committed to the principles of equal opportunity and strictly prohibits discrimination against any person on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs, and employment. All members of the College community are expected to abide by this non-discrimination policy and to comply with Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA), Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA), and amendments, as well as applicable Maryland law. Those persons found in violation of this policy may be subject to disciplinary action, up to and including separation from employment or expulsion, in addition to the penalties imposed under federal, state, or local law

Americans with Disabilities Act (ADA) It is the policy of Frederick Community College to provide equal access and opportunity to its programs, employment, facilities, and educational programs in compliance with federal and state law, including the American with Disabilities Act (ADA) as amended and Sections 503 and 504 of the Rehabilitation Act of 1973, and amendments, as well as Title 20 of the State Government Article of the Annotated Code of Maryland. Students seeking a request for accommodation should contact the Office of Services for Students with Disabilities. Frederick Community College makes every effort to accommodate individuals with disabilities for college-sponsored events and programs. For accommodation needs or questions, please call 301-846-2408.

More information on [Non-Discrimination Policies and Procedures](#) at FCC can be found on the website.

Physical Therapist Assistant Program

Introduction and Career Opportunities

The Physical Therapist Assistant, Associate of Applied Science degree is designed to prepare a globally skilled workforce of PTAs who are competent in performing selected physical therapy services under the direct supervision of a physical therapist. PTAs are expected to be life-long learners who are productive and highly engaged members of the healthcare community. This career pathway at FCC will lead to a rewarding healthcare career in rehabilitation and wellness and ensures

that the increased demand for physical therapy services among the aging population is met. Graduation from an accredited PTA program allows the graduates to be eligible to register and take the National Physical Therapy Examination (NPTE) administered through the Federation of State Boards of Physical Therapy (FSBPT). Upon passing the NPTE exam, the students become a licensed PTA. Physical Therapist Assistants can work in a variety of settings: nursing homes, school systems, home health, outpatient clinics, or rehabilitation facilities.

Program Summary

FCC's PTA Program is a 6-semester program, including two summer semesters for a total of 80 academic weeks to be completed over a 2-year period. There are breaks of varying length between consecutive semesters. The program will award a degree of Associate in Applied Science to all students who successfully complete all of the academic requirements for the PTA Program.

The program includes courses in general education, basic science, physical therapy course work, and hands on clinical experiences. All general education courses can be completed prior to applying to the PTA Program.

Program Mission Statement

The mission of the PTA Program of Frederick Community College is to prepare competent and ethical healthcare providers that meet the needs of the community by caring for a diverse patient population under the direction and supervision of a physical therapist. Utilizing a comprehensive curriculum based on contemporary physical therapy practice, program faculty will design and deliver effective learning experiences to help prepare graduates to be culturally competent PTAs who demonstrate a commitment to professionalism, a strong desire to give back to their community and profession, and a commitment to lifelong learning.

Program Values

EXCELLENCE Providing educational experiences and programming that reflect high academic standards that will result in excellent healthcare for patients

LEARNING Instilling the commitment to lifelong long learning is necessary in an ever-changing healthcare environment. All health care professionals should continue to strive for new acquisition of knowledge and skills

DIVERSITY Respecting and Supporting visible and invisible human differences that affect the way people interact in the environment

INNOVATION Using their critical and problem-solving skills our graduates can be creative in developing their treatment programs to ensure that their patients achieve their personal goals

COMMUNITY Encouraging the engagement of all healthcare providers through communication and collaboration will result in optimal healthcare.

INTEGRITY Ensuring fair and ethical healthcare as a right

Program Goals

Goals and expected outcomes have been developed for the students, graduates, program and the faculty, which are consistent with the missions of the PTA Program and Institution/College. The

student goals include development of skills in the clinical realm including evidence-based clinical decision-making, excellent inpatient care delivery, and culturally competent communication orally and in writing.

Student goals:

1. Integrate evidence and demonstrate critical thinking to support clinical decision-making
2. Progress, monitor through data collection, respond to changes, and provide effective interventions for patient management across the lifespan within the scope of Physical Therapist Assistant practice and under the direction of a Physical Therapist.
3. Communicate effectively, orally and in writing, with patients, families, and other health care providers

Goals for our graduates are to prepare competent healthcare providers who can provide clinical care under the direction of a physical therapist who demonstrate a commitment to service and lifelong learning.

Goals for graduates:

1. Function as an entry-level general physical therapist assistant that provides competent skilled therapy services under the direction and supervision of a physical therapist.
2. Communicate effectively in a culturally competent manner with other healthcare providers as well as patients from diverse cultural backgrounds.
3. Demonstrate of lifelong learning, professional development, and/or community/professional service

Program goals and expected outcomes emphasize the provision of quality PTA Program content and learning opportunities that foster student development and goal attainment that also encourages lifelong learning, professional engagement and community service.

Program goals:

1. Provide students with the resources and academic support necessary to support their completion of the program.
2. Provide students a high-quality learning environment and a curriculum based on contemporary physical therapy practice through program faculty modeling educational excellence.
3. Offer the students' participation in opportunities for lifelong learning, professional engagement, and community service.

Faculty goals support both the PTA Program and the College/ Institution's mission with expectations related to excellence in teaching, the development, planning and implementation of an evidence-based curriculum, engagement with the profession, and service to the community.

Faculty Goals:

1. Provide students a high-quality learning environment and a curriculum based on contemporary physical therapy practice through program faculty modeling educational excellence.
2. Provide service to the College and/or community to support and enhance the College Mission.

3. Participate in professional organizations and/ or professional development

Program Sequencing and Plan of Study

The PTA Program follows a specific progression of physical therapist assistant courses beginning with generalizations to increased depth of information pertaining to specific therapy diagnosis and treatment.

The PTA Program also includes general education courses necessary to support an individual's ability to work and communicate with the public. Since PTAs have to operate in a business world, collaborate with various groups of people, and educate the public we hope that our students expand their knowledge by taking additional elective courses in the following areas: business/personal management, critical thinking, public speaking, sociology/psychology, and computer technology.

Course Name	Course Number	Credits
Summer		
Principles of Biology	BSCI 150	4
Math elective	MATH 120 or higher	3
Total credits for semester		7
Fall		
Anatomy and Physiology I	BSCI 201	4
English Composition	ENGL 101	3
Introduction to PTA	PTHA 101	3
Basic Patient Care Skills	PTHA 105	4
Total credits for semester		14
Spring		
Anatomy and Physiology II	BSCI 202	4
General Psychology	PSYC 101	3
Kinesiology	PTHA 110	4
Physical Agents	PTHA 113	3
Pathophysiology	PTHA 120	2
Total credits for semester		16
Summer		
Therapeutic Exercise	PTHA 125	3
Small Group Communication	COMM 105	3
Clinical Education I	PTHA 180	3
Total credits for semester		9
Fall		
PT Ethics and Administration	PTHA 200	2
Advanced Patient Care Skills	PTHA 205	4
Neurorehabilitation	PTHA 210	4
Orthopedics	PTHA 220	3
Total credits for semester		13

Course Name	Course Number	Credits
Spring		
Professional seminar	PTHA 230	2
Clinical Education II	PTHA 235	4
Clinical Education III	PTHA 240	5
Total credits for semester		11
Total		70

Cost of Program

Costs will vary based on previous credit achieved by the student for general education courses, county residence, and credits taken per semester. Additional costs associated with the PTA Program outside of FCC's tuition and fees are estimated below:

Books per course	\$100-\$200
CPR certification	\$79 for 2 years (course fee PTHA 105)
Background check and drug screen	\$144 Fall 1 st year (course fee PTHA 105) \$155 Spring 2 nd year (course fee PTHA 155)
EHR-GO	\$220 (course fee PTHA 101)
Student APTA membership	\$180 for two years
WebCPI	\$20 (course fee in PTHA 180) \$20 (course fee in PTHA 235)
Name badge for clinical education	\$7 (course fee)
Personal Health Insurance	Varies
Vaccines required for clinical education	Varies
Travel for clinical education	Varies
Practice Licensure Exam	\$99 (covered by a grant)
National licensure exam	\$485
Maryland PTA license	\$200

Facilities

1. *Linganore Hall*

Linganore Hall is the primary building used by the Health Profession Career Community. It was recently renovated in 2020 with interprofessional education in mind. Linganore Hall houses lecture rooms, computer classrooms, small group practice rooms, simulation labs, an acute care lab, a rehabilitation lab, and a specialized teaching restroom. There is a large student lounge to allow for interprofessional interactions between the variety of healthcare students on campus.

a. Lecture Classroom

There are three traditional lecture classrooms in the building: L116, L202, and L203. Additional classroom space is available across campus. The Health Professions Career Community owns two laptop carts with 32 laptops each which allows any lecture classroom to be converted to a computer lab for projects and/or testing. Additional, space in Linganore Hall includes room L127, which functions as both a lecture space and a computer lab as the desktop computers can be stowed within the desks. L117 is a hybrid space which has both

traditional desks and desktop computers around the periphery of the room to allow for multi-purpose use of the room. The rooms mentioned above in Linganore Hall are prioritized for Health Professions Career Community use.

b. Laboratory Classroom

L161 is a flexible space that can be utilized for both lectures and lab however, the majority of the time it will be used for laboratory space. State-of-the-art professional and clinical grade equipment has been purchased to be used in the program lab. The space is outfitted with 8 Cardon treatment tables, three larger low treatment mat tables, stairs, a ramp and curb set, one traction table, a treadmill, a NuStep bicycle, Total Gym, collapsible parallel bars, a weight rack and theraband station, four ultrasound/ e-stim combo units, a hydrocollator, and a cold pack freezer.

c. Acute Care Labs

L137 and L143 are two spaces that simulate a hospital setting. Each is equipped with 8 hospital beds each with an IV pole, overbed table and side table. Additionally each lab has ventilators with additional BiPaP units, geriatric chairs, and LYKO mechanical lifts.

d. Teaching Bathroom

L144 is a room that contains within it a mock-up of a home bathroom including a sink, shower/ tub and toilet for teaching transfers and bathroom safety. There is space surrounding the mock-up bathroom with a low wall to allow for one-half of the class to observe any demonstration in the space at a time.

e. Simulation Center

Four Simulation Rooms L153, L155, L156, and L158 and two Simulation Control rooms L154 and L157. Rooms are outfitted with hospital beds and can be used with standardized patients or high-fidelity manikins. The high-fidelity manikins available in the simulation space include 3-G adult manikins, which allow for the simulation of cardiac and respiratory functions, Noelle with baby manikins that allows for the simulation of pre and post-natal conditions, as well as, the birthing process and, youth manikin and a baby Hal manikin, both which allow for the simulation of pediatric cardiac and respiratory conditions.

f. Debriefing Rooms

L128, L129, and L152 are three simulation debrief / meeting rooms that are available for the PTA Program as part of the Health Professions Career Community Department. Each room is outfitted with a LED display that you can connect a computer/laptop to for reviewing simulation videos or projecting any other documents/content. L128 also has the Anatomage table that can be used by students as a study tool and used in certain class sessions.

g. Practice Rooms

There are three smaller practice rooms for students L135, L136, and L147. Two are outfitted with two beds, bedside tables and overbed tables and the larger one outfitted with 4 beds, bedside tables and overbed tables. All three rooms also include two white boards, a mirror and a clock.

h. Health Science Study

Health Professions students have a dedicated study space L132 to promote study and small group meetings within and between programs for Health Profession students including the PTA students. This room is outfitted with two marker boards, 4 LED displays, flexible, casual seating which includes 3 round tables and two rectangular tables, and seats for 30 students.

2. Jefferson Hall

Jefferson Hall is the gateway for all students and their families, returning alumni and guests. The building consists of the Enrollment Center (Welcome Desk, Student Accounts, Registration and Records) on the first floor, the College and Career Readiness Center (Admissions, Counseling and Advising, Transfer and Career Services) on the second floor, and the Financial Services Center (Finance, Financial Aid) and the Vice President for Learning Support Suite on the third floor. More information is available online on the FCC website at <https://www.frederick.edu/about-fcc/jefferson-hall.aspx>

3. Library

The FCC Library is located within the Gladhill Learning Commons in Linganore Hall. The library provides a comprehensive collection of resources to support the Physical Therapist Assistant Program in digital and physical formats. The databases that provide access to scholarly, peer-reviewed literature include Academic Search Premier, CINAHL, and Health Source- Nursing Academic Addition. Books and reference material can be found in our comprehensive ebook databases, Gale Virtual Reference Library and ebook Academic Collection. All PTA textbooks are available for students to use on campus at the reference desk in the library. Physical books are also available and can be found through the library catalog. A helpful Research guide also pulls together the best resources for the Health Professions, including Physical Therapist Assistant as well as providing research tips for students, and integrates the many ways students can reach out to a Librarian and receive help. <https://guides.frederick.edu/medicine>. For more information on hours, collections, and services, call 301.846.2444 or visit the [Library website](#)

4. The Bess and Frank Gladhill Learning Commons

The Bess & Frank Gladhill Learning Commons, the main campus hub for student academic support services, centralizes tutoring, academic support, library services, and faculty professional development in one location, while also providing online access to tutoring and research resources to support student learning. In this welcoming learning environment, students and faculty will find Library Services, the Tutoring and Writing Center, the Center for Teaching and Learning, computers, study spaces, learning technologies, and academic success workshops. The Gladhill Learning Commons has been recognized for its innovation, and campus leaders have presented at conferences, conducted tours, and shared information with national and international higher education administrators, faculty, and political leaders. For more information, visit the college website <https://frederick.edu/student-resources/gladhill-learning-commons.aspx>

5. *Tutoring and Writing Center*

The Tutoring & Writing Center (TWC) is a dynamic study space within the Gladhill Learning Commons (L-226) staffed by trained learning assistants and faculty who support current students in developing foundational skills and knowledge to successfully achieve their academic goals. Services include face-to-face and online tutoring, academic coaching and study skills advice, success workshops, and technology access and assistance. Students taking introductory courses in English, ESOL, communications, social sciences, education, business, arts, Spanish, and American Sign Language can drop-in and work with a learning assistant individually or in small groups, or for certain courses, connect online at <https://frederick.edu/student-resources/gladhill-learning-commons/learning-assistance-and-tutoring.aspx>

6. *Science, Technology, Engineering, and Math (STEM) Learning Center*

The STEM Learning Center (SLC) is a dynamic study space in Braddock Hall (B-212) staffed by trained learning assistants and faculty who support current students in developing foundational skills and knowledge to successfully achieve their academic goals. Services include face-to-face and online tutoring, academic coaching and study skills advice, success workshops, and technology access and assistance. Students taking introductory courses in science, engineering, computer science, and mathematics can drop-in and work with a learning assistant individually or in small groups, or for certain courses, connect online. For more information look online at [Learning-Centers-Tutoring-Services - Frederick Community College](#)

7. *Computer Labs*

There are six available computer labs on campus for student use with both PC and Mac software capability. Several computer labs have evening and weekend hours. Students are provided 600 free black and white pages of printing per semester. Students can purchase additional printing if necessary. For more information please go to <https://www.frederick.edu/student-resources/it-services/computer-lab.aspx> and/or <https://www.frederick.edu/student-resources/it-services/printing.aspx>

8. *Financial Aid Office*

Frederick Community College works to ensure that all students have equal access to financial assistance that will help them attend college. FCC participates in a wide range of federal, state, and local financial aid programs that includes grants, loans, employment, and scholarships. For more information see the Academic Catalog or online at [Cost and Financial Aid - Frederick Community College](#)

9. *Behavior Health and Wellness*

FCC offers Behavioral Health and Wellness services to assist students in managing personal problems which may impact their ability to meet their academic and career goals. We provide short-term solution-focused counseling, crisis intervention, assessment and referrals to mental health resources. Behavioral Health and Wellness appointments can address issues related to

- Stress and anxiety
- Depression

- Grief and loss
- Relationship difficulties
- Abuse and violence
- Gender and cultural identity
- Rape and sexual assault
- Substance use
- Balancing family life, work, and academics

Counselors serve as a resource for students in crisis; however, students who have on-going, long-term, or therapeutic counseling needs are referred to agencies in the community. For more information look online at <https://www.frederick.edu/student-resources/behavioral-health-and-wellness.aspx>

10. *Disability Access Services*

Disability Access Services (DAS) at FCC assists and supports eligible students with disabilities. Student services may include academic advising, individualized accommodation plans, transition coaching, as well as workshops and programs. Students will be empowered to become self-advocates in order to achieve individual success at FCC and beyond. DAS provides community outreach and collaborates with agencies and resources to meet the diverse needs of students with disabilities. For more information, please see <https://www.frederick.edu/student-resources/disability-access-services.aspx>

11. *Testing Center*

The Testing Center at FCC is located on the second floor of Linganore Building. The Testing Center is available to students in order to promote fair and equitable testing by providing accommodations for students with disabilities, ensuring testing materials are accessible and promoting an inclusive environment dedicated to student success. The testing center can also be used as a resource for students seeking academic support and guidance such as a space for make-up testing, study plans, and connecting students to other resources on campus.

PTA Program Admissions and Academic Standards

Essential Functions

Frederick Community College is committed to the principles of equal opportunity and strictly prohibits discrimination against any person on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs, and employment. FCC's PTA Program does require students to demonstrate essential functions that are expected of all physical therapist assistants while participating in the program. The required "Essential Functions" for a PTA should also serve as a guideline for professional expectations once the student is employed as a PTA. These essential functions include, but are not limited to, the following:

Communication skills sufficient to teach others, explain procedures, interact with others, and convey information in writing.

- Obtain and report information verbally and in writing using the English language.
- Receive and respond to verbal and written communications in an appropriate and professional manner.

- Use of communication and sensory skills to convey and elicit information.
- Accurate perception of non-verbal information and cues in interpersonal encounters.

Physical ability is necessary as a PTA. A PTA must have physical mobility and strength sufficient to work with a variety of patient population. Physical requirements include but are not limited to:

- Fine motor skills sufficient to apply fine motor skills and hand dexterity to safely perform examination and therapeutic interventions.
- Frequently bend, twist, and stoop and occasionally crawl, climb, reach above shoulder level, and kneel.
- Having adequate balance in both standing and walking to be able to also support a patient with a disability.
- Being able to lift and carry up to 50 pounds independently.
- Pushing and pulling heavy or immobile patients – up to 100 pounds independently.
- Physical stamina sufficient to perform client care for entire length of clinical experience (6-8 hours).

Observation skills are necessary in healthcare. A PTA must be able to observe and monitor patients, caregivers, volunteers, and other medical staff. The essential observation functions require the use of senses. A PTA must be able to:

- Observe movement patterns, activities and behaviors.
- Observe signs related to physical status (e.g. vital signs, symmetry and condition of the skin, soft tissue & wounds)
- Observe signs related to behavioral status
- Read information in clinical environments such as patient medical record, diagnostic tests, dials, displays, and equipment related to patient care.

Behavioral and social attributes in a clinical setting means having the maturity and emotional health to fulfill all responsibilities. Essential behavioral and social functions include:

- Act in an ethical, legal, and responsible manner consistent with the Core Values and Professional Behaviors outlined by the American Physical Therapy Association.
- Engage in patient care to all patient populations including but not limited to children, adolescents, adults, vulnerable adults, or persons with developmental disability.
- Recognize and demonstrate respect for cultural, ethnic, ethical, and value differences among staff, patients, caregivers, and other health care professionals.
- Be able to handle stresses of dealing with physically and emotionally difficult situations, patients, or caregivers.
- Demonstrate flexibility and adaptability to changing situations and uncertainty.
- Emotional stability sufficient to assume responsibility/accountability for actions, provide client with emotional support, adapt to environmental stress, and monitor own emotions.
- Adhere to timeliness and attendance requirements.

Cognitive abilities are necessary for timely problem solving, safety judgment and reasoning in a clinical setting. The essential cognitive functions include:

- Analytical thinking sufficient to transfer knowledge from one situation to another, problem solve, prioritize tasks, and use long-term and short-term memory.

- Critical thinking ability sufficient to exercise sound judgement through the sequencing of information and the identification of cause-and-effect relationships
- Assessing self-performance to continually improve professional skills and implement plans for professional growth and development.

Admissions

In addition to the admissions requirements of Frederick Community College, the PTA Program has additional requirements for students who are interested in the program. Frederick Community College PTA Program uses a selective admissions process to select a maximum of 25 students for each cohort. The application requirements and admissions process are outlined on the [FCC PTA Program webpage](#).

Students will be offered a seat in the cohort based on their ranking in the PTA application process. Students are required to officially accept their seat through written communication through email. If a student needs to request postponement of a seat offered in a cohort due to extenuating circumstances the student must perform the following steps:

The student MUST:

1. Formally accept the seat in the program prior to a request for postponement
2. Notify the Coordinator of Selective Admissions of the request in writing with the reason for postponement by August 1. The faculty and the Coordinator for Selective Admissions will meet to discuss the reason for the request and will determine if the postponement of their seat in the program is warranted. The student may be required to provide additional documentation.

If the student is provided a postponement of their seat into the next cohort.

- a. The student MUST apply for the next cohort before the BEST consideration date.
- b. Accept the seat provided in the next cohort by completing the student response form. If the student fails to apply or declines the seat in the next cohort, the seat will no longer be held for the student.

The process for admissions will be reevaluated each year to determine if it is meeting the needs of the college, the program, and the students.

PTA Program faculty and the student work together to ensure the student has met the nonacademic requirements prior to starting the clinical education portion of the program. Within the first semester of the PTA Program, students are required to provide a drug screen, complete a criminal background check, up to date CPR certification, and proof of active health insurance to a tracking and screening service company. CastleBranch is the company currently used by the FCC PTA Program for tracking and screening. Students must have completed at least the first HEP B vaccination of the required series prior to the PTA program orientation. Students must bring a copy of their current vaccination history to the PTA program orientation for review by the DCE. At least 120 days prior to the first day of their clinical, the student must submit all vaccination record to CastleBranch to ensure the students is cleared through CastleBranch at least 90 days prior to the first day of their first clinical education experience. Details concerning the permissible vaccination records are explained in and can be recorded on the [Vaccination Record Form](#).

The following vaccinations are required:

- PPD – 2 step or QuantiFERON Blood Test (yearly)¹
- Adult DTap within 10 years
- Polio primary series or polio booster or a positive titer within 1 year
- MMR or titer within 1 year
- Varicella 2 shots or a positive titer within 1 year
- Hepatitis B, 3 vaccinations or a positive titer within 1 year
- Current flu shot (yearly)

The following vaccinations are highly recommended and may be required for certain facilities:

- Covid-19 Vaccine
- Covid-19 Test (2 weeks prior to any clinical experience)
 - This may be an additional cost to the student

Clinical sites may require additional vaccinations or testing that is not required by the college. A clinical site has the right to request a student be vaccinated prior to or even during a clinical education experience. A clinical site may refuse to accept or remove a student if a required vaccine is not performed. If the student is unable to be placed in a similar clinical site, this may result in student needing to withdrawal from the PTA Program. A student's personal preference concerning vaccinations is not a contributing factor in the selection of a student's clinical site placement.

- **CPR:** Proof of CPR certification (American Heart Association or Military Training Network course) must be submitted. CPR must be maintained while enrolled in the PTA Program.
- **Criminal Background Check:** Students must complete a state criminal background check through CastleBranch. A PTA student prohibited from participating in clinical internship based on their criminal background check will be dismissed from the PTA Program due to his/her inability to progress. See Clinical Education Manual for more information.
- **Drug Screening:** Students must complete a 10-panel drug screening through CastleBranch. A student who has a positive drug screening will not be allowed to complete the program. See Clinical Education Manual for more information.
- **Medical Professional Liability Insurance:** Malpractice liability insurance is purchased by FCC for all PTA students prior to clinical experiences. This policy is maintained by the college and provides \$1,000,000 coverage per incident, \$1,000,000 in aggregate, and up to a \$10,000,000 in aggregate through an additional umbrella aggregate. If a student would like additional personal liability insurance they are encouraged to explore their options through their personal insurance carrier. Healthcare Providers Service Organization (HPSO) is a common insurance company that provides personal liability policies for students and other health care professionals. Students can review information at www.HPSO.com.
- **Student Insurance:** All students are required to have personal health insurance. Active health Insurance card will be placed on file with Castlebranch as proof of insurance prior to attending clinical education experiences. The college and the clinical education site are not responsible for the cost of medical care if the PTA student becomes ill or injured at school or at the medical facility.

Grading

Assessment methods resulting in the assignment of a grade, are determined by the Core Learning Outcomes of the course, learner characteristics, and setting. The number and types of assessments, the value assigned to each assessment, and grading scale are included on the course syllabus. Faculty members are required to assign a letter grade to each student according to the following tables and adhere to the final grade submission deadline for each session.

Grade	Percentage value
A	90%-100%
B	80%-89%
C	70%-79%
D	60-69%
F	<60%

GRADE	EVALUATION	QUALITY POINTS
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1
F	Failing	0
FNA	Failure due to non-attendance/participation	0
I	Incomplete	0
W	Withdrawal	0
AU	Audit	0
S	Satisfactory	0
U	Unsatisfactory	0
Z	In Progress	0
P	Pass (Equivalent to a grade of "C" or better)	0
DX	Clemency/Passing	0
FX	Clemency/Failing	0

Requirements for Program Progression

- Each PTA student must have a C or higher in general education courses to progress in the PTA Program. The student must repeat any general education course in which he or she receives less than a "C". Depending on the general education course content and its particular sequence in the program, the student may or may not be allowed to progress with the PTA Specific courses at that specific time and may have to request reinstatement.

A 3.0 minimum grade point average (a grade of "B" or higher) is required in each technical course for progression within the PTA Program. Please see section entitled [Technical PTA Courses](#) under [Academic Difficulties](#) section.

- Many of the technical courses include a laboratory component. Laboratory skills are assessed through practical examinations and skill checks. In addition to receiving an overall "B" in a PTA course, students must pass each practical exam with a score of at least 75% and pass all skill checks in order to pass each course. Please see section entitled [Skill Checks and Practical Assessments](#) under [Academic Difficulties](#) section.
- Students will participate in at least one volunteer or service project per academic year. Please see [Service Learning/Volunteer Policy](#)
- Students are required to meet expectations on Professional Behaviors in order to progress in the program. See [Failure to Meet Professional Behavior Expectations](#).

- There are three clinical experiences in the PTA Program. The student must pass each clinical experience to progress to the next clinical education experience. Please see Clinical Education Manual for detailed policy on grading and progression. If the student does not pass the clinical they may be dismissed from the program. Please see [Unsafe Practice at a Clinical Education Experience](#) or [Unethical Conduct](#).

Graduation Requirements

Associate of Applied Science (A.A.S.) Degree

To be eligible to receive the associate of applied science degree, students must:

- I. Successfully complete a prescribed curriculum as approved by the college.
- II. Complete a core of at least 20 credit hours of general education courses that will include at least one three- or four-credit course from each of the following areas: English 101 (grade of 'C' or better); arts, humanities & communications; social & behavioral sciences; biological & physical sciences; and mathematics.
- III. Complete one course designated as a course in cultural competence.
- IV. Complete a physical education, health, or nutrition course (1/3 credits).
 - a. This is imbedded in the PTA technical courses
- V. Meet Professional Behavior Expectations.
- VI. Participate in expected volunteer/service hours
- VII. Complete a graduation application and submit to the Welcome Desk.

Diplomas are issued at the completion of the PTA Program in May. The official ceremony is held annually in May.

Program Policies and Procedures

Progression in the PTA Program

Dismissal, deferment with reinstatement, or withdrawal from the PTA Program will all result in the student not progressing forward in the technical portion of the PTA Program.

Failure to progress in the in the program can occur due to several reasons

- Academic dishonesty
- Academic difficulties
- Unsafe practice at a clinical education experience
- Difficulties with physical or emotional health
- Unethical conduct
- Failure to meet professional behavior expectations
- Administrative withdrawal
- Student self-withdrawal

Academic Dishonesty

Copying answers to an examination from another student's paper or from a hidden source is considered cheating. Accessing information from a hidden source during an examination is considered cheating. This includes but is not limited to hidden notes or internet sources accessed from electronic devices of any kind. Discussing the specific content of a written or practical exam with peers who have not taken the exam is also cheating. Using another student's written work without permission or attribution is both cheating and plagiarism. Submitting assignments using references that are not thoroughly attributed is considered plagiarism. Any type of plagiarism or

cheating is a serious offense and may result in dismissal from the program. FCC's Code of Student Conduct defines Violation of Academic Integrity and the procedures to follow if a student is suspected of a violation.

<https://www.frederick.edu/jobs-hr/policies-and-procedures/policyproceduredocuments/code-of-student-conduct.aspx>

- A Faculty member must complete and submit the [Student Behavior Incident Report Form](#) found online
- The faculty member will notify the PTA director and The Associate Vice President/ Dean of Health, Business, Technology and Science
- The faculty member will address the alleged violation of academic integrity with the student in their class.
- The student will be afforded the opportunity to respond to the allegation with the faculty member. See FCC Code of Student Conduct Policy for comprehensive instructions on procedures.
- Students found to be in violation of Academic Integrity may receive sanctions imposed by the faculty member in whose class the violation occurred. Sanctions can include a failing grade for a second offense which would result in dismissal from the PTA Program.

Academic Difficulties

Students have to meet the academic and attendance standards to progress in the program (see information [Requirements to Progress](#) and [Attendance and Tardiness Policy](#)). Failure to meet these standards may result in dismissal or deferment from the program. However, all faculty at FCC is here to help the students achieve success and dismissal or deferment due to academic difficulties is our last action. We encourage students to seek out those resources provided to them through the college including tutoring centers on campus, through Blackboard, peer tutoring, and faculty office hours. If the student feels they are not receiving the necessary help required for success, please contact the PTA program Director.

General Education Courses

Each PTA student must have a C or higher in general education courses to progress in the PTA Program. The student must repeat any general education course in which he or she receives less than a "C". Depending on the general education course content and its particular sequence in the program, the student may or may not be allowed to progress with the PTA specific courses at that time and may have to defer progression in the program and apply for reinstatement.

Technical PTA Courses

A minimum grade of a B is required in each technical course, those courses designated with a PTHA prefix, to be eligible to graduate from the PTA Program. Technical courses build upon each other, and students are required to take them in a specific order. If a student receives less than a B in a technical course they will be deferred from the program. Students can apply for reinstatement next time the course comes around if they follow the reinstatement policy. Please see [Reinstatement Policy](#) below for details.

Skill Checks and Practical Examination

Practical exams and skill checks are assessments of a student's ability to demonstrate competence in a PTA skill. All skill checks and practical exams must be demonstrated safely

and effectively to satisfy the requirements for passing the course and progressing to the student's clinical experience. If a student fails any critical safety element during a skill check or practical exam, they automatically fail and must retake it. A student is offered three attempts on any one skill check in order to pass successfully. A completed and passing skill check form must be presented to the instructor in order to gain access to the practical examination. See individual course syllabus and rubrics for each skill check and grading assessment. A student must achieve a 75% on each practical exam in order to pass. If the student does not receive a 75%, they will be given one additional opportunity to pass the practical. 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. Failure to achieve satisfactory performance for any given lab practical on the final attempt will result in dismissal from the course and a deferment from the program.

Clinical Education Experiences

Student Competence to Progress to Clinical Experiences

Processes are in place to ensure students are safe and competent to progress to clinical education. In order for a student to progress onto a clinical education experience, a student must pass all general education courses with a C or better and all program specific courses (PTHA) with a B or better. Within each program specific courses, the student must pass all skill checks and practical exams with greater than or equal to 75%. Other considerations for preparedness for clinical education experiences by faculty include but are not limited to the following: Professional Behaviors Status, prior or current probationary status, lab room behavior, previous clinical evaluations, and demonstration of safe practices. All core faculty will meet prior to the first clinical education experience and the 2nd clinical education experiences to review the students. All core faculty must agree that the student is safe and competent in skills instructed in order to proceed onto clinical education (Please see [Skills Learned for Clinical Education Experience I](#) and [Skills Learned for Clinical Education Experience II & III](#) in the appendix of the Clinical Education Manual for the complete list of skills instructed to competency page 38 and 39). If a student does not receive a unanimous vote and does not pass at this level, they are not allowed to participate in clinical education experiences. The collective core faculty determines if the deficiency can be remediated, if the student needs to repeat a course, or be dismissed from the PTA program (See Clinical Education Manual page17).

Determination of Satisfactory Progress of Clinical Experience

The final decision as to whether or not the student passes the clinical experience is made by the DCE. This decision is a professional judgment based upon the following:

1. Scores for the final evaluation on the Clinical Performance Instrument. (See Clinical Education Manual under *Clinical Outcomes* section)
2. The minimum criterion score to consider the clinical experience passed. See above.
3. Problems or concerns raised by the CI and student during the clinical experience and whether or not these were effectively resolved.
4. How the problems affect patient safety and patient care.
5. How the problems affect the student's chances of performing at entry level by graduation and during a probationary period on the first job.
6. Whether or not the problems fit a pattern of problems and concerns that were evident during the student's academic period.
7. DCE consultation with the student's advisor, Director of the PTA Program, and CI.
8. The most effective manner in which the problems can be remediated.
9. The uniqueness or complexity of the clinical site.

10. Whether or not all outcomes on the course syllabus have been met.

If it is determined by faculty and the DCE that the student did not meet the objectives in the course and will not be prepared for the next clinical education experience or entry level practice upon graduation, the student will need to repeat the clinical experience or may be dismissed from the program if remediation is not deemed appropriate by the DCE, Program Director, and Dean. A student will be allowed only one opportunity during the PTA Program to be considered for a clinical remediation. The student will have to wait till the course is run again depending on the availability of clinical sites and follow reinstatement policies (See Clinical Education Manual page 34)

Unsafe Practice at a Clinical Education Experience

If, in the opinion of a clinical instructor, a student presents behavior which conflicts with safety essential to the physical therapy practice during a clinical, the student will be removed from the clinical site by the clinical instructor. The Program Director and the DCE will immediately be notified of such action by the clinical faculty. The clinical faculty shall thoroughly document the incident and behavior for the student record on the Clinical Education Experience Anecdotal Record Form (see PTA Clinical Education Manual for form and further information). The DCE will gather data from appropriate sources to determine specifics of the incident, and whether the documented behavior is considered as unsafe. The process will include:

- DCE will confer with the clinical faculty and the Program Director.
- Student will be conferred with to discuss his/her perspective
- The DCE make the final determination on whether the behavior documented is considered unsafe.
- The DCE will determine, based on their clinical and academic judgment, if the safety issues can successfully be addressed with further academic and laboratory education. If they feel this is appropriate, a plan of action will be implemented to help the student meet safety requirements for progression in the PTA Program. The plan may allow for progression in the program or repeating courses the next time they are offered and only as space allows. If the DCE and PTA Program Director feel the safety issues are too significant to address within the confines of the program or the student has shown an inability to respond to further learning opportunities, the student will be dismissed from the program.

Please see details in the PTA Program Clinical Education Manual under the heading *Clinical Education Problem Situations*.

Difficulties with Physical or Emotional Health

Students must maintain good physical and emotional health in order to provide safe, competent care to the public. Good physical and emotional health is therefore essential to continue in the PTA Program. If, in the opinion of the faculty, a student presents physical and/or emotional health problems, the PTA Program Director shall be notified of the problem. A process will be undertaken to determine whether the student is able to provide safe, competent care and therefore continue in the program. This process will include:

- A full or part-time faculty or clinical instructor who identifies problems shall thoroughly document the problems for the student's record and notify the PTA Program Director.
- The student will be conferred with to discuss his or her perspective.

- The PTA Program Director who will confer with the Associate Vice President/ Dean of Health, Business, Technology and Science and any other PTA faculty involved with the student to determine if the student's physical and/or emotional health conflicts with safety essential to PTA practice.
- If a physical or emotional conflict is identified or evident, the PTA Program Director will refer the student to an appropriate professional for evaluation and progression in the PTA Program will be halted
- Failure to meet with and/or comply with recommendations from the designated professional will result in immediate dismissal from the program.
- Final decisions regarding continuation in, or deferment with reinstatement, or permanent dismissal from the PTA Program will be the responsibility of the PTA Program Director with advisement from program faculty, the Associate Vice President/ Dean of Health, Business, Technology and Science, and if needed the PTA Program Advisory Committee.

Unethical Conduct

FCC has a college wide policy for student conduct entitled Code of Student Conduct Policy and Procedure. This policy is both behavioral and academic integrity. The college may take disciplinary action against student misconduct. Also, students are required to be student members of the APTA throughout the program and are therefore held to the APTA's Standards of Ethical Conduct for the Physical Therapist Assistant. If a student does not uphold these standards, they may be dismissed or deferred from the program.

A process will be undertaken to discuss the student's conduct and whether the student should continue in the program. This process will include:

- A full or part-time faculty or clinical instructor who identifies problems shall thoroughly document the problems for the student's record and notify the PTA Program Director. If the conduct is noticed during a clinical education experience, clinical instructors will document using the Clinical Education Experience Anecdotal Record Form (see Clinical Manual for form and further information)
- The student will be conferred with to discuss his or her perspective.
- The PTA Program Director who will confer with the Associate Vice President/ Dean of Health, Business, Technology and Science and any other PTA faculty involved with the student to determine if the conduct warrants dismissal or remediation. If they feel remediation is possible, a plan of action will be created and implemented to help the student correct the conduct. The plan may allow for reinstatement in the program or taking additional courses. The student must follow and complete the plan of action and then apply for reinstatement (see [Reinstatement Policy](#)).
- If remediation is not considered possible, the student will be dismissed from the program.

Failure to Meet Professional Behavior Expectations

Ten specific "Professional Behaviors" are assessed throughout the PTA Program curriculum. Faculty will provide both oral and written feedback regarding professional behaviors at the end of every fall and spring 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. See [Assessment of Professional Behaviors](#).

Administrative Withdrawal

Administrative Withdrawal is used by the Associate Vice President/Dean of Students (AVP/DOS) to involuntarily withdraw a student from the college when a withdrawal is deemed to be necessary to protect the health, safety, or integrity of the learning environment. Procedures for administrative withdrawal are located within [Student Withdrawal Policy and Procedures](#). Students are not allowed reinstatement with an administrative withdrawal

Student Self Withdrawal

A student may withdraw due to poor academic performance, illness, or personal reasons. A student who wishes to withdraw from the PTA Program should schedule an exit interview with the PTA Director. It is recommended that the student attempt to withdraw from the program on good terms as this may facilitate reinstatement at a future time. To receive “W” grades, all withdrawals must be completed prior to the scheduled date of the last day to withdraw according to the current academic calendar located in the college catalog. Students are cautioned that PTA courses are only offered in the semesters identified in the plan of study. If a student withdraws from a PTA course, the student may complete the remaining courses in that semester with the exception of any clinical courses. Due to the nature of the program, the student will not be allowed to advance to the next semester in the plan of study. The student can request reinstatement into the PTA Program when the courses are offered again. If the student withdraws during the first technical semester of the program, the student will have to re-apply to the program to re-enter.

Reinstatement Policy

Students dismissed due to academic dishonesty or administrative withdrawal will not be allowed to re-enter the program. If a student withdraws or is deferred from the program that student **may (but is not guaranteed)** be offered a slot in the next class providing space is available. To be considered eligible for reinstatement a student must meet the following criteria:

- The student participated in an exit interview prior to leaving the program
- The student may be reinstated into the program only **once**.
- If there was an action plan while the student was in the program, the student must have successfully completed the plan and is able to provide supporting evidence to that affect.
- If the student is provided with an action plan to complete during the deferment period, the student must have successfully completed the plan and is able to provide supporting evidence to that affect. Possible plans could include:
 - o Inquiring about DAS accommodations
 - o Demonstrating retention of material of previously passed courses
 - o Working on test taking skills
- Be reinstated within one year of the withdrawal or deferment at the beginning of the same semester of the program which the student stopped progressing.

When a former PTA student applies for reinstatement, he/she must:

- Consult with the Program Director and the DCE.

- Submit a formal letter of desire for reinstatement to the Program Director within one semester of withdrawal or deferment. This letter must state:
 - 1) the last semester and PTA course(s) of enrollment,
 - 2) the grade obtained,
 - 3) any reason(s) for the student's withdrawal, and
 - 4) those steps the student has taken or will take to improve his/her potential for success if readmitted to the program.
 - 5) Note: If the termination was initiated by the program because of the student's unprofessional behavior, the student must submit, in writing, the steps he or she has taken to ensure that the behavior will not be repeated. Supporting documentation from mental health or other professionals may be required.
 - o This letter will be reviewed by the program director and a decision concerning readmission will be made by him/her with input from the clinical coordinator and associated faculty.
- Perform skill checks from prior completed courses to demonstrate competency in previously learned skills or audit previous classes, where they would then still need to complete prior skill checks on their deferment plan. Skill checks and practical exams will be performed by the primary faculty teaching the course and will need to be arranged by the student prior to reinstatement
- Submit updated CPR, immunization records, and an updated criminal background check with a drug screen.

Reinstatement into the program is based on space availability and previous academic performance. In any given semester, multiple students applying for reinstatement will be rank-ordered based on their academic performance and those students with the highest GPAs will be given priority for reinstatement. Upon readmission, the student must follow the policies and procedures of the program which are consistent with the year he/she returns.

Academic Grievances

Students have the right, using the Complaint Policy and Procedure, to appeal course grades, contest a policy or practice of the College. Follow FCC policies listed in the [Complaint Policy and Procedures for Students](#).

Drug, Alcohol, & Tobacco Policy

Frederick Community College ("FCC" or the "College") is committed to an alcohol, tobacco, and drug-free learning and working environment. Frederick Community College adheres to the responsibilities set forth in applicable local, state, and federal laws. All members of the College community, visitors, guests, and volunteers are required to comply with the FCC policy and procedures at <https://www.frederick.edu/current-students/downloads/atoda.aspx>

The PTA Program follows the FCC Code of Student Conduct Policy and Procedures prohibiting the illegal possession, use, or distribution of drugs and/or alcohol by students on college property or as part of any college activity. This includes the use of tobacco-based products on college property or during college-sponsored activities such as clinical experiences.

Clinical Experiences are considered part of college activity. Students may be dismissed from the program if they participate in a clinical experience under the influence of alcohol, narcotics, any

mood and behavior altering, or controlled dangerous substances. Also some clinical sites may require students to undergo a drug screen prior to granting access to their facilities. If a student is denied access to a clinical agency based on a drug screen, the student will be dismissed from the program. Please refer [Unethical Conduct](#) or [Unsafe practice at a clinical education experience](#)

Off-site Learning Experiences/Field Trips

The program will follow FCC rules and policies for field trips, please see [College Travel and Transportation Policy and Procedure](#). Field trips must be included in the syllabus presented to students at the start of the class, and their inclusion should be highlighted on the first day of class. All reasonable accommodations must be made when assigning field trips. An appropriate alternative assignment must be made for all students for whom accommodations cannot be made or for students who have been given a faculty-approved absence.

Faculty should note field trips in the submission of syllabi which are due to program managers and department chairs before the session starts. Department chairs must forward a list of all field trips to the AVP/Dean of Arts and Sciences one week prior to the start of the semester or term.

For all field trips, the following forms are required to be submitted by faculty members/staff advisors/adjunct faculty for all participants, and all directions on these forms must be followed:

1. [Excursion Waiver and Release](#)
2. [Excursion Roster](#)
3. If applicable, the [Request for College Transportation Services Form](#)

Emergency on Campus

FCC has developed a guide to supply readily-accessible information to FCC employees, students, and visitors to prepare for and use in emergencies. The material covers “best practices” for most situations. Familiarize yourself with this [guide](#) before an emergency occurs. Because each circumstance is unique, do whatever you can to keep yourself and those around you safe. While the College has an active Crisis Management Team, Security staff, video surveillance, and programs to prevent emergencies, they will still occur. Each person is a critical component of overall College safety. Your conduct can eliminate opportunities for crime or significantly increase the likelihood that perpetrators will be apprehended. Your attention to detail and willingness to report unusual situations can prevent accidents, injuries, or criminal activities. You are an integral part of our overall safety. Communication Communications during an emergency will come through the FCC Alert text messaging system, College public address system, social media, emails, FCC website, College signage, TV and radio stations, Security staff, or through other avenues. Be sure to sign up for FCC Alert at www.frederick.edu/fccalert.

Privacy Policies

Personally Identifiable Information

The College has a comprehensive policy called the [Protection of Personally Identifiable Information](#) (PII) that establishes standards that affect a wide range of student and personnel records, information technology, and financial processes. The purpose of PII policy and procedures is to provide a structure for and guidance concerning the protection of and access to sensitive data, information, and records in the possession of the College. The PII policy addresses strategies to help protect PII such as minimizing the use of PII, categorizing PII, collection and storage of PII,

evaluation of use of PII, administrative safeguards, technical safeguards, physical safeguards, and employee training. This policy also identifies 35 related College policies and procedures that are associated with the overarching protection of PII and provides links to those policies within the document.

Student's Educational Records

FCC has a policy entitled [Privacy and Access to Education Records](#) which provides guidance and instruction related to the protection of and access to information and records of students held by the College. Frederick Community College ("FCC" or the "College") is committed to protecting the rights of students under the Family Educational Rights and Privacy Act (FERPA). The College is authorized to release only directory information. Directory information may be released by the College at any time unless the College has received prior written notice from the student, filed at the Welcome Desk within the Enrollment Center on the first floor of Jefferson Hall, requesting non-disclosure of information. This non-disclosure request will be honored until the student notifies the Registrar or their designee.

The PTA Program attempts to maintain privacy/confidentiality in the following manner:

- Exams and quizzes are returned in a manner that does not expose the resulting grade.
- Grades will be posted in Blackboard
- Immediate feedback is provided after practical exams and skill checks with only the participants and the instructor(s) present. When necessary or helpful (i.e., something from which the entire group of students may benefit), instructors will obtain permission to provide feedback in front of other students.
- It is expected that associated faculty (including clinical instructors) will follow the same confidentiality and privacy policies that FCC and the PTA Program core faculty follow including those consistent with HIPAA.

Student's Medical Records

The PTA Program uses Castlebranch, which will maintain the student's medical information in a secure online platform. Castlebranch, is HIPPA and FERPA compliant and certified by the professional background screening association. The student sends health records to Castlebranch and the files are uploaded prior to the first clinical education experience. The medical records will only be released to the student and/or to the clinical education agency as determined necessary for the student to participate in the clinical education experience at their site. If there is need for any additional information for the student, it is the policy of FCC PTA Program that any student health records will be locked in a file cabinet in the Program Director's office.

Complaint Policy

The Physical Therapist Assistant Program engages in continuous and systematic evaluation and improvement. We welcome all comments, suggestions, ideas, and constructive criticism as part of that process. There are written policies and procedures for both students and employees. Student complaints regarding the PTA Program should be addressed according to FCC's [Compliant Policy and Procedures for Students](#). **No retaliation will occur by the college or program due to a complaint being filed.**

Individuals in the community, clinical instructors, healthcare providers, prospective students or employers of graduates are welcome to provide comments according to the following policy: **(No retaliation will occur by the college or program due to a complaint being filed)**

- Comments must be provided in writing and signed by the author. Anonymous submissions will not be acknowledged, nor will written comments provided on behalf of an anonymous source.
- Comments must be submitted to the following:

Frederick Community College
Attention: PTA Program Director
Amelia Iams
7932 Opossumtown Pike
Frederick, MD 21702
Or
aiams@frederick.edu

- Clinical instructors (CI) and Site Coordinators of Clinical Education (SCCE) are asked to initially direct complaints to the DCE using the contact information below. If adequate response is not received in a reasonable time frame, the complaint should be directed to the PTA Program Director.

Frederick Community College
Attention: Director of Clinical Education
Ashley Dicks PT, DPT, CCI
7932 Opossumtown Pike
Frederick, MD 21702
Or
adicks@frederick.edu

- If the complaint concerns the Program Director, the individual should contact the Associate Vice President/ Dean of Health, Business, Technology and Science.

Sandy McCombe Waller PhD, PT, NCS
Associate Vice President/ Dean of Biological, Physical, and Health Sciences
Frederick Community College
7932 Opossumtown Pike
Frederick, MD 21702
Or
smccombewaller@frederick.edu

- The PTA Program Director shall respond to all comments within seven (7) days after receipt to further discuss and resolve the issue. If satisfactory resolution is not or cannot be reached, appeal may be made to the Associate Vice President/ Dean of Health, Business, Technology and Science.

- The Associate Vice President/ Dean of Health, Business, Technology and Science will not become involved until all attempts to resolve the issue with the Program Director have been exhausted, unless the comment is directly related to the performance of the Program Director.
- Records of all correspondence will be confidentially maintained by the Program Director for Five (5) years. These records are not open to the public.

Complaints can also be directed to accreditation board and should be addressed to the Commission for Accreditation for Physical Therapy Education. **No retaliation will occur by the college or program due to a complaint being filed.**

Commission on Accreditation in Physical Therapy Education
3030 Potomac Ave., Suite 100
Alexandria, Virginia 22305-3085

Expectations of PTA Program Students

FCC's Code of Conduct

The Code of Student Conduct is designed to promote responsible behavior for all students consistent with the mission and values of Frederick Community College ("FCC" or the "College"). This Code defines behavioral rights and responsibilities within the College community so that everyone can attain their academic, social, and personal goals. This information can be found at [Code of Student Conduct Policies and Procedures](#). Faculty and staff may report an alleged violation of this Policy and/or behaviors of concern using the [Student Behavior Incident Report Form](#).

Program Expectations

Attend Class. Go to each of your classes each time it meets. Be on time and stay for the entire class session. If you must miss class because of illness or emergency, check your course syllabus to know the instructor's attendance policy. Make up any missed work promptly. (It is vitally important that you read each course syllabus! It contains what you need to know to be successful in that class)

Do the Work. Read each assignment. Turn in your homework when it is due.

Ask for Help. If you are having problems with a class or an assignment, help is available. See the instructor. Go to the Learning Commons for a tutor. Form a study group with classmates. Meet with the Program Director. But don't wait until it is too late!

Read the Manuals. The Student Manual and the Clinical Education Manual are full of useful information to help you and contains information about program policies.

Respect Others. Respect also means treating others as you would like to be treated; insulting, humiliating, judging, or ignoring another person hurts feelings. Shouting and cursing are always inappropriate in a learning environment.

Be Responsible. We trust that you meet all obligations that are part of attending college. As an adult, you must learn to read all notices given to you, mailed to you, or posted for you to read, and show up for all classes and labs

Support the PTA profession. We expected tall students to become student members of the American Physical Therapy Association (APTA).

Give Back to the Community and/or College. We often do not have money to give to our favorite charity, but we do have time that we can donate to organizations. Community collaboration and involvement is a core value of the college, so the PTA Program expects its students to participate in one service project a year in Frederick County in order to give back to the community.

Attendance and Tardiness Policy

Attendance is mandatory for all classes, lectures, laboratory, clinical, and exam days. The PTA provides a crucial amount of lab time to learn and practice new skills. Missing class time will cause significant gaps in a student's learning. Prompt and regular attendance is required to meet all course objectives and make satisfactory progression through the program. Therefore, students are expected to schedule all personal appointments outside of class time and clinical education experiences.

Absences for lectures, laboratory, and clinical are excused in only five circumstances:

1. Illness or injury of the student or dependent
2. Death in the family
3. Court order
4. Recognized religious holiday
5. Military commitment

Absences in greater than 2 incidences per course may result in a required learning assignment for professional behavior development. Extenuating circumstances will be addressed on an individual basis with the instructor and Program Director.

When missing a class for any reason, the student is expected to directly notify the primary instructor of a course in the timely manner. The student will need use the instructor's office hours/student hours to ensure they have obtained any missed information.

Clinical education attendance is **mandatory**. Students must complete 100% of the assigned number of hours at the assigned site. Absence for illness or other extenuating circumstances will be dealt with on an individual basis. The student (or someone acting on their behalf) must notify the clinical faculty and the DCE as soon as possible. Failure to notify the DCE as directed, will result in 10% reduction in the student's overall grade for each absence for that experience. If a student completes the required number of hours early within the clinical education experience, they must still continue to attend the experience in its entirety, as scheduled. All missed clinical hours need to be made up in order to complete the clinical education experience.

Steps to take if absent from class

It is the responsibility of the student to notify the instructor why he/she was absent from a class. Absence will only be considered excused if you notify the instructor by the start of class time and it is one of the 5 FCC excused absences.

If the student misses a day of class, the following requirements must be completed by the student:

1) Contact each individual instructor by the start of class (via e-mail, voice mail, or text if available)

2) When you return back to class:

- Contact the appropriate faculty member to determine what steps are needed to make up the lost time and any missed assignments.
- Obtain any notes or information on missed material from classmates.
- Submit any assignment the instructor may require.
- Be prepared to take any tests missed.

Make-up:

Unexcused absences: Only students with excused absences are afforded makeup quiz and exam opportunities. A ZERO will be recorded on all non-excused tests.

Due Date: A student who misses a test must make appropriate arrangements with the course instructor for a make-up test (if allowed) by the end of the day he/she returns to school. It will be the discretion of the instructor as to whether late points will be deducted and/or makeups on exams or quizzes will be granted. Make up tests and assignments may vary from the original. A grade of ZERO (0) will be recorded if the student has not made appropriate arrangements for make-up test, quizzes, or assignments.

Rescheduling of Classes

In the absence of an announcement, Frederick Community College (FCC) is open and operating under normal schedule. FCC does not follow the same schedule as Frederick County Public Schools (FCPS) or county government. When FCC is closed due to inclement weather, hazardous road conditions, emergencies or on-campus incidents, FCC is committed to notifying all students and employees as quickly as possible. The best way to receive up-to-date information about college closings, or emergencies is to subscribe to FCC Alerts – users will receive a text message or email notification. Register at www.frederick.edu/fccalert.

Please view FCC's inclement weather policy entitled [Inclement Weather/College Closing Policy and Procedure](#).

Weather conditions can deteriorate unexpectedly; therefore, students and staff should check the FCC website www.frederick.edu for the latest information prior to coming to the campus. If FCC needs to close the campus during the day, FCC will notify students through all communication channels as quickly as possible.

Clinic sites do not follow the same policies and closures as FCC. Please discuss policies of closures and notifications with your clinical instructor upon arrival. All missed clinic time will need to be made up in order to successfully complete the clinical education experience (see above policy on Attendance and Tardiness Policy)

Appearance/Dress code

In class, students should be comfortable. It is suggested that the student dress in "nice casual attire". On occasion, students may be asked to wear clinical attire to the classroom due to the presence of a special visitor or guest lecturer. Faculty reserves the right to ask a student to leave the classroom if inappropriately attired.

In the skills lab, student must at all times be prepared to change into shorts with elastic waists. Male students will be required to remove their shirts and female students must have appropriate tops that can be open in the back such as sports bras or bathing suit tops. All students should have a "cover up" or T-shirt to wear when not in activity. Labs requiring lab clothes are not always identified ahead of time and may be called at the discretion of the instructor without notice during regularly scheduled class. The students are recommended to have their lab clothes available during all class times. Students who are not prepared may be asked to leave the classroom.

Social Media Policy

The PTA Program recognizes that social media is a commonly used medium used by today's college students, faculty, and clinical instructors. The program has no control over what students do with non-instructional materials (pictures, videos) outside of the program. Furthermore, the program is not responsible for any images posted on social media websites.

Faculty have the right to make the choice regarding granting permission for students to take video or pictures of instructional activities in their classrooms or labs. Individual faculty will generally make their class policies known in specific course syllabi. Prior to recording (video or audio) a student must request permission from the faculty and/or fellow students.

Instructional materials or activities are the intellectual property of the course faculty and thus subject to certain legal protections under the law.

Students need to be aware that posting pictures or personal information about patients on private or public sites is in violation of the patient's HIPAA rights and can result in prosecution and dismissal from the program.

Posting pictures or personal opinions on social media:

It is the recommendation of this program that students carefully consider what they post on social media and what privacy settings they have on their social media accounts. Clinical instructors and employers have the ability to view the student's social media prior to clinical placement or employment. What the clinic views on the internet may cause the site to refuse student placement, may influence the instructor's final assessment, or may affect possible employment in the future.

FCC does have its own policy on student personal electronic account entitled [Student Personal Electronic Account Privacy Policy](#).

Service Learning /Volunteer Hours

Students and faculty are required to participate in one volunteer or service project per academic year for a total of 2 services hours per academic year. Academic year defined as Summer through Spring semesters. Students will complete at least 2 projects for a total of 4 hours over the course of the entire PTA Program. Service projects must benefit Frederick County and or Frederick Community College. Students may choose to work with a charitable organization, youth organization, religious organization, national organization, Celebrate Frederick, Frederick Health Hospital, or Frederick County Government just to name a few.

1. The event or activity must take place within Frederick County or on the college campus.
2. The student or faculty member cannot be compensated for their time

3. Forms need to be submitted to the PTA Program Director by the end of the academic year (end of Spring semester) Please print form:
<https://www.frederick.edu/current-students/downloads/slstudentinformation.aspx>.
4. Students can perform multiple shorter projects as long as the total time equals 2 hours

Examples of acceptable service projects include but are not limited to:

- Salvation Army
- Wags for Hope
- Animal Shelter Volunteer
- American Red Cross – including blood donation
- Habitat for Humanity
- Public Library Volunteer
- Boys and Girls Club
- Best Buddies
- Food Bank or Soup Kitchen
- Coach a local youth recreational league
- Adjunct faculty can tutor or participate as human subjects in The PTA lab

Examples of unacceptable Service Projects

- Competing in a race for charity
 - o Working with the race organization to support the race is acceptable
- Mowing your neighbor's lawn
 - o Assisting with home maintenance or lawn care for a local resident through a charity group is acceptable
- Donation of money or goods to a charitable organization
 - o Collecting food from the neighborhood and delivering it to the local food bank is acceptable

Professional Behavior Policy

Valued-based professional behaviors expected of physical therapist assistants include altruism, compassion and caring, continuing competence, duty, integrity, physical therapist-physical therapist assistant collaboration, responsibility, and social responsibility.

Valued-based professional behaviors are an important component of what you must learn to become prepared to successfully enter the workplace. Professionalism is a skill that must be learned, and one important responsibility of the PTA Program faculty is to model these behaviors and provide students with feedback on their behavior. From the first day of classes until the day you graduate, think of every assignment as not just a task to be finished, but as a step towards becoming a successful entry level PTA. If you take advantage of the opportunities presented to you, you will gain all the knowledge, skills and understanding of professional behavior you will need to be successful. We will be looking for these behaviors in the classroom and the clinic. You will be assessed on your demonstration of these behaviors during Practical Exams and Clinical Experiences. Below are some examples which will help you develop a sense of professionalism, on campus and in the clinic.

1. Displaying self-respect and respect for others including faculty, staff, fellow students and clients
 - use appropriate language – no cursing
 - address people as they choose with the appropriate title and pronouns

- be respectful of one another's personal boundaries – always ask for consent prior to working with each other
 - listen to others – don't judge and don't ignore, acknowledge a person's perspective even if you don't agree
2. Strive to create a positive learning environment for you and fellow students
 - be on time to class
 - read the material in order to be prepared to participate in class
 - be adequately rested
 - listen attentively to faculty & fellow students
 - turn off watch alarms and cell phones (unless needed for emergency contacts)
 - Ask questions and asking for help if you are having difficulties or don't understand
 - take responsibility to cover /make-up material you've missed on your own time
 - participate in study groups to practice skills and integrate material
 3. Striving to project "unconditional positive regard" for clients
 - affirming the culture, values, and preferences of others
 - avoiding actions or language which may be perceived as prejudiced or judgmental
 - acknowledging and respecting each client's previous experience/expertise
 - using active listening techniques
 4. Developing a commitment to learning by being able to:
 - self-assess, self-correct, and self-direct
 - identify your learning needs
 - continually seek new knowledge and understanding
 - accept and implement constructive feedback
 - provide feedback to fellow students and faculty to help them learn and improve
 5. Developing critical thinking by being able to:
 - question logically
 - identify, generate, and evaluate elements of logical argument
 - recognize and differentiate facts, illusions, assumptions, and hidden assumptions
 - distinguish the relevant from the irrelevant
 6. Demonstrating professionalism and responsibility through:
 - exhibiting appropriate professional conduct
 - taking responsibility for your actions
 - becoming a role model for clients by demonstrating good posture, body mechanics, and appropriate lifestyle choices regarding exercise, stress management, etc.
 - fulfilling your commitments by meeting all your obligations
 - being accountable for actions and outcomes
 - supporting the profession - we expected all students to become student members of the American Physical Therapy Association (APTA).
 7. Demonstrating Social Responsibility
 - Give back to the community through volunteerism

- Donate to organizations that support socially responsible programs

Assessment of Professional Behaviors

Ten specific “Professional Behaviors” are assessed throughout the PTA Program curriculum. PTA program faculty will assess the Professional Behaviors once per every Fall and Spring semesters with students also performing a self-assessment once per Fall and Spring semesters.

1. Professional Behaviors ([Appendix Professional Behavior Assessment Tool](#))

Expected Professional Behavior levels are:

- a. End of Semester II: All Professional Behaviors at least beginning level
- b. End of Semester III: 50% of Professional Behaviors at intermediate level or higher
- c. End of Semester V: all Professional Behaviors at least intermediate level
- d. End of Semester VI: 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. [See Failure to Meet Professional Behavior Expectations.](#)

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

Human Subjects

As part of the PTA Program, every student will be required to participate in lab classes acting both as a patient and a clinician. Each PTA student will be required to sign an [informed consent form](#) entitled *Release/Waiver Form* prior to the first day of their initial lab class. Signed informed consent forms will remain active throughout the student’s enrollment in the PTA Program or until otherwise revoked.

Signed forms will be maintained by the Program Director in a locked file cabinet in the appropriate file.

Laboratory Policies

To ensure the safety of students in the laboratory, students are expected to follow certain policies and procedures very carefully while in the laboratory setting. As stated above, the student is expected to sign the waiver form prior to participation in the laboratory setting to ensure understanding of rights and responsibilities as they participate in the lab setting:

- Care will always be taken to demonstrate the critical safety concerns of techniques and procedures practiced in the laboratory prior to allowing students play the role of subjects or clinicians.
- Students will be supervised at all times by a faculty member during regular laboratory hours.

- Students are encouraged to expand their skills through safe practice in the lab.

To ensure safety and respectful use of lab equipment the following policy is in effect:

1. Students are not to use any lab equipment until instructed in its application by the lab instructor.
 - a. Students should have successfully completed a skill check in class prior using equipment during open lab.
2. Students using the lab to practice **may not** bring children, family members, or friends with them.
3. Horseplay is not allowed.
4. Mats and plinths should be wiped down at the end of the lab session.
5. Linen that is not soiled should be refolded and replaced in the linen case.
 - a. Soiled linen should be placed in the hamper.
6. All equipment and supplies should be returned to their storage areas at the end of the lab session.
7. The hydrocollator should be filled with water at the end of each lab session.
8. Students may have snacks during breaks only as long as all trash is cleaned up.
9. No lab equipment or supplies may be removed without written consent of the lab instructor.

Laboratory Safety

1. Students must follow the safety protocols indicated for each piece of equipment.
 - a. Manuals for all laboratory equipment are stored in a file in the lab room located
2. Any malfunctioning or damaged equipment should be reported to the lab instructor or the Program Director immediately. If you suspect damage to equipment:
 - a. Stop using it, turn it off, and unplug it.
 - b. Tape a sign to the machine indicating inspection is needed
 - c. Email or inform instructor and Program Director immediately
3. Any accidents, injury, or unexpected responses to modalities application should be immediately reported to the lab instructor and the Program Director.
4. Material Safety Data Sheets (**MSDSs**), for products used in the laboratory can be found in a binder at the front of the room in the lab.
5. There is a first aid kit located in the lab room for emergency and an AED located in the Langanore building near the front entrance on the first floor.

Open Laboratory Hours

Students are encouraged to expand their skills through safe practice in the lab. The PTA Faculty will ensure a minimum of 4 hours of open lab per week during the Fall and Spring semesters. The open lab hour schedule will be posted at the beginning of each semester on the LMS and outside the offices of the DCE and Director. The lab can also be made available for students use after class hours by prior arrangement with the PTA faculty. If students use the laboratory or practice rooms to practice skills without the presence of faculty, students are not permitted to use any equipment that requires electricity (does not include plinth tables) due to safety concerns. Electrical equipment can be used for simulated practice during unsupervised lab time if the equipment is not plugged in or turned on. Office hours for all faculty can also be held in the lab to allow for supervised practice or further instruction.

Faculty and students retain the responsibility for leaving the lab in the neat and orderly fashion and being certain that the door is locked when they leave.

Communicable Disease Policy

Disease can be transmitted through exposure to body fluids, including secretion and excretions. The potential risk that health care workers may be exposed to blood and body fluids emphasizes the need to consider ALL patients as potentially infected with transmittable pathogens. All health care workers should adhere rigorously to infection control precautions in order to minimize the risk of exposure to blood and body fluids of ALL patients.

To minimize the transmission of blood-borne pathogens, UNIVERSAL BLOOD AND BODY FLUID PRECAUTIONS should be used in the care of ALL patients. Students should use these same precautions when practicing skills in the lab with other students.

1. Personal Protective Equipment (PPE). All health care workers should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any patient is anticipated. This protection is for the safety of both you and the patient.
 - a. Gloves should be worn for touching blood and body fluids, mucous membranes, or non-intact skin of all patients, for handling items or surfaces soiled with blood or body fluids. Gloves should be changed after contact with each patient.
 - b. Masks and protective eyewear (i.e., safety glasses with side shields) or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids in order to prevent exposure of mucous membranes of the mouth, nose, and eyes.
 - c. Gowns or aprons, head coverings, and shoe coverings should be worn during procedures that are likely to generate contact with or splashes of blood or other body fluids. If a gown or uniform becomes visibly blood-splattered during treatment procedures, it must be changed and put in the proper bag for laundering or disposal. Aerosol producing procedures mandate the wearing of plastic aprons by the clinician and the client.
 - d. Disposal. Disposal of all PPE will be in accordance to specific clinical instruction.
2. Handwashing. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed. Handwashing should occur before and after every patient encounter.
3. Sharps. All health care workers should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleaning instruments; during disposal of used needles; and when handling sharp instruments after procedures. To prevent needle stick injuries, needles should not be recapped, purposely bent, or broken by hand. After they are used, disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers for disposal. The puncture resistant containers should be located as close as practical to the use area.
4. Resuscitation. To avoid mouth to mouth ventilation, mouthpieces, resuscitation bags, or other ventilation devices should be available for used in areas in which the need for resuscitation is predictable.

5. Exudate. Health care workers who have exudate lesions or weeping dermatitis should refrain from all direct patient care and from handling patient care equipment until the condition resolves.

Further policies regarding handling any items contaminated with blood or body fluids during class assignments, on and off campus.

- Any blood or body fluids found in PTA classrooms, office space, or laboratory space should be reported to the PTA Program faculty and Program Director.
- Universal precautions must be used when handling any items contaminated with blood or body fluids. If you are on campus please ask the instructor for appropriate Personal Protective Equipment.
- Any items containing blood or body fluids should be disposed of in the appropriate container. Biohazardous waste containers will be provided in the laboratory environment.
- All students will be trained in appropriate handling of blood and body fluids and will also be trained in the use of Universal Precautions during PTHA 105, Basic Patient Care Skills

Exposure for Communicable Diseases

The practice of physical therapy involves risks including exposure to infectious diseases and susceptibility to injury. Students are responsible for following FCC policies, PTA course guidelines, and clinical agency policies and procedures to minimize their chance of exposure or injury. Personal medical insurance coverage is required. [See Exposure to Bodily Fluids](#) procedure if an incident occurs.

Procedures for Exposure to Bodily Fluids or Accident/Incidents on Campus

Students exposed to blood and body fluids or are injured while participating in clinical or laboratory activities need to follow the subsequent procedures:

1. The student will seek immediate medical attention, if needed, through the individual's private physician. Payment of medical bills is the responsibility of the exposed individual. (In addition, some clinical sites may have reporting and response policy and procedure the student will need to follow)
2. The student will notify the DCE, for all exposures or injuries, as soon as possible after the incident using the [Exposure Reporting Form](#) or the [Accident/Incident Reporting Form](#)
3. The faculty member and the student will each complete and submit an original written report within two working days to the Program Director which includes the following:
 - a. Date and time of exposure or accident
 - b. Details of the exposure or accident
 - c. Information about follow-up.
4. The form/report will be permanently placed in the student's file and a copy of the report will be kept by the Program Director.
5. The Program Director will notify the Dean of Health, Business, Technology and Science and present them with a copy of the report if requested.

Students and Faculty with Communicable Disease Statement

The Communicable Disease Policy of the PTA Program at FCC is an effort to ensure the health and safety of all employees and students. This policy includes, but is not limited to, chicken pox/shingles, measles, tuberculosis, meningitis, mononucleosis, whooping cough, lice, scabies, pink

eye/conjunctivitis, influenza, and coronavirus. Faculty, staff, students, and volunteers infected with a communicable disease have the responsibility of reporting this fact to the Program Director and/or DCE. The college will support an ongoing program of educating and informing faculty, staff, and students about communicable diseases, warning signs, and protective measures through publications, seminars, and other appropriate means.

Procedures

- Persons who know, or have a reasonable basis for believing, that they are infected with a communicable disease have an ethical and legal obligation to conduct themselves in accordance with such knowledge to protect themselves and others. Faculty, staff, and students are urged to report medical information to the appropriate personnel as noted above. All information shall remain confidential. Only persons who need to know in order to maintain the safety of other students and staff will be informed, and only with the direct knowledge of the employee or student.
- Persons infected with a communicable disease shall not be excluded from enrollment or employment or restricted in their access to the PTA Program or facilities, unless medically-based judgments in individual cases establish that exclusion or restriction is necessary to assure the protection and welfare of the individual or other members of the college community.
- The assessment of action concerning a college employee student with a suspected communicable disease and the final determination of that the person will remain on campus or clinical education experience shall be made by the Frederick County Health Department based upon recommendations from the local health authorities and information provided by the CDC (Center of Disease Control). If an employee or student is found to have a communicable disease, the Dean of department, upon recommendation from health authorities, may prohibit attendance or participation in work at the college until a letter or certificate is obtained from one or more licensed physicians and/or public health officials stating that the attendance of the person no longer constitutes a health risk to that employee, other employees, and students at the college.

The college will publicize and carefully observe the safety guidelines established by the U.S. Public Health Service for the handling of blood and other body fluids and secretions in teaching laboratories and, to the extent possible, in clinical facilities.

Release Waiver

The Student Manual and the Clinical Education Manual will be reviewed with the student during orientation. The student is required to read through both manuals, ask questions for clarification and understanding, and sign the [waiver form](#) prior to beginning the program. Both manuals are also available to the student online through links on the FCC PTA web page.

Exit Interview

Student: _____

Date: _____

Withdrawal ☐ Termination ☐ Grade or Skill Difficulties ☐

If Termination – on what grounds:

If withdrawal – what is the reason:

Do you feel that the admission criteria and expectations prepared you adequately for this program?

Recommendations for program improvement:

Recommendations for self- improvement if deferring:

Other comments:

Exposure Reporting Form

Student name and ID number: _____

Date of Exposure:

Details of the exposure:

What procedure was being performed?

Where and how the exposure occurred?

What kind of bodily fluid was involved in the exposure?

What was the condition of the student's skin (chapped, intact, cut)?

Information about the exposure source and infection risk if allowed by the facility?

Follow-up

Date:

Outcome/Conclusion

Date:

Accident/Incident Reporting Form

Student name and ID number: _____

Date of Incident:

Details of the incident:

What therapy was being performed?

Where and how was the student injured?

Was the patient injured as well?

Was the patient or student sent for further treatment including imaging?

What could have been done differently to prevent the injury, if anything?

Follow-up

Date:

Outcome/Conclusion

Date:

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:
 - a. Using a highlighter, 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 faculty or your CI.
5. Sign and return to **your faculty member.**

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

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.		
	B	I E

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

3. Problem Solving: The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.		
Beginning Level: Recognizes problems; States problems clearly; Describes known solutions to problems; Identifies resources needed to develop solutions; Uses technology to search for and	Intermediate Level: Prioritizes problems; Identifies contributors to problems; Consults with others to clarify problems; Appropriately seeks input or guidance; Prioritizes	Entry Level: Independently locates, prioritizes and uses resources to solve problems; Accepts responsibility for implementing solutions; Implements solutions;

3. Problem Solving: The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.		
locate resources; Identifies possible solutions and probable outcomes	resources (analysis and critique of resources); Considers consequences of possible solutions	Reassesses solutions; Evaluates outcomes; Modifies solutions based on the outcome and current evidence; Evaluates generalizability of current evidence to a particular problem
Specific Example:		Place an “x” on the visual analog scale B I E

4. Interpersonal Skills: The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.		
Beginning Level: Maintains professional demeanor in all interactions; Demonstrates interest in patients as individuals; Communicates with 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	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	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
Specific Example:		Place an “x” on the visual analog scale B I E

5. Responsibility: The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.		
Beginning Level: Demonstrates punctuality; Provides a safe and secure environment for patients; Assumes responsibility for actions; Follows through on commitments; Articulates limitations and readiness to learn; Abides by all policies of academic program and clinical facility	Intermediate Level: Displays awareness of and sensitivity to diverse populations; Completes projects without prompting; Delegates tasks as needed; Collaborates with team members, patients and families; Provides evidence-based patient care	Entry Level: Educates patients as consumers of health care services; Encourages patient accountability; Directs patients to other health care professionals as needed; Acts as a patient advocate; Promotes evidence-based practice in health care settings; Accepts responsibility for implementing solutions; Demonstrates accountability for all decisions and behaviors in academic and clinical settings
Specific Example:		Place an “x” on the visual analog scale B E I

6. Professionalism: The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.		
Beginning Level: Abides by all aspects of the academic program policies and the APTA Code of Ethics; Demonstrates awareness of state licensure regulations; Projects professional image; Attends professional meetings; Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers.	Intermediate Level: Identifies positive professional role models within the academic and clinical settings; Acts on moral commitment during all academic and clinical activities; Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making; Discusses societal expectations of the profession	Entry Level: Demonstrates understanding of scope of practice as 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

6. Professionalism: The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.		
Student has obtained APTA student membership.		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
Specific Example:		Place an “x” on the visual analog scale B I E

7. Use of Constructive Feedback: The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.		
Beginning Level: Demonstrates active listening skills; Assesses own performance; Actively seeks feedback from appropriate sources; Demonstrates receptive behavior and positive attitude toward feedback; Incorporates specific feedback into behaviors; Maintains two-way communication without defensiveness	Intermediate Level: Critiques own performance accurately; Responds effectively to constructive feedback; Utilizes feedback when establishing professional and patient related goals; Develops and implements a plan of action in response to feedback; Provides constructive and timely feedback	Entry Level: Independently engages in a continual process of self-evaluation of skills, knowledge and abilities; Seeks feedback from patients/clients and peers/mentors; Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities; Uses multiple approaches when responding to feedback; Reconciles differences with sensitivity; Modifies feedback given to patients/clients according to their learning style
Specific Example:		Place an “x” on the visual analog scale

7. Use of Constructive Feedback: The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.	
	B I E

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

9. Stress Management: The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.		
Beginning Level: Recognizes own stressors; Recognizes distress or problems in others; Seeks assistance as needed;	Intermediate Level: Actively employs stress management techniques; Reconciles inconsistencies in the educational process;	Entry Level: Demonstrates appropriate affective responses in all situations; Responds calmly to urgent situations with

9. Stress Management: The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.		
Maintains professional demeanor in all situations	Maintains balance between professional and personal life; Accepts constructive feedback and clarifies expectations; Establishes outlets to cope with stressors	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
Specific Example:		Place an "x" on the visual analog scale B I E

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

11. Attendance: The ability to arrive to class or clinic on time and ready to learning. Demonstrates reliability and accountability by attending all required activities (class, lab, or clinic), arriving on time or early, and being prepared with necessary tools, attire, and mindset for active participation.		
Beginning Level: Attendance: Attends scheduled classes/labs but may not have more than 2 absences or tardiness. Punctuality: Occasionally arrives just as class begins; does not consistently account for preparation/setup time. Preparation: May forget tools (e.g., textbooks, lab materials, clinic attire) or arrive unprepared for active participation.	Intermediate Level: Attendance: Attends all classes/labs with rare unexcused absences; notifies instructors in advance when absence is necessary. Punctuality: Usually arrives a few minutes early for setup or mental preparation. Preparation: Brings most or all required materials and attire; completes most assigned prep work or readings. Accountability: Acknowledges lapses and takes responsibility; demonstrates growing awareness of professional standards.	Entry Level: Attendance: Attends all required sessions (class, lab, clinic); any absence is rare, excused, and communicated appropriately and professionally in advance. Punctuality: Consistently arrives early, ready to begin on time, with ample time for set-up and mental focus. Preparation: Always brings appropriate tools, attire, documentation, and has completed necessary prep work; contributes meaningfully from the start. Accountability: Proactively manages responsibilities, models professionalism for peers, and understands the link between these behaviors and patient safety, teamwork, and trust.
		Place an “x” on the visual analog scale B I E

Goals only need to be completed if it is determined that the students is not meeting the expected level of any of the behaviors

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: _____

Standards of Ethical Conduct for the Physical Therapist Assistant

HOD S06-19-47-68 [Amended HOD S06-09-20-18;

HOD S06-00-13-24; HOD 06-91-06-07; Initial HOD 0682-04-08] [Standard]



Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (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 and clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

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 therapist services.

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

- 2A. Physical therapist assistants shall act in the best interests of patients and clients over the interests of the physical therapist assistant.
- 2B. Physical therapist assistants shall provide physical therapist interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.
- 2C. Physical therapist assistants shall provide patients and clients with information regarding the interventions they provide.
- 2D. Physical therapist assistants shall protect confidential patient and client information and, in

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

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 or client's best interest in all practice settings.
- 3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapist interventions.
- 3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient and client values.
- 3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.
- 3E. Physical therapist assistants shall provide physical therapist services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient or client status requires modifications to the established plan of care.

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

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

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

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

Standard #5: Physical therapist assistants shall fulfill their legal and ethical obligations.
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 and 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 and clients.
- 7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.
- 7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients and clients

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

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

Effective June 2019

For more information, go to www.apta.org/ethics.

Release/ Waiver Form

Student name: _____ ID number: -

By providing my initials next to each statement and by signing below, I acknowledge and agree as follows for my entire participation in the PTA program at FCC.

_____ I am a student in the PTA program and agree to serve as a subject or patient-simulator for my classmates and instructors in the laboratory portion of the curriculum.

It is a requirement to act as model in the laboratory setting for educational procedures and treatment techniques by participating in demonstrations and patient simulations. Techniques involved in this endeavor are largely "hands-on" or involve the use of machinery and thermal agents. To assure your competence, you will be asked to practice various hands-on techniques and use various pieces of equipment safely. These skills will be practiced on you by other students in your class who have varying levels of competency, as well as by you on other students.

_____ I understand that I have the right to refuse to participate in any situation in which I feel I am not safe, my health is jeopardized, or my religious or cultural beliefs are jeopardized. If I feel the environment is unsafe, I may request that the faculty member make reasonable modifications that will improve the safety of the environment. I also understand that course grading requirements may include specific competencies in assessment and treatment interventions. Assuming that I have no condition(s), which would prevent me from fully participating in the role of a patient or a physical therapist assistant, I understand that I will not be able to receive credit within the course for these experiences if I choose not to participate. I understand that I may ask questions about the activities required within the curriculum at any time. If I have further questions about my participation in laboratory experiences, I may contact the Director of the Physical Therapist Assistant Program.

_____ I agree to audio and/or videotaping or photographs for educational purposes or as promotional materials for the PTA program and FCC promotional materials.

_____ I understand that in the event of an injury to me during any school activities, I will be assisted in finding appropriate medical care, which will be covered under my own personal health insurance policy. FCC is not responsible for the costs of health care associated with activities that are part of the educational program. I am aware that entering a health program, by virtue of the clinical nature of the training, that I may be exposed to infectious disease processes, injury, and their inherent risks.

_____ Clinical Education: Clinical education assignments are made with student input and are based on student learning needs and availability of appropriate clinical sites. The Director of Clinical Education (DCE) will decide final assignments for all clinical experiences. I will participate in the experiences to which I am assigned. I understand that I am responsible for reviewing materials from my assigned sites, and for complying with all regulations of that

facility, including required immunizations or special test/screens, in a timely fashion. Assignments for clinical education experiences, as much as is possible, will be within one-hour traveling distance from my home. However, it may be required that I travel much farther in order to participate in appropriate clinical educational experiences. I understand that I am responsible for my own housing and transportation costs for all clinical education experiences

_____ I have access to, read, and will abide by the rules set forth in the FCC Policies and Procedures, The PTA Student Manual and The PTA Program Clinical Education Manual. I acknowledge that all manuals are updated every academic year and FCC Policies are posted online and the PTA Program Faculty will inform me of any modifications made to the program manuals. It is my responsibility to review the manuals yearly and abide by any changes in rules and regulations.

_____ 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.

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

Student Name (Please Print)

Signature and date

Classroom Volunteer Patient Consent Form

I wish to participate as a volunteer in all educational courses in the Physical Therapist Assistant Program at Frederick Community College (FCC) and agree as follows:

Faculty/instructors and physical therapy students may ask me about:

- Medical history (past and current)
- Family history

- Current living situation
- Activities that I do everyday

Students will practice skills that are required to perform physical therapy. Some of these skills may involve students touching me. Any time I feel uncomfortable or any discomfort or pain, I will tell the student or instructor.

Information collected about me during the class will be kept confidential to the full extent permitted by law and it will be used for educational purposes only. No information about me will be published or used for research purposes.

Faculty instructors are licensed physical therapists and physical therapist assistants and will provide direct supervision to the students during class.

My participation in this class is voluntary and I can withdrawal at any time. Someone has explained circumstances under which I should not volunteer. I affirm I have no health problems which, prevent me from volunteering and that I am at least 18 years old.

In consideration for this volunteer opportunity, I hereby waive all claims against FCC, its officers, agents, employees, and students and release them from liability which they might have in connection with any injury or loss of property which may occur to me as a result of participation as a volunteer.

I have health and hospitalization insurance or medical assistance which will provide for my medical expenses in the event of injury. I understand FCC cannot provide emergency or long-term care at its expense in the event of my injury in the course of being a volunteer.

If I have any questions, I understand I am free to contact:

Director of Physical Therapist Assistant Education
 Location: Frederick Community College
 7932 Oppossumtown Pike
 Frederick, MD 21702

 Volunteer Signature

 Date

 Print Name

Parental Consent to a Minor's Participation as a Classroom Volunteer Patient

I, _____, am the mother/father/legal guardian of

Parent or Guardian's Name a minor. The minor is _____ years old.
Name of Minor _____

I hereby give consent for the above-named minor to participate as a classroom volunteer patient in all educational courses in the Physical Therapist Assistant Program at Frederick Community College (FCC) and agree as follows:

Faculty/instructors and physical therapy students may ask the minor about:

- Medical history (past and current)
- Family history
- Current living situation
- Activities that he or she does everyday

Students will practice skills that are required to perform physical therapy. Some of these skills may involve students touching the minor. Any time he or she feels uncomfortable or any discomfort or pain, the minor will tell the student or instructor.

Information collected about the minor during the class will be kept confidential to the full extent permitted by law and it will be used for educational purposes only. No information about the minor will be published or used for research purposes.

Faculty instructors are licensed physical therapists or physical therapist assistants and will provide direct supervision to the students during class.

The above-named minor's participation in this class is voluntary and he or she can withdrawal at any time. Someone has explained circumstances under which I should not volunteer the above-named minor. The minor has no health problems, which prevent him or her from volunteering.

In consideration for this volunteer opportunity, I hereby waive all claims against FCC, its officers, agents, employees, and students and release them from liability which they might have in connection with any injury or loss of property which may occur to the minor as a result of participation as a volunteer.

The minor has health and hospitalization insurance or medical assistance which will provide for his or her medical expenses in the event of injury. I understand FCC cannot provide emergency or long-term care at its expense in the event of the minor's injury in the course of being a volunteer.

If I have any questions, I understand I am free to contact:

Director of Physical Therapist Assistant Education
Frederick Community College, 7932 Opposumtown Pike, Frederick, MD 21702

Parent or Guardian's Signature

Date

Print Name