

Physical Therapist Assistant Program

PROGRAM HANDBOOK

2025 ★ 2026



ALLEGANY COLLEGE
===== *of* MARYLAND =====

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301-784-5538

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THE PHYSICAL THERAPIST ASSISTANT PROGRAM HANDBOOK

Many healthcare practitioners and facilities in the community and the surrounding Tri-State area cooperate with Allegany College of Maryland (ACM) to provide Physical Therapist Assistant (PTA) students the opportunity to participate in a variety of didactic and clinical learning experiences.

This Handbook was developed to provide necessary information and guidelines for all involved in the educational process, including:

1. the student PTA (SPTA)
2. the faculty members of the PTA Program at ACM
3. the Center Coordinator of Clinical Education (CCCE) at each clinical education facility
4. the Clinical Instructor (CI) at each clinical education facility

The purpose of the *PTA Program Handbook* is to serve as a personal reference for the policies and procedures of the PTA Program. All PTA students are responsible for knowing and complying with the material contained within this Handbook.

This Handbook is to be used in conjunction with the *Allegany College of Maryland Catalog* and *Student Handbook* that is available at www.allegany.edu

- To access the *College Catalog*, click on Programs & Courses then Credit Catalog
- To access the *Student Handbook*, go to Search on the homepage and type Student Handbook.

This Handbook is distributed to all new PTA students at the Program Orientation and located on the PTA Program Website. (To access this Handbook, click on www.allegany.edu, > Programs & Courses> Health & Medical> Physical Therapist Assistant> PTA Program Handbook)

There is also a *PTA Program Clinical Education Handbook* that is distributed at the beginning of the first semester of the clinical phase of the program.

Interpretation and clarification of the policies and procedures found in both the *PTA Program Handbook* and The *PTA Program Clinical Education Handbook* may be obtained from the program director.

This Handbook may be revised or supplemented at the discretion of and upon the authority of the program director (PD) and PTA program faculty. New or revised policies and/or procedures will be established by the PD when appropriate in response to local concerns & changing program needs. Supplements will be mailed and/or delivered to the student in the form of a memo.

Please note for simplicity, the following references will be abbreviated as shown below:

Resource Full Name	Resource Abbreviated Name
<u>Allegany College of Maryland Student Handbook</u>	<u>Student Handbook</u>
PTA Program Handbook	Program Handbook
<u>PTA Program Clinical Education Handbook</u>	Clinical Handbook
The Physical Therapist Assistant Program	The Program
Allegany College of Maryland	The College

I. ALLEGANY COLLEGE OF MARYLAND (ACM)

A. ACM- History

Allegany College of Maryland was founded in August of 1961 by a resolution passed by the Allegany County Board of Education and approved by the Allegany County Commissioners. The college, which now has separate governance under a Board of Trustees, is an example of the rapid growth in the development of Maryland's community college system.

Allegany College of Maryland was established to provide low-cost, high quality, higher education for the residents of the area. Its accessibility to the county's center of population permits students to live at home, thus saving a substantial part of out-of-pocket costs for a college education.

Although heavy emphasis was placed on liberal arts transfer programs in the College's early development, in recent years the College has developed highly specialized curricula, including those in the technological and pre-professional areas, as career programs to satisfy identified needs of the region. Ever cognizant of its responsibility to an industrial area pocketed in Appalachian western Maryland, Allegany College of Maryland has accepted a mission to make tangible contributions through higher education to the economic and cultural growth of the area. Through its Board of Trustees, the College presents a dimension of learning that prepares men and women for the excitement and satisfaction of creative lives.



B. ACM- Philosophy

In developing and implementing the offerings of the College, the Board of Trustees, the faculty, and the staff have steadfastly held, and continue to hold, the following beliefs:

1. We believe in democracy as a way of life, and in both the freedoms and responsibilities inherent in a democracy. We believe in preparation for active participation in a democracy.
2. We believe that education is a process by which certain objectives of society are reached. We believe that education is sustained, utilized, and protected by society.
3. We believe that our college, as an essential and integral part of the American way of life, has a direction relationship and responsibility to the community to serve as a leader in educational thought and practice. To this end, the educational resources of the institution are made available for use by the community.
4. We believe that education embraces knowledge, training, and aspiration. Consequently, we believe in the dissemination of knowledge, the liberation of minds, the development of skills, the promotion of free inquiry, the encouragement of the creative or inventive spirit, and the establishment of a wholesome attitude toward order and change, with an emphasis on ethical and legal concerns.
5. We believe that we should educate broadly through a program of general education which introduces the students to the basic fields of knowledge - the arts and humanities, English composition, social and behavioral sciences, mathematics, and the biological and physical sciences.
6. We believe that it is our responsibility to guide students in the exercise of self-direction and self-discipline in the solution of their problems, and to instill in them the desire to continue education as long as they live.
7. We believe in the development of the total personality - intellectual, social, emotional, spiritual, physical, and ethical.
8. We believe that knowledge alone is not good enough. Ethics is indispensable; therefore, our program emphasizes appreciation of and response to beauty, truth, and justice, thus contributing to the general cultural development of the community through the individual.
9. We believe in the cooperation of the college with all segments of its service area and in the continual evaluation of the College, its purpose and program, to the end that it may contribute to the maximum development of the individual and the area.

C. ACM- Vision:

We will be the college of choice that transforms lives, strengthens communities, and makes learners the center of everything we do.

D. ACM- Mission:

We deliver diverse and relevant education centered around student success in a supportive and engaging community.

E. ACM- Values:

<i>QUALITY</i>	We improve through assessment.
<i>INTEGRITY</i>	We promote honesty and trust.
<i>RESPECT</i>	We foster dignity and worth.
<i>OPPORTUNITY</i>	We provide innovative choices.
<i>WELLNESS</i>	We promote healthy lifestyles.

F. ACM- Mission- Based Guiding Principles:

1. To provide convenient geographical access to post-secondary education to people within the service region of the college.
2. To provide financial access to a college education by assuring reasonable tuition rates, comprehensive financial assistance, and college scholarship opportunities.
3. To provide quality education and services, in a safe and comfortable environment, at a reasonable cost.
4. To support an environment that promotes quality teaching and learning.
5. To promote a college that enhances lives and the community through education and service.
6. To instill in our students a philosophy of life-long learning.
7. To foster a pro-learning campus environment that embraces the values of Allegany College of Maryland.
8. To develop the technical competence and knowledge and other essential skills that prepare students for direct entry into the workforce, for career change and advancement, or for transfer to another college or university.
9. To continually assess our programs and services in order to promote and encourage continuous improvement.

G. ACM- Expectations:

ACM | STUDENT & LEGAL AFFAIRS EXPECTATIONS

Our Mission: Allegany College of Maryland is a lifelong learning community dedicated to excellence in education and responsive to the changing needs of the communities we serve. Our focus is the preparation of individuals in mind, body, and spirit for lives of fulfillment, leadership, and service in a diverse and global society.

EXPECTATION #1: 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 requirements. 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; it also tells you what each individual instructor's expectations are.)

EXPECTATION #2 Do the Work. It is true that for every hour you spend in class you should study two hours outside of class. (If you are taking 12 credits, you should be studying/doing homework 24 hours each week.) Read each assignment. Turn in your homework when it is due.

EXPECTATION #3: Ask for Help. If you are having problems with a class or an assignment, help is available. See the instructor. Go to the Student Success Center for a tutor. Form a study group with classmates. Meet with your advisor. But don't wait until it is too late! Waiting until the final weeks of a semester is unlikely to help.

EXPECTATION #4: Read the Handbook. The Student Handbook is full of useful information to help you negotiate the often-roiling waters of college life. It also details the responsibilities of campus citizenship. (Ignorance of the rules is NOT an excuse for breaking them.) The answer to virtually any question you have about Allegany College of Maryland is in this Handbook.

EXPECTATION #5: Respect Others. One of the College's Core Values is Respect. Showing respect means many things, including being courteous in the classroom, hallway, library, cafeteria, courtyard, parking lot – anyplace you encounter other people. 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.

EXPECTATION #6: 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, to show up for work study assignments, to pay your bills on time, and to manage problems/issues yourself without demanding special treatment or immediate gratification.

EXPECTATION: Professionalism Standard. You will also be expected to follow the Allied Health Programs Professionalism Standards. (See Appendix B for Details).

College is about more than merely attending classes and getting grades. College is about finding and creating opportunities to grow. It is about learning independence, making your own decisions, and becoming a community citizen. We are here to help you learn those things, too.

We promise to treat you with respect, to give you quality education, to act with integrity, to provide you with opportunities to learn and to grow as a person, and to promote wellness in mind, body, and spirit. That's our part. You must do yours.

H. Grievances and Complaint Processes

As an educational institution engaged in continuous and systematic evaluation for improvement, Allegany College of Maryland welcomes comments, suggestions, ideas, and constructive criticism from current and prospective students, employees, community members, and other persons affiliated with the College. Individuals in the community who do not have a formal affiliation with the institution or any particular program are also encouraged to provide feedback. Complaints should be submitted in accordance with established procedures.

The College has various policies and procedures to file a complaint for students (see Grievance Policies in the *Student Handbook*) and employees (see Grievance Policy and procedure in the *All College Human Resources Policy/ Manual*). Individuals who do not have a formal affiliation with the institution or any particular program and fall outside of due process for grievances should refer the PTA Program Website for the *Policy for Public Complaints* link.

Records of complaints about the program, including the nature of the complaint, the disposition of the complaint, and how the complaint was resolved will be maintained by the program. Please note, any person (student, faculty, staff, or individuals falling outside of due process) who has a complaint must be able to communicate the complaint with confidence that it will be heard and acted upon appropriately- without risk of retaliation.

In addition, the Commission on Accreditation in Physical Therapy Education (CAPTE) considers complaints about programs that are accredited, or are seeking accreditation by CAPTE, and complaints about CAPTE itself. Please refer to www.capteonline.org/complaints for more details about this process.

I. Policy Mandates

Allegany College of Maryland is required to inform prospective and current students of important College policies including Non-Discrimination, Title IX, Child Abuse Mandated Reports, Clery Act, Heroin & Opioid, Drug and Alcohol Use, Academic Disabilities, ADA/504, FERPA, Accreditation, Medical Disclosure Procedures, and Faith-Based/Religious Academic Accommodations. Please access the following link <https://www.allegany.edu/policy-mandates/> for a current detailed narrative of these policies and mandates.

NON-DISCRIMINATION STATEMENT

Allegany College of Maryland does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities.

NON-DISCRIMINATION POLICY

Please refer to the link below:

<https://www.allegany.edu/legal-information/documents/Non-discrimination-Policy-Final-2020.pdf>

TITLE IX

Allegany College of Maryland prohibits sexual misconduct and sex discrimination by or against all students, employees, and campus guests. If you have any questions or concerns or if you need to make a complaint, contact ACM's Title IX Coordinator, Dr. Renee Conner in CC-152, by email or by phone at (301) 784-5206. For detailed information about policy, procedures, and prevention education, visit our Title IX webpage.

Prohibited behaviors include: sexual assault, stalking, relationship violence, quid quo pro sexual harassment, hostile environment sexual harassment, gender discrimination, and attempts to commit such acts.

CHILD ABUSE MANDATED REPORTS

Allegany College of Maryland complies with Maryland law which requires all educators to report suspected child abuse. By law, educators are mandated reporters which means that if an educator suspects child abuse has occurred or if a person discloses that child abuse has occurred, the educator is required to make a report to Child Protective Services. A report must be made if regardless of when, where, or by whom the abuse occurred. For detailed information about Mandated Reporters including how to make a report, see website under policy mandates.

The College provides free counseling services. Also, the College's Title IX policy may also apply, so be sure to see the Title IX information.

CLERY ACT

A report on Allegany College of Maryland's Campus Security Policies and Crime Statistics (34 CFR Part 668) and the Clery Act, 20 U.S.C. 1092 (a) and (b) in accordance with the FBI Uniform Crime Reporting (UCR)/National Incident-based Reporting System (NIBRS) is available in the Office of the Dean of Student and Legal

Affairs (College Center, room CC-152) or through the Department of Campus Safety and Special Police webpage.

HEROIN & OPIOID POLICY

Allegany College of Maryland recognizes drug and alcohol abuse/addiction as a health risk; the dangers associated with heroin and opioids are gravely concerning to this institution. The college urges everyone to be informed and offers educational resources(including treatment information). All new, full time students are required by Maryland law to participate in heroin/opioid training. In an overdose emergency, call 911. If you have any questions or concerns or if you need help, contact the Department of Campus Safety and Special Police by email or by phone at 301-784-5252 or the Office of Student & Legal Affairs by email, or by phone at 301-784-5206. *Allegany College of Maryland prohibits the possession and use of drugs and alcohol on all college property and in all college-affiliated activities without the express permission of the College President.

DRUG AND ALCOHOL USE

Allegany College of Maryland & Willowbrook Woods is a dry, clean, and clear campus.

Allegany College of Maryland supports the efforts of the State of Maryland and the United States to provide workplaces and learning centers free of illicit drug use and free of unlawful alcohol use. The College supports the Federal Drug-Free Workplace Act of 1988, the Federal Drug-Free Schools and Communities Act Amendments of 1989, and drug and alcohol abuse policies of the Maryland Higher Education Commission.

It is the College's intention to provide and maintain a work environment for employees and students that is drug-free, healthful, safe, and secure. When any person is on College property and/or participating in a College-sponsored or College-sanctioned activity, the person is expected to be free of any illegal drugs/alcohol and capable of fulfilling their responsibilities unimpaired by any substance. Although the College recognizes drug/alcohol dependency as an illness and a major health problem affecting society, it also recognizes drug use and activity as a potential health, safety, and security problem. Students and employees requiring assistance in dealing with drug or alcohol abuse or dependency are encouraged to seek treatment.

ACADEMIC DISABILITIES

In compliance with federal 504/ADA requirements, Allegany College of Maryland supports the belief that all otherwise qualified citizens should have access to higher education and that individuals should not be excluded from this pursuit solely by reason of handicap. The College is committed to the inclusion of students with disabilities within all areas of college life. Therefore, support services are intended to maximize the independence and participation of disabled students. Further, the College complies with applicable state and federal laws and regulations prohibiting discrimination in the admission and treatment of students.

Any student who wishes to receive accommodations must register with the Academic Access & Disability Resources Office, providing documentation of the declared disability. Once documentation is received, the Director will establish eligibility for specific accommodations based on the student's documented functional limitations and the

essential functions of each course. Any student who wishes to declare a disability should contact the Academic Access & Disability Resources office at 301-784-5234. For more information visit the Academic Access & Disability Resources webpage.

ADA/504

American with Disabilities Act of 1990, Title II prohibits discrimination on the basis of disability; this legislation established comprehensive standards that were expanded per 2008 Amendments. Rehabilitation Act of 1972, Section 504 prohibits discrimination against any person on the basis of a “handicap” by entities receiving federal funds.

If you have a disability, we urge you to contact the appropriate office/person to request reasonable accommodations. You will need to complete some paperwork, provide documentation, and meet with the designated College Official who will help you with the process to determine the appropriate accommodations. For questions, referrals, or to file a complaint, contact ACM’s ADA/504 Coordinator, Dr. Renee Conner in CC-12, by email at rconner@allegany.edu , or by phone at (301) 784-5206. For detailed information about policy, procedures, and prevention education, see Student and Legal Affairs ADA/504

FERPA

In compliance with the Family Educational Rights and Privacy Act of 1974, Allegany College of Maryland will not disclose any information from the students' educational records without the written consent of students except to personnel within the institution, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students, other persons, or other lawful exception. At its discretion, the institution may provide directory information to include: student name, address, email address, photo, dates of attendance, credentials earned, honors awarded, and alumni status. Students' rights, the College's obligations, and disclosure standards are detailed in the FERPA policy. View ACM's FERPA policy.

ACCREDITATION

Allegany College of Maryland is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801; 267-284-5011. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The College is also accredited and approved for operation by the Maryland Higher Education Commission, 6 North Liberty Street, Baltimore, MD 21201; 1-800-974-0203. The Pennsylvania Department of Education has granted certification to the Allegany College of Maryland campus in Bedford County and to the academic programs offered.

MEDICAL DISCLOSURE PROCEDURE

Students are responsible for their own health and should always consult a qualified health care provider if a health or medical condition interferes with the students' ability to attend class in excess of what is permitted by the course syllabus or program requirements or to participate in an essential class function. Medically necessary absences will be excused with documentation from a qualified health care provider; students are responsible for contacting the instructor about if/how to complete any

missed work. Information sheet with details is located online at <https://www.allegany.edu/student-and-legal-affairs/index.html> under both the Title IX tab and the ADA/504 tab.

FAITH-BASED/ RELIGIOUS ACADEMIC ACCOMMODATIONS

The College's two, companion First Amendment Policies detail how ACM honors constitutional protections for speech, expression, assembly, and religion. The second policy (effective 7/1/23) is ACM's First Amendment Religious Freedom Policy . It also codifies Maryland law which requires all faculty/programs to provide these academic accommodations for sincerely held faith-based/religious practices:

- excuse absences for a student to observe faith-based or religious holidays or participate in organized religious activities and
- allow an alternative if a student misses an examination or other academic requirement pursuant to an absence excused under this policy.

It is the student's responsibility to plan ahead for any absences they will need for their faith-based/religious observance and to request an accommodation in advance. The beginning of the semester is the best time to do so, when course syllabi are first made available.

Information sheet with details is located online at <https://www.allegany.edu/student-and-legal-affairs/index.html> Direct any questions or concerns/grievances to the Dean of Student and Legal Affairs.

II. PHYSICAL THERAPIST ASSISTANT (PTA) PROGRAM

A. ACM PTA- Background

The Physical Therapist Assistant program graduated its first class in 1996, and has undergone reaccreditation by the Commission on Physical Therapy Education (CAPTE) in 2001, and 2011. Our next site visit is scheduled for 2021. Physical Therapist Assistant is an Associate in Applied Sciences Degree designed to provide students with the knowledge and skills necessary to prepare for the national licensure examination and for state approval as a Physical Therapist Assistant, enabling them to be employed as a Physical Therapist Assistant and provide patient services under the supervision of a Physical Therapist. We strive for success and closely monitor our student progression both in the classroom and after employment. Please see our website for current student outcomes.

The Physical Therapist Assistant program can lead to gainful employment, solving both the individual desires of students to return to their local communities as well as continuing to provide competent physical therapist assistants, able to be competitive in seeking employment in the healthcare field. There are many opportunities for employment in Cumberland and the surrounding areas.

In this regard, the program is composed of two related but distinct phases. The first consists of 28 units of college level, general education credit (which can be completed in as little as one, or as long as five years) followed by a second phase of technical training that is completed over the course of one academic year. The 1+1 nature of the program enables regional students to complete the first year of its program at local institutions, such as Garrett Community College or Hagerstown Junior College, both located in Western Maryland, Potomac State College located in Keyser, West Virginia, and University of Pittsburgh Johnstown Campus located in Johnstown, Pennsylvania.

B. ACM PTA- Philosophy

Keeping with the mission, vision, and philosophy of the college, the Physical Therapist Assistant program faculty and staff uphold the following beliefs:

1. We believe in preparation for active participation within the profession, the community, and a democratic society.
2. We believe that physical therapy is a rapidly changing profession that is influenced by societal factors, and the education provided should keep pace with progress of the profession and society. We believe in being a leader in educational opportunities provided to students that uphold standards set forth to protect rights of individuals seeking physical therapy services.
3. We believe that the education provided by the Physical Therapist Assistant program embraces knowledge, training, and aspiration. We believe in dissemination and acquisition of knowledge along with development of skills needed to practice in physical therapy. We also believe in promoting free and critical inquiry, encouraging creativity and self-reflection, and establishing an attitude toward professional development with emphasis on ethical, safe, and legal behavior.
4. We believe that the Physical Therapist Assistant program should build upon a sound general education background that introduces students to the humanities, social, biological, and physical sciences, health, math, and English composition.

5. We believe that it is our responsibility to instill within students that learning is an active, internal lifelong process, and as faculty, we will provide students the opportunity to share in construction of meaning by integrating a variety of academic and clinical education experiences.
6. Our program emphasizes integration of technical skills and knowledge with ethical and moral behavior, communication skills, patient education, health and wellness, and professional development. We believe that integration of these skills can lead to successful development of the individual, allowing them to become productive members of the healthcare team and the community. The Physical Therapist Assistant program provides a service to students that meet the needs of the healthcare arena in this area, and we are dedicated to continually meeting these needs.

C. ACM PTA- Vision

Our vision is to be the region's leader in providing quality Physical Therapist Assistants who are prepared with knowledge and skills to enter the profession. We will advocate a model where students learn not only to treat, but also to educate and empower consumers of physical therapy services.

D. ACM PTA- Mission

Our mission is to provide individuals with high quality academic and clinical education experiences that prepare students for safe, ethical, and legal practice within a variety of settings. Our mission is to create an environment that is responsive in meeting the needs of students, the community, and the profession. We are committed to preparing individuals to be competent in basic and applied skills and knowledge for the rapidly changing profession, while providing personal attention throughout their educational experience.

E. ACM PTA- Program Goals

Goals for the Graduate

Upon completion of the program, the graduate will:

1. apply fundamental knowledge of *ethical, legal, and professional values, and responsibilities* associated with the professional practice of Physical Therapy by the American Physical Therapy Association. (7D1-14)
2. demonstrate *competence and safety with patient/client care* that is expected of an entry-level clinician in a variety of settings in the contemporary field of physical therapy. (7D15-26)
3. work effectively in a *healthcare team* environment by consistently demonstrating knowledge, skill, and behaviors associated with collaborative care and practice management. (7D27-31)

Goals for Faculty and Program

The Faculty/Program will:

1. conduct periodic reviews of the program including faculty/staff, clinical affiliations, and students/graduates (ongoing informally on a day-to-day basis and formally on

an annual basis) utilizing evaluation and assessment methods to meet the program needs and goals.

2. support and incorporate sufficient quantity and quality faculty and staff members committed to lifelong learning and excellence and who strive to provide the student with optimal learning experience.
3. support and incorporate sufficient quality and variety of clinical affiliation for student placement throughout the regional area.
4. recruit and prepare qualified students who will be an exceptional representation of the program and achieve successful outcomes.

F. ACM PTA- Accreditation

The Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22035-3085, telephone: 703-706-3245, email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 301-784-5538 or email jandres@allegany.edu.

G. Licensure

Graduates of the program are eligible to apply for an Associate of Applied Science Degree in Physical Therapist Assistant and sit for the certification examination administered by Federation of State Boards of Physical Therapy (FSBPT), 124 West Street South, Third Floor, Alexandria, VA 22314, www.fsbpt.org, Phone: 703-299-3100.

Not until successful completion of this examination can one work as a Physical Therapist Assistant.

If a student has any criminal history, he or she may not be able to complete clinical rotations. As clinical rotations are an integral part of the PTA curriculum, the student may also not be able to complete the program. In addition, a criminal history must be reported to the Federation of State Boards of Physical Therapy (FSBPT) by the student and may prevent the student from becoming certified and licensed to practice physical therapy.

See also Graduation Requirements for more details.

H. Instructional/ Teaching Methods

The program faculty members believe that just as patient treatment is a multi-sensory process that requires active participation for the consumer, so too PTA education at Allegany College of Maryland requires a series of organized, sequential, and integrated learning experiences. Examples of these experiences consist of:

1. classroom & virtual presentations, role-playing, demonstrations, counter-demonstrations, and panel discussions to encourage professional level interpersonal skills
2. audio-visual materials to augment and reinforce learning in lecture and labs

3. lab experiences to provide opportunity for hands-on learning and application of knowledge
4. library research assignments to encourage independent study
5. guest lecturers to provide opportunity to interface with information of various viewpoints and expertise
6. clinical experiences beginning with observation and culminating with back-to-back clinical practicums, providing students first with the opportunity to observe, and, later to actively participate and practice using skills and knowledge from the classroom

I. Academic Faculty Ongoing Development Activities

Academic faculty will participate in ongoing development activities that are designed to improve faculty effectiveness based on needs of the faculty and needs of the program, and based on needs identified in the evaluation processes.

J. Overview of Curriculum

Upon successfully completing Allegany College of Maryland's Physical Therapist Assistant Program, the student will have been exposed to a comprehensive curriculum plan consisting of a series of didactic and clinical learning experiences needed for entry-level preparedness. Phase I would have included General Education courses including English, Math, Anatomy & Physiology, Speech, Psychology, Medical Terminology, and Introduction to PTA. Phase II would have included all of the career specific course work such as Procedures, Pathology, Modalities, Principles of Rehabilitation, Kinesiology Therapeutic Exercise, and clinical/fieldwork coursework.

K. EDUCATIONAL OBJECTIVES & OUTCOMES of the Comprehensive Curriculum

1. Phase I- General Education Component

Upon completion of the Phase I (general education) portion of the program, students will have acquired necessary biological, physical, physiological, and anatomical principles. Other principles acquired during this phase are related to social and behavioral sciences, health and wellness, English, the humanities, and math.

General Education Goals

Arts and Humanities Inquiry: *Apply fundamental knowledge, skills and values to explore the uniquely human ways we experience the world.*

Students will be able to

AHI-1 Explain how various forms of written, oral, musical, and/or visual expression contribute to human knowledge and experience.

AHI-2 Utilize knowledge of various theoretical frameworks to analyze and respond to works in humanities and/or in the arts.

AHI-3 Demonstrate growth in creative expression.

Critical Analysis and Reasoning: *Analyze, evaluate, and synthesize ideas within and across disciplines to address complex questions and problems.* **Students will be able to**

CAR-1 Identify problems and ask relevant questions.

CAR-2 Interpret information to investigate arguments, claims, and beliefs.

CAR-3 Support a position (perspective/thesis/hypothesis).

CAR-4 Identify and weigh alternative outcomes to a problem or case.

CAR-5 Summarize, generalize and draw conclusions.

Information Literacy: *Access and integrate sources into written, oral, and/or visual media.* **Students will be able to**

IL-1 Identify and access sources of information that are credible, relevant to a stated purpose, and appropriate within a discipline.

IL-2 Synthesize source material to support a specific point.

IL-3 Use an appropriate documentation style consistently and correctly to credit source material.

Personal and Civic Responsibility: *Explore and develop understanding of oneself and others, the community, other cultures, and issues of local, national, and global significance.* **Students will be able to**

PCR-1 (Personal Awareness): Describe their own civic and cultural background, including its origins and development, assumptions, and predispositions.

PCR-2 (Cultural Awareness): Describe how cultural perspectives affect interpretations of an issue/topic in politics, society, the arts and/ or global relations.

PCR-3 (Civic Awareness and Community Involvement): Participate in a community project and then complete either a spoken or written reflection that identifies the civic issues encountered and personal insights gained from this community experience.

Scientific and Quantitative Reasoning: *Apply fundamental scientific and/or mathematical concepts to investigate, evaluate and/or to solve problems. Students will be able to*

SQR-1 Identify problems and formulate questions and hypotheses.

SQR-2 Collect, summarize, and interpret data.

SQR-3 Apply models and methods to draw valid conclusions, identify logical relationships, and/or to solve problems.

SQR-4 Use basic mathematical skills to solve real world problems.

Technological Competency: *Use the appropriate discipline-specific technologies to complete tasks effectively. Students will be able to*

TC-1 Demonstrate effective use of a specific technology to achieve a desired task outcome.

Written and Oral Communication: *Use writing and speaking skills to communicate effectively. Students will be able to*

WOC-1 Develop and articulate ideas coherently and cogently for a specific audience, purpose, and situation.

WOC-2 Use standard English and conventions of usage appropriate to a discipline to produce substantially error-free and precise communications.

WOC-3 Present ideas compellingly through the use of delivery aids and techniques, such as of voice, eye contact, gestures, and posture.

2. Phase II-Technical/Clinical Education Component

After acceptance into and completion of the Phase II of the program, students will have successfully demonstrated entry-level competency verbally, in writing, or by practical application, the ability to work under the direction and supervision of a licensed physical therapist.

Specific skills to be acquired during Phase II include:

Ethics, Values, & Responsibilities

- a. Adhering to *legal practice standards*, including all federal, state, and institutional regulations related to patient/client care and fiscal management. (7D1)
- b. Reporting to appropriate authorities suspected cases of *abuse* of vulnerable populations. (7D2)
- c. Reporting to appropriate authorities suspected cases of *fraud and abuse* related to the utilization of and payment for physical therapy and other health care services. (7D3)
- d. Performing duties in a manner consistent with the *Guide for Conduct* of the Physical Therapist Assistant (PTA) and *Standards or Ethical Conduct* (PTA) to meet the expectations of patients, members of the physical therapy profession, and other providers as necessary. (7D4)
- e. Performing duties in a manner consistent with APTA's *Values Based Behaviors* for the PTA. (7D5)
- f. Implementing, in response to an ethical situation, a plan of action that demonstrates sound *moral reasoning* congruent with core professional ethics and values. (7D6)
- g. *Communicating* effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, inter-professional team members, consumers, payers, and policymakers. (7D7)
- h. Identifying, respecting, and acting with consideration for patients'/clients' *differences, values, preferences, and expressed needs* in all work-related activities. (7D8)
- i. Applying current knowledge, theory, and *clinical judgment* while considering the patient/client perspective and the environment, based on the plan of care established by the physical therapist. (7D9)
- j. Identifying basic concepts in professional *literature* including, but not limited to, validity, reliability and level of statistical significance. (7D10)
- k. Identifying and integrating appropriate *evidence-based resources* to support clinical decision-making form progression of the patient within the plan of care established by the physical therapist. (7D11)
- l. Effectively *educating* others by using teaching methods that are commensurate with the needs of the patient, caregiver or healthcare personnel. (7D12)
- m. Participating in *professional and community organization* that provides opportunities for volunteerism, advocacy and leadership. (7D13)
- n. Identifying career development and *lifelong learning* opportunities, including the role of the PTA in the clinical education of PTA students. (7D14)

Patient/Client Management

- o. Interviewing patients/clients, caregivers, and family to obtain current information related to *prior and current level of function* and general health status (e.g., fatigue, fever, malaise, unexpected weight change.) (7D15)
- p. Using the *International Classification of Functioning, Disability and Health (ICF)* to describe a patient's/client's impairments, activity and participation limitations. (7D16)

Plan of Care

- q. Communicating and understanding of the *plan of care* developed by the physical therapist to achieve short- and long-term goals and intended outcomes. (7D17)
- r. *Reviewing health records* (e.g., lab values, diagnostic tests, specialty reports, narrative, consults, and physical therapy documentation) prior to carrying out the PT plan of care. (7D18)
- s. *Monitoring and adjusting interventions* in the plan of care in response to patient/client status and clinical indications. (7D19)
- t. *Reporting any changes* in patient/client status or progress to the supervision physical therapist. (7D20)
- u. Determining when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is *beyond* that which is appropriate for the PTA. (7D21)
- v. Contributing to the *discontinuation* of episode of care planning and follow-up processes as directed by the supervision physical therapist. (7D22)

Intervention

- w. Demonstrating competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Interventions include: (7D23)
 - 1) *Airway Clearance Techniques*: breathing exercises, coughing techniques and secretion mobilizations. (7D23a)
 - 2) *Application of Devices and Equipment*: assistive/adaptive devices and prosthetic and orthotic devices. (7D23b)
 - 3) *Biophysical Agents*: biofeedback, electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, traction and light therapies. (7D23c)
 - 4) *Functional Training* in Self-Care and in Domestic, Education, Work, Community, Social, and Civic Life. (7D23d)
 - 5) *Manual Therapy Techniques*: passive range of motion and therapeutic massage. (7D23e)
 - 6) *Motor Function Training* (balance, gait, etc). (7D23f)
 - 7) *Patient/Client Education*. (7D23g)
 - 8) *Therapeutic Exercise*. (7D23h)
 - 9) *Wound Management*: isolation techniques, sterile technique, application and removal of dressing or agents, and identification of precautions for dressing removal. (7D23i)

Test and Measures

- x. Demonstrating competence in performing components of data collection skills essential for carrying out the plan of care by administering appropriate tests and measures (before, during, and after interventions) for the following areas: (7D24)
- 1) *Aerobic Capacity and Endurance*: measurement of standard vital signs; recognize and monitor responses to positional changes and activities (e.g., orthostatic hypotension, response to exercise). (7D24a)
 - 2) *Anthropometrical Characteristics*: measurements of height, weight, length, and girth. (7D24b)
 - 3) *Mental Functions*: detect changes in a patient's state of arousal, mentation, and cognition. (7D24c)
 - 4) *Assistive Technology*: identify the individual's and caregiver's ability to care for the device; recognize changes in skin condition and safety factors while using devices and equipment. (7D24d)
 - 5) *Gait, Locomotion, and Balance*: deterring the safety, status, and progression of patient while engaged in gait, locomotion, balance, wheelchair management and mobility. (7D24e)
 - 6) *Integumentary Integrity*: detect absent or altered sensation; normal and abnormal integumentary changes; activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma; and recognize viable versus nonviable tissue. (7D24f)
 - 7) *Joint integrity and Mobility*: detect normal and abnormal joint movement. (7D24g)
 - 8) *Muscle Performance*: measure muscle strength by manual muscle testing; observe the presence or absence of muscle mass; recognize normal and abnormal muscle length, and changes in muscle tone. (7D24h)
 - 9) *Neuromotor Development*: detect gross motor milestones, fine motor milestones, and righting and equilibrium reactions. (7D24i)
 - 10) *Pain*: administer standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain; recognize activities, positioning, and postures that aggravate or relieve pain or altered sensations. (7D24j)
 - 11) *Posture*: determine normal and abnormal alignment of trunk and extremities at rest and during activities. (7D24k)
 - 12) *Range of Motion*: measure functional range of motion and measure range of motion using an appropriate measurement device. (7D24l)
 - 13) *Self-care and Civic, Community, Domestic, Education, Social and Work Life*: inspect the physical environment and measure physical spaces; recognize safety and barriers in the home, community, and work environments; recognize level of functional status; administer standardized questionnaires to patients and others. (7D24m)
 - 14) *Ventilation, Respiration, and Circulation*: detect signs and symptoms of respiratory distress, and activities that aggravate or relieve edema, pain, dyspnea, or other symptoms; describe thoracoabdominal movements and breathing patterns with activity, and cough and sputum characteristics. (7D24n)

Documentation

- y. Completing accurate *documentation* that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies. (7D25)

Response to Emergencies

- z. Responding effectively to patient/client and environmental *emergencies* that commonly occur in the clinical setting. (7D26)

Participation in Health Care Environment

- aa. Contributing to the efforts to increase patient and healthcare provider *safety*. (7D27)
- bb. Participating in the provision of patient-centered *inter-professional* collaborative care. (7D28)
- cc. Participating in performance improvement activities (*quality assurance*). (7D29)

Practice Management

- dd. Describing aspects of *organizational planning and operation* of the physical therapy service. (7D30)
- ee. Describing accurate and timely information for *billing and payment* purposes. (7D31)

L. Phase II- Clinical Education Component

In order to achieve the foregoing and to foster entry-level abilities, Phase II will include, and the student will be evaluated on, participation in clinical education requirements. These are an organized sequence of learning activities integrated within the curriculum, and they follow completion of relevant didactic instruction. The clinical education component includes part-time and full-time assignments.

1. Such clinical education provides students with the opportunity to interact with individuals common to the physical therapy profession, while allowing the students to perform their responsibilities under appropriate supervision and with positive role modeling.
2. The experience will provide the professional term student exposure to a variety of patients and learning activities.
3. The clinical component of education is provided in a variety of practice and health care settings and ensures participation in direct patient care.
4. Specific procedures are in effect to assure timely communication among clinical faculty, academic faculty, and students regarding information about the program and student clinical performance.

M. Phase II- Course Requirements

1. Intro to PTA 101 is online and offered fall, spring, and summer as demand warrants during Phase I.

Fall Semester

<u>Course</u>	<u>Title</u>	<u>Credit</u>
PTA 202	Procedures	5
PTA 203	Pathology I	2
PTA 205	Modalities I	3
PTA 209	Clinical Kinesiology	4
PTA 213	Clinical I	2

Spring Semester

<u>Course</u>	<u>Title</u>	<u>Credit</u>
PTA 204	Pathology II	2
PTA 206	Modalities II	3
PTA 208	Principles of Rehabilitation	4
PTA 210	Therapeutic Exercise	4
PTA 214	Clinical II	2

Summer Session

<u>Course</u>	<u>Title</u>	<u>Credit</u>
PTA 216	Trends	1
PTA 218	Practicum I	5
PTA 219	Practicum II	5

III. STUDENT INFORMATION

A. Cost to Student in the PTA Program

COST TO STUDENTS IN THE PTA PROGRAM

All costs are an approximation and subject to change.

In State/ In County	Cr hr	Tuition (\$136)	Institutional Fees	Program Fees	Other Fees	Total
Phase I Fall	15	2,040	430	750		3,220
Phase I Spring	13	1,768	378	465		2,611
Phase II Fall	16	2,176	456	1,535	1,550	5,717
Phase II Spring	15	2,040	430	1,250	0	3,720
Phase II Summer	11	1,496	326	325	Board Exam	2,147
Total	70	9,520	2,020	4,325	1,550	17,415

Out of State	Cr hr	Tuition (\$392)	Institutional Fees	Program Fees	Other Fees	Total
Phase I Fall	15	5,880	430	750		7,060
Phase I Spring	13	5,096	378	465		5,939
Phase II Fall	16	6,272	456	1,535	1,550	9,813
Phase II Spring	15	5,880	430	1,250	0	7,560
Phase II Summer	11	4,312	326	325	Board Exam	4,963
Total	70	27,440	2,020	4,325	1,550	35,335

See Below for Itemized Break Down.

Phase I Institutional Fees	Fa ^{(15cr) 5 Courses}	Sp ^{(13cr) 4 Courses}	Total
¹ Registration	40	40	80
Student (\$10/ <u>SemHr</u>)	150	130	280
Technology (\$10/ <u>SemHr</u>)	150	130	280
Sustainability (\$6/ <u>SemHr</u>)	90	78	168
Phase I Total General Fees	430	378	808
Phase I Program Fees	Fa ^{(15cr) 5 Courses}	Sp ^{(13cr) 4 Courses}	Total
Course/Lab	250	65	315
Textbooks/Apps	500	400	900
Phase I Total Program Fees	750	465	1,215

Phase II Institutional Fees	Fa ^{(16cr) 5 Courses}	Sp ^{(15cr) 5 Courses}	Su ^{(11cr) 3 Courses}	Total
¹ Registration	40	40	40	120
Student (\$10/ <u>SemHr</u>)	160	150	110	420
Technology (\$10/ <u>SemHr</u>)	160	150	110	420
Sustainability (\$6/ <u>SemHr</u>)	96	90	66	252
Phase II Total Institutional Fees	456	430	326	1,212
Phase II Program Fees				
Course/Lab (\$100/course)	500	500	300	1,300
Criminal Background	² Varies 40-85			85
Medical Management Fee	25	25	25	75
Specific Fees/Testing Fees:				
-Learning Harbor	25			25
-Exam Prep Course		275		275
-PEAT(<u>MockBoardExam</u>)		100		100
Textbooks/Apps	900	350	0	1,250
Phase II Total Program Fees	1,535	1,250	325	3,110

Program Costs Beyond Tuition, Fees, and Books				Total
Physical Examination	30			30
Liability Insurance	40			40
APTA Membership	80			80
PTA Uniform				
-Name tag, ID Pictures	10	(May be covered by financial aid.)		10
-Polo Clinical Shirt (2@30)	60			60
-Khaki Pants (2@40)	80			80
-Navy Scrub top/pant x2	140			140
PTA Club Fees	60	(could be fundraised)		60
Addn Clinical Requiremnts (required by some sites)	55 30-55	(fingerprinting) (drug screening)		55 55
CPR certification (AHA)	85	(can be taken as college credit)		85
First Aid	40	(can be taken as college credit)		40
Immunization	³ Varies ~340	(See NMWC Webpage for details)		340
Health Insurance	⁴ Variable ~475			475
Travel Expense to Clinic	⁵ Variable			
Additional Study Apps	(Optional)			
Total Addn Costs	1,550+variable			1,550

NPTE Board Exam	Varies on state. Typically, between 600 and 800.
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AHA= American Heart Association; 1. Registration Deposit is nonrefundable, but is applied to tuition; 2. Criminal Background varies depending on state. Normal \$40.00. PA residents may also be required to purchase (PA Access to Criminal History PATCH, Child abuse, & Fingerprint = approximately \$65.00) 3. See NMWC Forms & Fee link on website for Immunization list and form. 4. Health Insurance is required and the responsibility of the student to purchase. 5. Students are expected to have their own transportation to clinical rotations.

Rounded Approximate Total Cost: In-State= **\$17,500** & Out-State=**\$35,500**.

Statewide and Health Manpower Shortage Programs.

Maryland Residents (other than Allegany County) are eligible for In-County Tuition.

The Physical Therapist Assistant at Allegany College of Maryland has been designated as a Health Manpower Shortage Program. The Maryland State Department of Health and Mental Hygiene has determined certain health occupations to be in short supply. The Maryland Higher Education Commission has designated educational programs that correspond to these health occupations to be eligible for Health Manpower Shortage Program. Maryland residents from counties other than Allegany who register in this eligible program will be charged the out-of-county tuition rate. However, these students may be eligible to receive reimbursement for a portion of the cost difference between the in-county and out-of-county tuition rates. Funding availability for this program is based on funding from the State of Maryland and is thus subject to change each semester. Some restrictions apply. Application for Health Manpower must be submitted to the Admissions Office each semester the student would like to be considered.

A variety of financial aid services are available through the college. Contact (301) 784-5213 for additional information including deadlines. In addition to tuition subsidies and other special rates, students can qualify for Federal Financial Aid and for Foundation Scholarships.

Please contact:

The Financial Aid Office	301-784-5213 or 5400
The ACM Foundation- Scholarship Information	301-784-5200
The Bedford County Regional Foundation	814-652-9646

Financial aid and Scholarship information may also be obtained by visiting the college website and clicking on Admission & Aid. <https://www.allegany.edu/financial-aid/index.html>

B. Housing Information

The Allegany College of Maryland Admission and Registration Office can provide a list of housing resources in the Cumberland area. In addition, Willowbrook Woods, an on campus residential facility opened in the Fall 2002. This facility is in close proximity (within walking distance) to the Allied Health Building and campus in general. For more information, please refer to the *Student Handbook*.

C. Financial Assistance

Statewide and Health Manpower Shortage Programs.

Maryland Residents (other than Allegany County) are eligible for In-County Tuition.

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D. Counseling Services

Allegany College of Maryland offers comprehensive counseling for any mental health issue for its students – free of charge. Please refer to the Student Counseling Program Quick Reference Guide located in Appendix E.

E. Tutoring/Extra Help Sessions/ Academic Support:

Any student in need of additional help should not hesitate to contact his/her instructor(s) for assistance. Special arrangements can be made for extra help sessions with the instructor or program director. Students are encouraged to form study groups throughout the semester. In addition, the Student Success Center is developed to help students achieve their goals and is located in the Humanities building. Refer to the *Student Handbook* for more details.

F. Testing Center Identification

Photo identification is required to take testing in the Student Support Center's Testing Lab. If you do not have a driver's license or a similar form of photo identification, Student Services offers the following advice. The student must also know their *student ID number*.

The Maryland Motor Vehicle Administration offers a service for persons who are residents of the State of Maryland, but do not have a Maryland driver's license. Upon application and verification of proof of age, identity, and Maryland residence, a Maryland Identification Card with a photo will be issued and is valid for five (5) years. If you are not a resident of Maryland, check with the Motor Vehicle Administration office of your resident state. Further information is on file and can be obtained by the program secretary.

G. Personal Safety

Students should walk to cars in groups after dark and should not leave personal property unattended. Prompt and accurate reporting of crimes to campus security and appropriate agencies is encouraged by Allegany College of Maryland. Campus security employees have limited law enforcement authority but can obtain police assistance quickly. Security phone numbers for the Cumberland Campus are as follows:

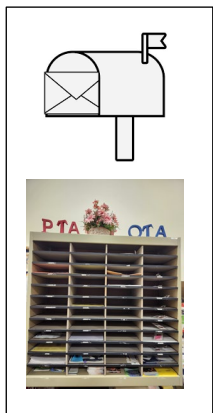
Security: on campus phone, dial 5555
From off-campus, dial 301-784-5555
State Police or Sheriff911
E-safe will alert you to school closings or emergencies via text messages sent to your phone. Refer to the www.allegany.edu website for more details.

Neither the College nor the facility is responsible for **loss of personal property** during experiences both on-campus (i.e., in class lecture or lab) nor off-campus (i.e., field trips, or clinical experiences).

For more detailed information on personal safety, refer to the *Student Safety* section of this Handbook.

IV. STUDENT RESOURCES

A. Communications



1. Student Mail Boxes:

Each student will be assigned a mailbox during his/her first semester of the program. The mailbox should be checked on a daily basis.

2. Bulletin Boards:

- 1) All official notices and memos will be posted on the bulletin board beside the student mailboxes and in the classroom. This should be referred to daily.
- 2) The board is for departmental matters only and unapproved material will be removed
- 3) Employment opportunities are also posted on the bulletin boards as they are sent to the PTA program

3. Chain of Command:

Any student curriculum related problems is to be resolved using the procedure set forth in the current *Student Handbook*. At no time is the Chain of Command to be altered or individual offices by-passed. PTA Program chain of command is:

- a. Classroom/campus: Student → Instructor → Program Director → Dean of Career Programs → Senior VP of ISA → College President
- b. Clinic: Student → Clinical Instructor → CCCE → ACCE → Program Director

B. PTA/OTA Office Area

1. Copier/ Printer Use

Our program has a printer for student use in the back of the classroom. Cost for maintenance, ink, and paper of this is deducted from the club account. Students are permitted to use the Program copier on a limited basis for school-related purposes only. The library also has a printer/copier for student use. The Print shop should be utilized for larger volume copies. Please allow a 3-4-day turnaround time for copying jobs going to the Print Shop. (Jamie will assist you.)

2. Phone Use

With permission, phones in the OTA/PTA office area may be used for school/clinic related calls only. Cellular phones must be off and out of site during class and lab periods.

3. Office Hours

The program director, clinical coordinator, and program faculty have posted office/advising hours. Please adhere to these hours.

C. Computer Guidelines



1. All students must have a **working Allegany College e-mail** account that is checked and cleaned out regularly. It is the responsibility of the student to check their e-mail regularly for important updates. E-mails other than your Allegany account will not be used because of security reasons.

2. **All students must have Internet access** to be able to have access to coursework and tests. This can be through a home computer, or on-campus

computer lab. Computer are located in AH230, in the library, and in various buildings throughout campus.

3. **No food or drink** is allowed in the lab area or near any electronical equipment for safety reasons. Each faculty member has the right to prohibit food and/or drink if they choose to do so.
4. Be sure to turn off all computers and plug them in the computer cart when you are finished.
5. Unauthorized use of computers is prohibited. Computers are for class and homework only. Accessing illegitimate and unethical websites is prohibited and subject to unprofessional behavior policies. Videos and music videos are not permitted unless prior authorization is approved. Be mindful to keep the noise level to a minimum. Noise filters over to the neighboring classrooms and can be disruptive to other lecture, examination, and meeting times.
6. No software is to leave the computer lab.

D. Library/Resources Procedures

PTA Library: The PTA programs are fortunate to have our library of resources, including books, periodicals, videos, and other reference items. These are available for you to utilize; however, we ask that you obey the following rules:









1. Periodicals cannot be checked out. You may make a copy of the article(s) in question on the copier. If you would like more than one copy, please check with program administrative associate to have copies made in the Print shop.
2. Any book or periodical taken off the shelf is to be returned to the program secretary. **DO NOT** put anything back on the shelf.
3. Please be sure to complete the **sign-out sheet** when you check out a book. When you return it, do not check off your name on the sign-out sheet. We will do that to monitor the books.
4. All books may be checked out for a maximum of 3 days at a time. By allowing students to keep resources longer than that, we limit the accessibility for other students and instructors.
5. If you cannot find a book that you wish to check out, check with the program secretary to determine status of that book.
6. Videos cannot be checked out unless approved by the program director. No exceptions!
7. Please note that older materials and duplicates have been sent to the campus library and may be examined there.
8. Books marked "Reserved" may not be checked out or removed from the program area under any circumstances.

College Library: Students may request a library card to access online library resources by calling the library at (301) 784-5276. Many periodicals, journals, databases, and other publications are available to students online. When doing research, students are encouraged to use the libraries online resources before searching the web, as college resources are verified as legitimate. For more information, see the library web page at <http://www.allegany.edu/library>.

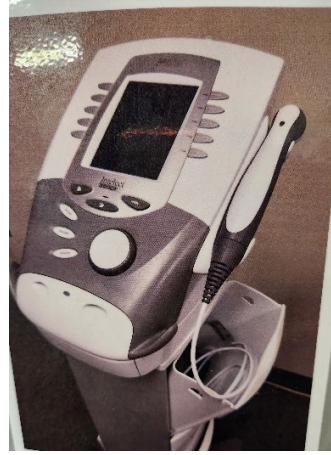
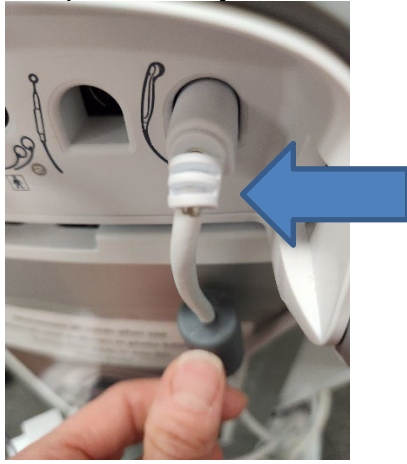
E. PTA Lecture & Laboratory Space

Students must comply with rules that have been outlined and posted for use of the PTA Program Laboratory. These are as follows:

1. **Cleanliness.**  Students must keep ALL areas clean. In addition, the refrigerator, microwave and kitchen area use are a privilege. *If you have a spill, please clean it up immediately.* Be extra cautious with the paraffin wax as it will adhere to the carpet.
2. **Food Drinks.**  There should not be any food or drinks in the lab when using lab equipment or when practicing treatment techniques.
3. **Shut Classroom Door.**  Purses, books, coats, cell phones, and all other personal items are the responsibility of the student and should not be left unattended. Please make sure the classroom door is shut and locked when no one is in the room. Any personal school equipment/instruments (which should be labeled or engraved to denote ownership).
4. **Missing/Stolen Items.**  In the event a student leaves any type of possessions in a classroom or campus lab, the item or items will be sent to Jamie's desk and eventually to the ACM Security Office. The College is NOT responsible for any lost items. The campus Security Office lost and found can be reached at 301-784-5555.
5. **Lab Access.**  When classes are not in session, the lab door will be locked. If students want to use the lab or lab equipment, the key can be obtained from the PTA Program secretary.
6. **Supervision.**  Students are not permitted to use the PTA lab, lab equipment, or computers when PTA Program Faculty/Staff are not present. Students will be able to use the lab and lab equipment during scheduled open lab times.
7. **Equipment Usage.**
 - a. Students should only use the lab equipment that has been covered during formal class sessions. Students should not attempt to use equipment that has not been covered in class.
 - b. Equipment should be used for educational purposes only.
 - c. Students should not treat themselves, classmates, other ACM students, friends, or family members with PTA Program equipment.

8. Electrical Equipment Special Considerations. ⚡

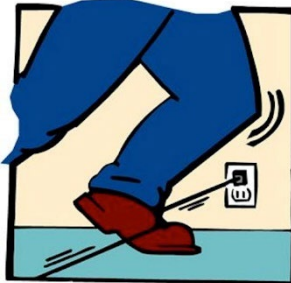
- a. Store equipment in designated area and return to designated area after each use. Coil and store cords next to the machines, in a safe location. Please unplug ultrasound wands after each use as the weight of the cord can prematurely wear on the wires.



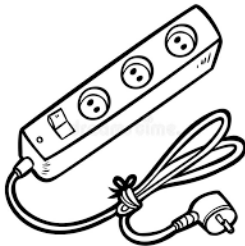
- b. Inspect equipment before each use to ensure safe working conditions. Look for frayed wires, breaks in insulation, open switches and connections. If equipment is not functioning according to expectations, do not use it. Place an out of order sign on it and report it to the PTA Faculty/staff immediately.



- c. Keep cords out of the traffic pattern.



- d. Do not use extension cords or cheater plugs.



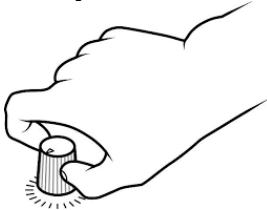
- e. Always monitor the CORDS of the hi/lo and traction tables and make sure they are NOT BEING PINCHED by objects such as table legs and wheels!!!!



- f. When unplugging a piece of equipment place one hand on the wall outlet and one on the plug at the base of the cord. **Do not pull cords out of the wall by the cord.**






- g. Always turn dials to “0” or “OFF” when finished.





- h. Keep liquids away from all electrical devices and outlets.



9. **Contraindications/ Precautions.** Individuals with **cardiac pacemakers**  should not be near short wave and microwave diathermies or electrical stimulators while they are in operation. If you are **pregnant**  or could possibly be pregnant, do not even be in the same room as the diathermy while it is in operation.

10. **Injury.**  Any injury that results while using the lab or lab equipment must be immediately reported to the PTA Program Faculty/Staff.

11. **Body Mechanics.**  Appropriate body mechanics should be used when moving or lifting equipment, or when practicing transfers.

12. **Bodily Fluids.**  If a student encounters blood or body fluids (identifiable or unidentifiable), he or she should report it to the PTA Program Faculty or Staff immediately. Universal Precautions must be used when handling any items soiled with blood or body fluids. All contaminated items should be disposed of in the proper container.

13. **Linens.** Fold and stock clean linen as it comes in. Place dirty linen in the appropriate linen bags.



14. **Ventilation.** Do not block ventilation of equipment.



15. **Respect the Models.** Although it may be funny to place the skeletons in various positions, they are fragile and expensive. This unnecessary movement causes the screws to be stripped from the composite bones, hence causing permanent dismemberment of the skeletons.



16. Inspect the area before lowering the mat tables.
a. Please prevent damage to both tables and other objects such as stools.



17. **Respect the vinyl covered padded materials.** Please be conscientious of any vinyl padded materials as they are easily acceptable to punctures. Tips that can be used is to always look at the vinyl to make sure there is no items that place pressure in a manner that can damage the materials.
a. Place a towel between the stools if stacking them is warranted



- b. Store the leg rest pad to pad so as to not have undue pressure



- c. Avoid any item with a pointed or prominent edge on any vinyl



F. Professional Meetings and Lectures

Students are encouraged to attend various professional meetings and lectures (i.e. APTA National Student Conclave or Combined Sections Meeting). Students may do so on a voluntary basis. Cost of registration, travel, meals, lodging, and other expenses are paid by the student.

G. PTA Club Information

Students accepted into Phase II of the PTA Program are **automatically** considered a member of the PTA Club. The student body elects class officers (i.e., President, Vice President, Secretary, Treasurer, Historian in addition to other roles that each student signs up to carry out throughout the year.

Student member information is reported to the College's **Student Government Association** (SGA) which functions as the governing organization of the student body. It serves as a means of participation in College governance with the faculty, staff, and administration, and acts for the students.

The PTA Club has its own **Club Bylaws** which follow the Guidelines for Club Constitution.

The PTA **Club Budget** is also set at \$60 for the year or \$5.00 per month from August to July based on expenses as listed in the Appendix with 16 students in a cohort. This amount is subject to change based on the incurred expenses of the Club. Any monies sold above the agreed amount will be considered a donation to the club. **If a student withdraws or is terminated, the monies that he/she raised will not be refunded and will go to the club.**

See [Appendix A](#) for more details.

V. PTA PROGRAM REQUIREMENTS AND GUIDELINES

A. ACADEMIC REQUIREMENTS

In addition to the Physical Therapist Assistant Program policies, students will adhere to all academic policies as stated in the current *Allegany College of Maryland Catalog* and *Student Handbook*.

1. ENROLLMENT IN PTA COURSES/ PLANNED CLASS SIZE

- a. **Selection.** The maximum number of students to be enrolled in the clinical portion of the program (Phase II) is sixteen (16) per class. New students are selected according to Admission Criteria approved by the Board of Trustees. The Program determines and assesses this Program enrollment based on the resources available in the classroom, the number of clinical sites available, the faculty to student ratio, and the graduate employment rate. The enrollment is maintained at an optimum number so as not to hinder the quality of student education. The program will follow the Commission on Accreditation in Physical Therapy Education (CAPTE) guidelines as it pertains to student who may need to be readmitted into the program from a previous cohort. CAPTE 2B2, 5A
- b. **Admission Requirements.** Once admitted into the clinical phase (Phase II), students are required to provide proof of the following items prior to beginning the fall semester. See also the Clinical Education Handbook for more details.
 - 1) ACM Medical Health Examination Record Form which includes
 - a) a physical exam indicating good mental and physical health;
 - b) a satisfactory health record, including immunizations;
 - c) signature of completion by a licensed, practicing physician, nurse practitioner, or physician assistant;
 - d) signature of the student indicating agreement with their records.
 - 2) American Heart Association Basic Life support CPR Certification;
 - 3) First Aid certification;
 - 4) Health/medical insurance;
 - 5) Liability insurance;
 - 6) American Physical Therapy Association (APTA) membership;
 - 7) PTA uniform purchase (includes professional dress, scrubs, and name badge);
 - 8) Criminal background record check.
 - a) If participating in clinical rotations in Pennsylvania, students must also obtain a PA Access to Criminal History (PATCH), fingerprinting, and a Child Abuse History Clearance.
 - b) During enrollment, any official change or the initiation of any governmental proceeding affecting the information revealed by the required criminal or child abuse background check must be reported immediately by the student to the director of the PTA program.

- c) If a student has a criminal background history, he/she can still be admitted to the program. However, he/she may be unable to find clinical site placement or take the licensure examination. It is the responsibility of the student to report criminal background information to the licensure review board prior to sitting for the exam. Students will not be permitted to participate in clinical affiliations until these items have been submitted to the clinical coordinator.

9) Computer and Internet knowledge and access.

10) Finances & Fees for Clinical Placement

- a) Students will be responsible for providing their own transportation, and where necessary, room and board, for all clinical affiliations throughout the entire period of the PTA education program.

Students will not be permitted to participate in PTA213 in the fall semester until these items have been submitted to the Clinical Coordinator. The above phase II post acceptance requirements are the financial responsibility of the student. This cost is beyond tuition, fees, and books. A more detailed list of estimated costs can be found in *Student Information, Section III*.

- c. **Progression.** The total number of credits for the program is 70 (28 for Phase I and 42 for Phase II). Like Phase I, Phase II coursework must be completed with a “**C**” or better with the student having maintained an **overall 2.5 GPA**, or the student will not be able to proceed in the program.

2. ATTENDANCE/TARDINESS

- a. **Disclaimer.** The program director has the right to modify the attendance requirements as he/she deems fit.
- b. **Prioritization.** Students are required to attend **EVERY** class except in cases of emergency. Classes and clinical rotations take precedence over any outside job. Arrangements for working must be made so that they do not interfere with meeting the requirements of the PTA courses. Please remember that when in the clinic, patient care is not always confined to a specific time allotment and there will be occasions where patient care could run beyond a clinic session.
- c. **Accountability.** When absent or tardy, it is the responsibility of the student to notify their instructor when and why he/she is absent and make arrangements as necessary for make-up, and to fill out the necessary documentation. We recommend consulting with a class mate to discuss missed concepts. All work missed must be completed prior to the next class, unless otherwise determined by the instructor.
- d. **Determining excused or unexcused absences.** In determining whether the absence was justified, the instructor may require such evidence as he/she sees fit (i.e., excuse from physician). It is at the discretion of the instructor to determine if your absence is excused or not. Excessive absences regardless if excused or unexcused could jeopardize your grade. (See Absences section below and Individual course syllabi).
- e. **Steps to Take If Absent.** If the student misses a day of class, the following requirements must be completed by the student:
 - 1) **Immediate Action:** Contact the instructor (via e-mail, voice mail, or text if available). If you are unable to contact the instructor, you should notify the Program Secretary at (301)784-5538 *Voicemail on 24 hrs/day* as soon as you know you will be unable to attend the class or realize you are tardy.
 - 2) **Upon first day back to class:**
 - a) contact the appropriate faculty member to determine what steps are needed to make up the lost time and point system.
 - b) complete the *Attendance Log* (See Appendix
 - c) complete a *Notification of Absence Form*. Indicate the date that the form was completed, the date of the absence, class session(s) missed, reason for absence, and the plan to make up missed class work. Signature must be obtained by the student and the instructor and then submitted to the program director for review.
 - d) realize that it is the instructor's discretion for make-ups (see below).
 - e) submit any assignment the instructor may require.
 - f) be prepared to take any tests missed.
 - g) discuss/practice with a classmate(s) materials that were missed.
- f. **Documentation:** Two forms of documentation must be filled out if absent, the ***Attendance Log*** and a ***Notification of Absence Form***. (See [Appendix C](#) for forms.) The *Attendance Log* should be filled out for each absence and/or tardy episode. If the student knows that he or she will be absent, then the *Notification*

of *Absence Form* must be filled out and signed by the student and the instructor prior to the absence. If the absence is unexpected, this form must be completed when the student returns and signed by the instructor at the next class.

- g. **Tardiness.** Tardiness is defined as not sitting in your seat and prepared for class at the scheduled time. This includes the beginning of class, after class breaks, and leaving early. It is recommended that you arrive on campus fifteen minute early for all sessions to allow adequate time and preparation for class. Students are required to fill out the *Attendance Log* documenting their name, date, time, and time missed for each tardy episode. The following ramifications will be issued for tardy episodes:

First offense: verbal warning.

Second offense: written warning and placed on **probation**.

Third offense: dismissal.

ONE tardy episode during the probationary period will result in **dismissal** from the program unless otherwise determined by the instructor. Tardiness episodes will be calculated for the program as a whole. Hence, 3 tardy episodes in any class (not each class) will lead to dismissal. See course syllabus for further ramifications on excessive tardiness.

- h. **Absences.** Attendance will be taken at each class. Excessive absences (**more than 20% or 2 class periods**) and/or tardy episodes may result in the lowering of a letter grade, dismissal, and possible failure from the class and program. In addition, excessive absences may jeopardize your grade, prevent your advancement to the next sequential didactic or clinical course, and/or delay your graduation.

If the student misses **THREE** class periods in the program or in a course (regardless if excused or unexcused), the instructor will place the student on a monitoring report or probation in conjunction with issuing a written warning.

ONE absence or tardy episode during the probationary period will result in **dismissal** from the program. Students are required to fill out the *Attendance Log* documenting their name, date, time, and time missed for each absent episode. S/he will also be required to fill out a *Notification of Absence Form*. See course syllabus for further ramifications on excessive tardiness.

- i. **Excessive Absences/tardiness.** When the number of your absences or tardy episodes is such that the instructor believes that you cannot successfully complete the course in the time remaining, the instructor may drop you from the class roll (See the College Catalog for more details). This does not relieve you from any financial obligations to the College or the PTA Club fundraising account. If the student is dropped before the official college drop date, a grade of "W" shall be recorded. If the student is dropped after the official college-drop date, a grade of "F" shall be recorded. It would be the student's responsibility to appeal the academic standards committee for appealing the "F" grade after the drop date.

- j. **Consecutive Absences.** Students absent more than two consecutive days from class because of illness must submit a written physician's certification indicating that the student is fit and able to resume normal class/clinical activities. The program director reserves the right to request a physician certification at any time. Refer to *Medically Necessary Absences Guidance* document located in [Appendix B](#) of this Handbook.
- k. **Never call the instructor at home!!! Nor have anyone else call the instructor's home!** Feel free to send an e-mail or text message as per instructor preference via secure apps.
- l. **Unforeseen Circumstances.** Unforeseen circumstances or personal tragedies such as a death in the family or hospitalization resulting in absence will be dealt with individually and are limited to *immediate* family members only.
- m. **Make-up.**
 - a. **General:** It is the responsibility of the student to notify the instructor why he/she was absent from a class and make up all the material missed.
 - b. **Unexcused absences:** Only students with excused absences are afforded makeup quiz and exam opportunities. A ZERO will be recorded on all non-excused tests.
 - c. **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. A grade of ZERO (0) will be recorded if the student has not made appropriate arrangements for make-ups by the deadline. If the assignment is not turned in by the deadline, then the rules for late assignments applies (10% daily deduction from total points). The instructor reserves the right to give an incomplete for the class for any unsubmitted required assignment. See individual syllabi for more details.
 - d. **Additional work:** Additional work/assignments may be required. Make up tests and assignments may vary from the original.
 - e. **Advanced knowledge of missed class make-up:** Students may be excused from examinations or quizzes only by prior arrangement with, and at the discretion of, the instructor. Such absences will be permitted only for extreme circumstances. If a student knows s/he will miss a test, appropriate arrangements must be made with the instructor for a makeup test. The due date and late requirement as above still apply. The instructor reserves the right to determine if the absence is excused or not.

Note: A textbook is intended primarily as a reference and adjunct to classroom instruction. A significant portion of the course content may be available from lecture only. The student should not assume that sufficient knowledge to obtain a passing grade or to meet minimal course objectives can be obtained by merely reading the textbook



n. Inclement Weather:

If severe weather conditions exist, students should listen to Cumberland radio announcements (i.e., WFRB 105.3FM, WRQE 106.1FM, or WTBO 105.7) concerning opening of Allegany College of Maryland. Students should also apply for the E-safe notifications via the college website. The ACM Website also posts delays and closures. If Allegany College of Maryland, Cumberland Campus is closed for the day, all Physical Therapist Assistant classes, lectures and labs, are cancelled. If the announcement indicates a delayed opening, students should report to labs and/or classes at the time indicated. If the Cumberland Campus is open, classes, lectures and labs will be held as normal. Students will be notified of any exception. The program reserves the right to hold make up classes at a time different from the typical schedule (i.e., Friday afternoons and/or evenings if material needs to be covered by a certain deadline.)

The guidelines while attending a clinical site can be found in the *Clinical Handbook* and reads as follows:

Use your best judgement when deciding whether or not to travel in poor weather conditions. All missed clinical time due to weather is to be made up unless otherwise approved by the program director.

As a student in this program, you may be required to travel under adverse weather/road conditions. Allegany College of Maryland and this program value your safety and your educational needs.

We encourage you to register for the College's e-Safe alert system and monitor weather/road conditions. We encourage you to attend all clinical/internship hours when weather/road conditions are not an issue so you are on track to complete the course requirements; consistent and strong attendance on days when travel is not questionable will be important for any days you may need to miss pursuant to the next paragraph.

If ACM is closed or delayed (including weather related events), you may report to your clinical site in accordance with the site's and this program's requirements or policies unless it is unsafe for you to do so. In that case, you must contact the site supervisor about your attendance and hours. If there is disagreement between you and the site supervisor about your attendance, you must contact your ACM clinical supervisor for direction.

– AH Directors/ Weather Closures Statement

You must report all missed clinical time to your ACM Clinical Supervisor.

- o. **Dismissal Due to Lack of Professionalism.** The instructor and/or program director reserves the right to dismiss a student from class at any time due to lack of professionalism. If this situation occurs, the dismissal will be counted as a tardy and/or unexcused episode and will result in point deductions. *(Please note: excessive complaints about clinical field placements may be deemed unprofessional conduct.)* Please refer to the Professionalism Standards document located in the Appendix B of this Handbook for more details.
- p. **Third Parties:** Children, family members, pets, and /or friends are not permitted in the classroom, laboratories, or clinics without prior authorization. Pets are not permitted on campus grounds without prior authorization. Children are not permitted in classrooms or campus labs. They should never be left unattended in any area. It is the student's responsibility prior to the semester to provide arrangements for child care while attending class/lab/clinic and the student should have a backup plan for child care in case the caregiver becomes ill or has an emergency.
- q. **Clinical Requirements.** Please reference Clinical Handbook for Attendance policies during clinical rotations.
- r. **Reputation.** Each student is held responsible for his/her attendance and performance. The program treats your role as a student as full time employment. The same habits and behaviors that define you in the class/lab are typically the same that will be revealed in the clinic. Please remember that our clinical instructors and clinical sites are not paid to take you as a student. Hence, we rely substantially on our reputation of withholding high standards of the students and the faculty to keep in good standing with our clinical sites.
- s. **Dismissals While Taking an Examination.** Student are not permitted to leave the classroom or lab room during an exam because it places the student in a position where he/she could be suspected of cheating. It is recommended that you take care of any personal issues immediately prior to the start of the exam. The instructor has the right to grade the exam as a zero should a student leave the room while taking an exam.

3. CLASS PARTICIPATION

- a. Class participation is vital to your success. Not only does your input help the instructor to know that you understand concepts, it helps stimulate critical thinking and recall of concepts. You are encouraged to be prepared (see assignment deadlines) and engaged in your education. Communication (both verbally and non-verbally) with each other and the instructor in a respectful and professional manner will not only enhance the learning environment, but also your reputation, and your future employability. Studies by Dr. Albert Mehrabian, concluded that the interpretation of a message is **7% verbal, 38% vocal (tone) and 55% visual**. The conclusion was **that 93% of communication is “nonverbal”** in nature. Proper body language is important and can be summarized via the SOLER acronym as follows:

S – Sit squarely – it says you are listening to information

O – Open posture – it says you are open to information

L – Lean forward – it says you are attentive

E – Eye contact – it says you are interested

R – Relax – it says you are confident

Students will also participate in both the set up and take down of laboratory and classroom activities. Keeping a clean working environment not only provides an atmosphere that is welcoming to others, it also shows that you will go the extra mile to demonstrate appreciation and attention to detail.

4. GRADING

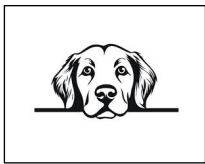
- a. **Grading scale.** The grading scale for lecture, campus laboratory, and clinical rotations is as follows:

93-100%	A	Excellent
85-92%	B	Good
75-84%	C	Average
70-74%	D	Poor
0-69%	F	Failing

- b. Unsatisfactory academic performance is defined as a final course grade of D, F, W, and/or X. A student who receives a final grade lower than a "C" (D, F, X, W) in any Physical Therapist Assistant Course will not proceed to the next course/semester. This circumstance does not relieve the student from any financial obligations to the college. See College Catalog for more details. The student also will not receive any refunds for financial contributions to the PTA Club fundraising account.
- c. Physical Therapist Assistant Program grades are based on three components: theory (lecture), campus laboratory (including skill checks and practical examinations), and clinical performance. In addition to receiving a "C" in a PTA course, students must receive a satisfactory grade ("C" or better) in each of the components to achieve a passing grade for the course. The entire course must be repeated if an unsatisfactory grade is received for any one component. Satisfactory grades for each component are defined below.

1) **Lecture Component:** Ultimate decisions regarding repeating a lecture examination or assignment and its respective deadline will be left to the individual course instructor's discretion.

- a. Any exam or assignment that received < 75% must be retaken until a passing grade is obtained. (Note: Only the original grade will be counted toward the overall points in the class.) The maximum number of permitted attempts is TWO. (The original attempt plus one more.) However, each student will be allotted one chance to perform a third attempt on one written examination per course each semester. If on the final attempt, a passing grade is not achieved, the student will be dismissed from the program. It is recommended that all retakes are completed within a week of the first attempt if possible. The deadline for submission of all retake(s) is at 4:30pm on the last day of the semester unless otherwise waived by the instructor and program director. Any exam or assignment that has not been completed by the above deadline will automatically default to a failing grade and will lead to failure of the respective course. It is the student's responsibility to make sure that s/he monitors which exams/assignments need to be retaken, schedule remediation times with the instructor if desired, and complete all examinations/assignments as necessary before the deadline. It is also the student's responsibility to monitor the operating hours of the testing center to assure s/he plans appropriately for completing the retakes. There must be a minimum of a two-hour time frame between remediation and retake for all written and practical examinations.



2) **Lab Component:** Laboratory components consist of skill check(s) and/or laboratory practical examination(s). A skill check is the return demonstration to a reviewer and/or evaluator to ensure competency of a particular said skill. A practical examination involves applying the skills learned in a simulated treatment environment with a simulated patient and involves a higher level of critical thinking. A student will be given a maximum of TWO opportunities to achieve a satisfactory/passing grade for each skill tested. However, each student will be allotted one chance to perform a third third/ "bonus" attempt. Note there is only one "bonus" attempt granted per course each semester regardless if it is a skill check or practical examination. The cumulative practical exams fall under PTA213 Clinical I in the fall and PTA214 Clinical II in the spring. If a student has already used his or her 3rd attempt in ANY course that semester, he/she does NOT get a chance to have a 3rd attempt on the final examination. It is highly recommended that any student who does not pass a skill check or practical examination seek out peer review sessions and undergo remediation with the instructor(s). It is the student's responsibility to inquire about scheduling a time with the instructor for this remediation. There must be a minimum of a two-hour time frame between remediation and retake for all written and practical examinations. Scheduling times for retakes may also need to incorporate scheduling of the lab assistant or any other 3rd party participants where necessary. If the lab assistant is unavailable for original practical examination, skills checks, and/or retake practical examinations, the program reserves the right to utilize a third party (e.g., an alumni volunteer or fellow instructor) to aid with this task. Any laboratory examinations may be videotaped, and all final attempts will be videotaped. All associated program faculty not attending the final practical examination attempt will review the videotape. The program faculty will reach a consensus on the satisfactory or unsatisfactory performance of the student. **Failure to achieve satisfactory performance for any given skill check or lab practical on the final attempt will result in dismissal from the course and the program.** In case of conflict between the student and instructor regarding a certain component of a skill, the instructor and student will view the videotape together. If an agreement is not reached, then the program director (or another faculty member if the program director is the course instructor) will review the videotape with the instructor and student. If an agreement is still not reached between the three, the videotape must be reviewed by all faculty members, and the faculty will vote on a final rule as to whether the student passes or not. Criteria necessary to pass a skill checks and/or lab practical is located on the respective rubric and will be given to student prior to the competency. He/she is expected to bring a hard copy of this rubric with them at the start of his/her practical and hand it to the instructor if the program did not already print hardcopies.

Cumulative Final Practical Examinations are a conglomeration of multiple courses covered in the curriculum up to that point in time. If a student does not pass her/his cumulative practical examination in the allotted number of attempts s/he will receive an unsatisfactory grade in PTA213 Clinical I if in the Fall semester and PTA214 Clinical II if in the spring semester rendering him/her dismissal from the program with the inability to progress to subsequent coursework, as well as, the inability to graduate with the current cohort.

Readmission to the program will follow the Readmission Requirements as described in this Handbook.

3) **Clinical Site Component:** Clinical coursework involves classroom lecture and lab including a simulated environment (see Cumulative Final Practical Examination above) in addition to fieldwork experience. A student must **repeat any clinical fieldwork rotation** that results in an unsatisfactory grade **and/or** per the discretion of the Academic Coordinator of Clinical Education (ACCE) based on the results and feedback from the clinical instructor as documented on the student evaluation form. The ACCE has the final decision regarding grades for clinical education. It will be at the discretion of the ACCE when and where the clinical rotation will be repeated. Clinical sites will be notified if a student is on probation or has a positive criminal background check for any reason. **An unsatisfactory grade received on TWO different clinical rotations or the declination from a second clinical site will result in dismissal from the program and ineligible for readmitted.** See the Two Facility Rule in the *Clinical Handbook* for more details.

Note: When off campus, students are governed by rules, regulations, and protocols of the off-campus site. In addition, students are subject to random drug testing and/or additional background checks per the site's request, which would be at the expense of the student. Pennsylvania may also require additional items be completed. Patients/clients/physicians are to be identified by **INITIALS** only. See *Clinical Handbook* for more details.

Grievance Policies and Procedures for Students. Students with a grievance related to credit classes (eg., grades, dismissal from programs) shall utilize the *College's Academic Grievance Procedure* located in the *Student Handbook*.

5. EXTRA CREDIT

There is no extra credit unless otherwise specified by the instructor.

6. TUTORING OR EXTRA HELP SESSIONS

Any student in need of additional help should not hesitate to contact his/her instructor(s) for assistance. Special arrangements can be made for extra help sessions with the instructor or program director. Students are encouraged to form study groups throughout the semester. In addition, the Student Success Center is developed to help students achieve their goals and is located in the Humanities building. Refer to the *Student Handbook* for more details.

7. ASSIGNMENTS: ACCEPTABLE STYLE/ FORMAT

- 1) Word Document File unless otherwise stated.
- 2) Standard paper should be used
 - a) 8 ½ X 11 inches
 - b) No spiral notebook paper for submitted assignments.
 - c) White
- 3) Typewritten work requirements
 - a) **Double-spaced** on unlined paper
 - b) **One-inch** margins.
 - c) Left justify.
 - d) **Appropriate Header including page number** (see below)
 - e) Single sided unless otherwise specified
- 4) Hand written work must be done in **blue or black** ink.
- 5) Fastened with a paper clip or staple if more than one sheet.

Headers. Every assignment should have page numbers and a header in 8-point font in the following format:

Name (Last, First); Date (yyyy.mm.dd)
Course Number and Title of course
Assignment Title- Page Number

For example:

Smith, Susan; 2020.09.29
PTA201 Intro to PTA
A1 Inflammation & Healing- Page 1

Carelessness. Carelessness in assignment completion may result in the instructor rejecting the work and thus losing credit (i.e. crumpled paper, gross misspelling, improper sentence structure, blatant grammatical errors, and poor punctuation). If handwriting is unreadable, it will be **marked as incorrect** and/or returned and considered **LATE**. If handwriting is not legible, resubmission of work must be printed or typed. Bibliographies and notes are expected when appropriate (i.e., research or extra credit).

AMA Style. The required form for bibliographies, footnotes, and quotations is found in the **AMERICAN MEDICAL ASSOCIATION'S** (AMA) Manual of Style and also through the College's library website. Papers submitted that are not written in the AMA format will be **marked as incorrect** or returned and considered **LATE**.

Points may be deducted for any assignments that does not meet the above requirements at the instructor's discretion.

Saving your documents. Please see individualized instructions on how to properly save your documents.

8. ASSIGNMENT DEADLINES

As a clinician, you will have deadlines to the patient, other disciplines, and insurance companies for this reason, being able to meet deadlines is essential.

Preparation lecture. All preparation material and reading assignments should be completed PRIOR to its scheduled discussion in class (see Course Schedule for reading assignments). All class sessions will be conducted with the assumption that all appropriate readings and/or assignments have been completed. Doing the preparation work prior to class will allow you to identify specific topics with which you need the most help, and you can then raise pertinent questions when the topic is scheduled for class time. Class time should be utilized to clarify issues and practice skills; it is difficult to know what issues you need clarified if you have not prepared adequately.

Preparation Lab. Passing of laboratory competency skill checks necessitates proper preparation including independent practice at home or in open lab times. Hands-on testing requires just as much (if not more) study time as the written exams.

Due Dates. Written assignments should be turned in no later than the deadline date assigned by the instructor. “Late” is defined as anything submitted after the assigned time (even if one second late on Brightspace). Due dates for assignments will be announced in class. All due dates are final. Submission of a late assignments will result in a deduction (10% for each day late), a grade of **ZERO, or an “I” grade** at the discretion of the instructor based on the type and level of importance of the assignment. Receiving an “I” grade for the course means he/she will have to complete the assignment by a new deadline with the inability to proceed to the next semester of the program until the “I” grade is removed. Issuing an “I” grade is reserved only for cases of excused absences such as a family crisis or medical issue.

BrightSpace. Please note that Brightspace is set to a timer. You will not be able to submit an assignment on Brightspace after the time has passed. In the event that Brightspace is not working (i.e., the server goes down) and the due date is looming, the assignment should be emailed along with a message describing the problem. **If both Brightspace and email are down**, a text should be sent to the instructor indicating that you are experiencing a problem with a brief explanation. If your assignment is short (5 pages or less), you may also fax the assignment to the program at 301-784-5626. All of the above must be done PRIOR to the deadline or it will be recorded as late.

9. CHEATING and/or PLAGARISM/ ACADEMIC INTEGRITY

The program will follow the College's most recent definition of cheating/plagiarism. The College Student Handbook states: **(a new Policy is pending for FY24)**

Definition - Cheating is defined as an act of conscious deception done in order to obtain an undeserved grade; or the aiding or abetting of deception in order to obtain an undeserved grade.

Types of Cheating:

- 1. dishonestly obtaining and using copies of examinations;*
- 2. using "crib sheets" or previously prepared materials during examinations;*
- 3. impulsive exchange of information or copying from another's paper during examinations;*
- 4. plagiarism: a. the submission, as your own work, of papers or parts of papers actually written by another; b. the inclusion in your own work of a passage written by another person without giving due credit; i.e., quoting or paraphrasing without proper citation of source.*
- 5. falsifying records and/or the forging of an instructor's signature on clinical or laboratory evaluation papers.*

If cheating and/or plagiarism occurs or is believed to occur, faculty have the discretion to determine the most appropriate sanction. Students who disagree with the response of the faculty to incidents of cheating and/or plagiarism should refer to the Academic Grievance Policy the Student Handbook.

The instructor holds the right to determine if cheating and/or plagiarism has occurred. Utilizing **artificial intelligence (AI)** to aid in completion of assignments, quizzes, or examinations is prohibited and considered cheating.

There is a **ZERO tolerance** for cheating on examinations, quizzes, or other written assignments and will lead to **immediate dismissal**. **Please note that taking photos of the examinations and/or quizzes without specific instructor approval is deemed to be cheating.** Extensive time and resources are dedicated to creating examinations and quizzes. Therefore, students are prohibited from recording in any form (e.g., photo, audio, written) of any examinations (quizzes, written, or practical) and must maintain its strict confidentiality. This same integrity and confidentiality are enforced by the Federation of State Board of Physical Therapy (FSBPT) by implementing fixed test dates to aid in exam question confidentiality. Failure to maintain exam question confidentiality will result in failure to obtain a PTA license.

Evidence of plagiarism will result in **disciplinary action and/or dismissal** from the program. Examples of plagiarism in addition to that stated by the college's above include: 1. Turning in assignments that are cut and pasted from textbook answer keys. 2. Turning in identical language as a classmate on an assignment that requires submission of your own work. Students agree that all required assignments in the program may be subject to submission to Turnitin.com or similar programs for textual similarity review and detection of plagiarism and/or artificial intelligence, and also will be included in their database as source documents solely for the purpose of detecting plagiarism. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site and likewise with similar programs.

10. EXAMINATIONS

Lecture Examination

*See individual course syllabi for more specific details.

The questions on each exam will be multiple choice, fill in the blank, true/false and/or short answer. Although the board exam is all multiple choice, a variety of types of test questions is required in order to assess the breadth and depth of the student's learning. The exam questions will be from lecture and laboratory class material and reading assignments. The exam dates are on the calendar, but are subject to change depending on class progress. See *Grading Requirements* above for more details.

Skill Checks/ Practical Examinations

Lab Skill Checks and/or Practical Examinations will be in the form of check-offs and a scenarios based on a grading rubric with technical and critical elements which must be performed correctly in order to earn a passing score. You must perform satisfactory (>75%) on all technical (non-critical) areas and satisfactory (pass/fail) on all critical skill components in order to pass. For example, one could have to retake a skill check or practical examination despite a near perfect performance if he/she did not perform a critical skill correctly. Critical skill checklists will be given to students prior to the competency. Passing of laboratory competency skill checks necessitates independent practice at home or during open lab times. You are encouraged to utilize class time and open lab times to practice **prior** to your exam. Refer to the *Grading Requirements* for more details. Practical examinations are designed to simulate the clinical environment as much as possible in a controlled setting. For this reason, you will be required to wear appropriate professional attire for all lab practical examinations. Following each practical exam, you will need to document the session in a SOAP note format. SOAP notes will be graded based on the SOAP Note rubric.

Dismissals while taking an examination. Students are not permitted to leave the classroom or lab room during an exam. It is recommended that you take care of any personal issues immediately prior to the start of the exam.

11. OUT OF CLASS EXPECTATIONS.

Physical Therapist Assistant Program course content is necessarily concentrated due to time limitations and volume of material; considerable out-of-class study will be required. Good organizational and planning skills are essential for success in this program. As a general, for each semester lecture hour, there must be at least two hours of out-of-class student work per week over a semester. However, expect more than the average number of required hours due to the concentration, depth, and breath of the materials taught.

12. LEARNING CONTRACTS/ ACTION FORMS.

The Learning Contract/ Action Form is a guide to monitor and direct the student's learning and the classroom and/ or field instructor's teaching. It is a joint process and negotiated agreement between the student, the field instructor, the classroom instructor, and the faculty liaison who leads the seminar. It identifies the process and content of student learning. Learning contracts will be utilized as appropriate to aid in student learning. See Appendix D for details.

13. GRADUATION REQUIREMENTS

- a. Satisfactory completion of all courses in the Physical Therapist Assistant curriculum as outlined in the current college catalog.
- b. A grade of "C" or better in all Physical Therapist Assistant courses with a cumulative GPA of 2.5 or more.
- c. Satisfactory achievement of all clinical competency objectives.
- d. Satisfactory completion of the minimum required Clinical I and II hours (a grade of "C" or better).
- e. Satisfactory completion of all Practicum I and Practicum II clinical hours (after on campus course work) (a grade of "C" or better). Usually completed as 10-12 weeks of full-time, unpaid practicum experience. This practicum experience **MUST** be completed within 12 months of the completion of academic courses in the PTA program. A lapse of greater than four months between academic courses and the practicum experience may require the student to demonstrate safe and competent behavior via written or practical exam. This will be determined by the academic coordinator of clinical education and the program director.

Note: In addition to completion of the degree requirements in Physical Therapist Assistant, to be employed in the field of physical therapy, a student must pass a national licensure board examination and may be required to obtain state certification (licensure) as a Physical Therapist Assistant.

- f. Satisfactory completion of an exit interview for the PTA Program.
- g. Satisfactory completion of application for graduation (www.allegany.edu) due date is typically early to mid-June.
- h. Satisfactory completion of an exit interview for financial aid (if applicable). Please note that this financial aid exit interview must be done **in person** (not online despite what the national website states) **and at a set scheduled time**. Please be sure to make proper arrangements. Failure to attend this session may significantly delay the receipt of a diploma.

14. PROGRESSION/ WITHDRAWAL/ TERMINATION

- a. **General Information.** Withdrawal or Termination may be initiated by the student or by the program. The program and/or the student may request an exit interview. The exit interview will be conducted by the Program Director and may be held with the student, his/her advisor, and the appropriate instructor(s). See *Withdrawal Exit Interview* form located in Appendix D for a sample form. At that time, the student's record will be updated to include the reason for termination or withdrawal. The course grade will depend on the time and circumstance of the situation. The student has a right to appeal any grade or dismissal made by the program. Please see the *Student Handbook Academic Grievance Procedure* for more details.
- b. **Withdrawal Initiated by Students.** A student may withdraw due to poor academic performance, illness, or personal reasons. 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. Withdrawal from a course does not relieve the students of financial obligations to the college or the PTA Club. If a student is dropped or terminated after the middle of the semester or fails to officially withdraw, a grade of "F" will be recorded. Students may withdraw from the program by completing the appropriate form and submitting it to the Registration Office. **Students who withdraw are not guaranteed readmission.** See Readmission Requirements for more details.
- c. **Withdrawal/ Termination Initiated by the Program.**

The instructor reserves the **right to immediately dismiss** the student, and the program may **initiate withdrawal or termination** of a student from the Program in the following cases:

 - 1) ***Grades & Absences.** When a student receives a final course grade of less than "C" or an unsatisfactory grade (W, X due to academic performance, D, or F) in any PTA course or when a student has accumulated excessive absences from courses or any clinical rotation during the course of a semester. (See *Attendance Requirements*). If the aforementioned is the case, the student will be reassigned to "pre-PTA" status, and may be eligible for readmission according to the Program's *Readmission Requirements*. The student is not permitted to continue taking subsequent courses in the program until readmission and satisfactory completion of all required courses for that semester are completed. The student must make up any clinical time missed unless excused by the program director in conjunction with the academic clinical coordinator and clinical instructor.
 - 2) ***Cheating/Plagiarism.**

See Academic Requirements above.
 - 3) ***Performance.** When a student's performance places others in physical or emotional jeopardy. If a student is injured during phase II and is unable to physically perform skill requirements (i.e. lifting and transferring) within the required timeframe, he/she may be dismissed from the program with the opportunity to reapply the following year. An updated medical/physical form may be required upon reentry.

- 4) ***Emotional or physical health.** If a student's emotional or physical health appears such that he or she cannot competently function at the level of his or her student peers. Students must advise faculty and the Program Director of any change in health status for the students own safety and for the safety of the patients. (Refer to Section VI for physical and mental requirements for the student). This may also include individuals who are under the influence of an impairing substance.
- 5) ***Ethical or Professional Standards.** When the student demonstrates unethical or unprofessional conduct in the classroom or clinical setting which adversely affects the therapeutic environment or reflects unfavorably on the clinical institution, the program, or the College. Documents that the program and student should utilize to determine professional standards are listed in the Professionalism Section and the Academic Policies of this Handbook. Guidelines as described in the *Allied Health Professionalism Standards* will be followed (see Appendix B).

If the student was dismissed due to unethical or unprofessional conduct, the student may be ineligible for readmission. Eligibility for readmission will be determined by the program director in conjunction with input from the clinical coordinator. See the Program's *Readmission Requirements* for more details.

- 6) ***Confidentiality.** If, at any time, the student breeches confidentiality of examination information, practical examinations, and especially of patient information. Please see Other Departmental Policies and Procedures in Section V including **cheating and plagiarism** for more details.
- 7) ***Current criminal felony conviction.** A student may be suspended from the clinical site if he/she is charged or convicted of a recent crime. This case will be reviewed on an individual basis by the program director.
- 8) ***Two Facility Rule.** If the student is declined or removed by two or more clinical sites for any reason (i.e. behavioral concerns, academic concerns, criminal background, etc.), the student will be dismissed from the program and ineligible for readmission.

*See also Information is also listed in the *Clinical Handbook*.

15. READMISSION

- a. **Eligible.** A student will **NOT** be eligible for re-entry into the Physical Therapist Assistant Program if:
- 1) He/she receives an unsatisfactory grade (D, F, W, or X due to academic performance) in any individual PTA course on two occasions.
 - 2) He/she was declined or removed by two or more clinical facilities for any reasons. See Two Facility Rule.
 - 3) If a student withdraws or is terminated from the program after being readmitted.
 - 4) He/she was dismissed from the program for unethical and/or unprofessional conduct that involved threatening or abusive behavior.
- b. **Readmission Requirements by the Student.** Individuals who wish to return to the program may be considered for readmission if they successfully complete all of the readmission requirements. Readmission requirements include submitting a Readmission Request letter at least two months prior to the anticipated date of return to the PTA Program Director requesting readmission to the PTA curriculum. 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 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.

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.

THE STUDENT IS ADVISED THAT HE/SHE MAY ALSO NEED TO PETITION ALLEGANY COLLEGE OF MARYLAND FOR READMISSION depending on his/her academic status with the College.

- c. **Supporting Documents.** The following documents will be considered regarding readmission:
- 1) Student Exit Interview;
 - 2) College Transcript(s);
 - 3) Length of time absent from program;
 - 4) Course outlines (The content of courses successfully completed by the student compared to the current content of those courses);
 - 5) Clinical evaluations; and
 - 6) Current health record, if pertinent.

- d. **Readmission Conditions.** Readmission will be based on evaluation of circumstances and CANNOT BE GUARANTEED. Acceptance may be delayed due to the availability of clinical facilities and instructors. Readmission of the student will occur under the following conditions:
- 1) Space is available in the class so that the maximum student capacity is maintained in compliance with CAPTE and program standards;
 - 2) The student meets the current admission criteria for the program at the time of readmission;
 - 3) The student passes all proficiency examinations with a 75% or better;
 - 4) The student is able to comply with the program expectations and has passed physical requirements if withdrawal was due to injury;
 - 5) Placement in the program will be determined by evaluation of such factors as changes in the curriculum, length of time out of the program, and specific learning needs of the individual.
 - 6) Practicum experiences must be completed within 12 months of the completion of the academic courses. If more than 12 months have elapsed from the time of withdrawal/dismissal, the student will be required to retake all of the Program Coursework (i.e., any class signified by the letters PTA.)
 - 7) The student must meet criteria as determined by an *Improvement Plan* developed by the program director, clinical coordinator, and appropriate instructor(s) listing steps necessary to correct problem(s) present at the time of the withdrawal or termination and therefore be considered for readmission. After the student has met criteria listed, the student's status will be reviewed by the program director and appropriate instructor(s).
- e. All students will be governed by the edition of the *Program Handbook* under which they were most recently admitted to the PTA program.
- f. In the case of more than one student requesting readmission, the student's GPA of the PTA courses completed or attempted will be the criteria used to determine readmission. In the case of a tie, the application deadline will be used.
- g. Students who are accepted for readmission and elect not to return will be considered again only for the most cogent reasons.
- h. A student who once more withdraws from the program after being readmitted will **NOT** be eligible to reapply for the third time. In extenuating circumstances, an exception may be made at the discretion of the Program Director.

B. GENERAL REQUIREMENTS AND GUIDELINES

1. Student Health

- a. **Physical examinations.** All students will be required to have a complete physical examination with a statement from a licensed physician stating that he/she is both physically and mentally competent to enter the PTA Program. Physicals must be submitted by due date. Failure to do so will result in the student being unable to continue in the PTA Program. See also Other Phase II Requirements.
- b. **Immunizations.** Students entering the PTA Program will be required to have current immunizations including 2 step PPD (also known as TST) (within one year) and flu shot prior to participating in all clinical rotations unless otherwise mandated by clinical facility. In addition, the tetanus vaccine must still be current. Proof of the updated TST test must be submitted to the clinical coordinator prior to the start of the fall semester. Students will NOT be permitted to participate in any clinical course without proof of TST. Check with the clinical coordinator regarding when or if you need to have a flu vaccination and by what date it is to be received. See also Other Phase II Requirements.
- c. **Disruption of current status/ Inability to perform essential functions.**
In the case of a disruption of current health status and/or inability to perform essential functions required by the program. The student and program will refer to the *Medically Necessary Absences* document located in [Appendix B](#). Readmission will follow the guidelines as described in the *Readmission Requirements* of this Handbook.
- d. **Medical Expenses.** The student must assume responsibility for all medical expenses incurred as a result of any type of exposure to infectious agents or injury incurred in either the campus, clinical, or fieldtrip/off-campus settings. Students enrolled in programs which involve clinical/practicum experiences are expected to have their own personal health insurance.
- e. **Student Counseling Services.** The college offers free counseling services to students. (See Student Counseling Form located in [Appendix B](#))
- f. **Student Support Services.** The college offers additional support services (i.e., food pantry, scholarship)

2. Student Personal Safety

a. Safety regarding body substances and hazardous material.

Classroom or laboratory sessions that involve body substances and/or hazardous materials must be handled and discarded properly. This may include the disposal in a sharps container or red biohazard bag. Consult the instructor for further information as the need arises. (For additional information, please refer to the *Student Handbook* on Infectious Diseases and also the *Program Handbook* on Communicable Disease, Occupational Exposure to Blood-Borne Pathologies, Electrical/Chemical Safety, and Injury Management)

b. Safety regarding use of equipment in the program laboratory.

Students are to be supervised at all times during laboratory sessions utilizing electrically and/or chemically involved equipment. In order to utilize these items when class is not in session, students will need to request supervision accordingly. If program faculty/staff are not available, these materials are not to be utilized.

c. Safety in student interactions in the classroom and laboratory settings.

For your own safety, there shall be no inappropriate or aggressiveness student interactions in the Allied Health Building. This also includes utilizing appropriate safety while performing activities that may have been taught in class or lab. For example, there shall be no wheelchair wheelies while the instructor is out of direct line of vision and without appropriate safety precautions.

d. Safety of students when in the role of subjects or patient-simulators.

Throughout phase II of the program, you will be required to simulate patient activities both inside and outside of student class time. This is to be done in a safe and appropriate manner with the appropriate supervision necessary. Please notify the instructor if you are hurt or injured during lab activities. Students should also role play introductions of self as a student and seek out two forms of patient identification (i.e., name and date of birth) prior to treatment in preparation for clinical work.

e. Safety equipment checks.

All equipment requiring specific safety checks and calibrations are monitored annually or sooner if needed by an external qualified inspection company (i.e., Clinical Equipment Services, Inc). Otherwise, all equipment is monitored on regular basis. The student should inspect all equipment prior to usage and notify the instructor and Program Director if there is suspected safety issues or regular wear and tear. If prompt fixing cannot occur, the equipment should have an out of order sign placed on it and removed from the other fleet of equipment. If the piece of equipment is too large to remove, then notify the instructor and Program Director who will assure the equipment's accidental use will not occur.

f. Safety during off- campus educational experiences.

Unless otherwise specified, the same requirements for on- campus laboratory safety applies to that of off-campus laboratory sessions. In the case of an emergency, the student will be supervised by the instructor who will summon the

emergency response team. It is the responsibility of the student to fund the cost of emergency services in off-campus educational experiences.

Each student will need to sign a *Field Trip and Special Activity Release form* prior to any off-campus experience related to program activities. In addition, at the beginning of each off-campus experience, the assigned instructor will review safety exits and policies of that particular setting.

g. Safety during Clinical Rotations.

When at clinical rotations, students are governed by rules, regulations, and protocols of the clinical site. In addition, students are subject to random drug testing and/or additional background checks per the site's request, which would be at the expense of the student. Pennsylvania may also require additional items be completed. Students are required to introduce his/herself as a student and seek out two forms of patient identification (i.e., name and date of birth) prior to working with the patient.

h. Communicable Diseases

Communicable Disease Precautions to Prevent Transmission of Diseases such as HIV:

Medical history and examination cannot identify all patients infected with the human immunodeficiency syndrome (HIV), the virus that causes acquired immunodeficiency syndrome (AIDS), or other blood pathogens. Diseases 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.

- 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. 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.
- 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 minimize the need for emergency mouth-to-mouth resuscitation for infection control reasons, 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.
- 6) **Implementation** of universal blood and body fluid precautions for all patients eliminates the need for use of the isolation category of "Blood and Body Fluid Precautions" previously recommended by CDC for patients known or suspected to be infected with blood-borne pathogens. Isolation precautions (e.g., enteric) should be used as necessary if associated conditions, such as infectious diarrhea or tuberculosis, are diagnosed or suspected.

i. Occupational Exposure to Blood-borne Pathogens

During class assignments, on and off campus:

Students and faculty/staff will use the following procedures when handling any items contaminated with blood or body fluids during class assignments, on and off campus.

- 1) **Report.** Any blood or body fluids found in PTA classrooms, office space, or laboratory space should be reported to the PTA Program Faculty/Staff.
- 2) **Universal precautions** must be used when handling any items contaminated with blood or body fluids. Personal Protective Equipment (**PPE**) will be provided by the PTA Program.
- 3) **Who cleans it up?** Students are not permitted to clean any items containing blood or body fluids. PTA Program Faculty and Staff should

follow the procedure identified by Allegany College of Maryland for cleaning of contaminated items.

- 4) **Disposal.** Any items containing blood or body fluids should be disposed of in the appropriate container. Biohazardous waste containers will be provided, marked, and placed in the PTA Program Laboratory.
- 5) **Training.** 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 PTA 202 Procedures.
- 6) **Incident Report.** Any PTA Student exposed to blood or body fluids should file an incident report. This should be followed by appropriate medical evaluation.

During a clinical affiliation:

- 1) **Preventatively.** The student is required to follow the clinical affiliate's written exposure control plan.
- 2) **Vaccinations.** The student is highly encouraged to receive the Hepatitis B vaccine and vaccination series as outlined in the Physical Examination Form.
- 3) **Warning Labels.** The student is required to adhere to the warning labels.
- 4) **Personal Protective Equipment (PPE).** Students are required to purchase eye protection at their own expense; the clinical affiliate provides protective equipment such as gloves, gowns, and other required devices at no cost.
- 5) **Post-Exposure.** If the student is exposed during his/her clinical rotation, he/she must report the exposure to the clinical instructor and follow up procedures regarding post-exposure evaluation and follow-up.
- 6) **Documentation.** The clinical affiliate will maintain extensive confidential medical records for individuals receiving an occupational exposure and retain such records for at least the duration of education plus 30 years.

j. More Details.

- 1) See also Personal Safety under Section III Student Information
- 2) See also the College's Student Handbook.

k. Electrical/Chemical Safety

All program students must be supervised by PTA program faculty/staff to utilize electrical equipment in the PTA program laboratory area.

l. Injury Management Plan

Any injury that occurs to PTA Program Students should be managed by **administration** of basic first aid. A first aid kit can be found in the PTA/OTA office area. If the injury is beyond that of what can be provided with basic first aid, then transportation via **ambulance** to a medical center should be done by a faculty or staff member calling Emergency Medical Services. Any injury must be reported to the PTA Program Director as soon as it occurs and an **incident report** should be filed in the manner outlined by Allegany College of Maryland. All students are required to be certified in **Cardiopulmonary Resuscitation for the Healthcare Provider and Basic First Aid**.

m. Tobacco Use

The physical therapist assistant program will adhere to the college tobacco use restrictions located in the *Student Handbook*. Smoking or carrying of any lighted tobacco product or tobacco substitute, and the use of oral tobacco or tobacco substitute products, **is prohibited on campus**. Students are bound to the clinical requirements when at the clinical rotations.

First offense: verbal warning.

Second offense: written warning and placed on probation.

Third offense: dismissal.

ONE episode during the probationary period will result in **dismissal** from the program unless otherwise determined by the instructor.

n. Alcohol, Drugs, and Other Intoxicants.

The Program will adhere to the College's alcohol, drug, and other intoxicant guidelines as located in the *Student Handbook*.

Please Note: A positive drug test for marijuana falls under having a positive drug test. Also, it may be possible that taking over-the-counter hemp-derived products such as CBD oil can yield a positive drug test. Any positive drug exam may lead to dismissal from the program, inability to attend clinical rotation, and/or inability to sit for the board exam.

o. Sexual Harassment

The Program will adhere to the College's Sexual Harassment Policy as located in the *Student Handbook*.

p. Refer to the *Student Handbook*. Unless otherwise specified, the program follows the college policies for Student Health and Safety.

3. Professionalism

As a student, you are expected to maintain a professional and ethical bearing throughout your training (classroom, skills lab, clinical) and any representation you perform that is associated with the College.

Professional conduct must be of the highest order to insure confidence of the patient in the student, the school, and the profession. Courtesy and consideration of the patient must prevail at all times. Grades will be influenced by the student's attitude and finesse in handling patients and in the relationship with other students and members of the staff. Students will be evaluated on their affective performance, as well as their cognitive and psychomotor domains.

Staff and faculty members must be addressed by their last names with the proper prefix of Dr., Mr., Mrs., Ms., and Miss at all times unless otherwise released from this type of addressing by the addressor.

The student will always display courteous behavior towards the client/patient, and follow our colleges' nondiscrimination standards.

As future auxiliary members of the healthcare profession, students' conduct, attitude, and appearance are expected to be consistent with the highest level of professional life. Strict adherence to the APTA profession, College, and Program's requirements will be expected. Guidance for professional expectations can be found in the following documents:

- a. Professional Documents (refer to APTA.org website)
 - 1) *Code of Ethics for the PT*
 - 2) *Standards of Ethical Conduct for the PTA*
 - 3) *Guide for Conduct for the PTA*
 - 4) *Core Values for the PT and PTA*
 - 5) *Standards of Practice for Physical Therapy*
 - 6) HIPPA and Confidentiality Guidelines
 - 7) Medically Necessary Absences
 - 8) Code of Student Conduct
- b. College Documents
 - 1) *Allied Health Professionalism Standards* (see Appendix B)
 - 2) *Code of Student Conduct* (see *Student Handbook*)
- c. Program Specific Documents
 - 1) *Expectations of a Candidate* (see *PTA Program Application* and Section VI of this Handbook)
- d. Professionalism Section (see the *Program* and *Clinical Handbook*)

Depending on the type of unprofessional behavior, the student may be terminated immediately or given a written warning of unaccepted behavior. Repeat offences of this behavior will result in **termination** from the PTA Program. Refer to the *Allied Health Program Professionalism Standards* and the Academic Policies Withdrawal/Termination Requirements for more details.

4. Dress Code (Attire, Appearance, and Personal Hygiene)

DRESS CODE FOR HEALTH PROGRAMS

Purpose: An individual's appearance while working and while training to work in the healthcare field communicates an aspect of professional integrity. Dress codes are a best practice in the field and are designed to address infection control, safety, professionalism, and more. Regarding professionalism, healthcare facilities expect personnel to look and act professional, to make a good first impression, to be a good representative of the college, to appear knowledgeable/skilled, and to be easily identifiable to patients. Students should be cognizant of the fact that the Allegany College of Maryland school uniform represents the school, the program, and the profession. Appropriate conduct should be displayed when in the school uniform on or off campus. School uniforms should not be worn for personal recreational activities (i.e., bars, parties, etc.). Inability to adhere to the dress code may result in consequences that could include dismissal from the program.

**Please note that some clinical sites may have requirements that are more restrictive than the ones set forth in this Dress Code. It is the student's responsibility to know and follow their requirements prior to attending.*

Appearance. As part of professional training, all students shall present themselves in a neat, clean, wrinkle free, and tidy manner. Clothes shall have no holes and shall fit properly; undergarments may not be visible. Pantlegs should not be touching the floor. **Make-up** may be used in moderation. **Nametags**, when required, must be visible and above the waist.

Tattoos. Tattoos that violate ACM policy (i.e., contain a direct threat, are defamatory, are obscene, or otherwise are not protected speech) must be covered at all times. New tattoos must to be covered until healed. Please note that some clinical sites may have policies about covering tattoos as this may be seen as unprofessional. Please inquire about individual clinical requirements prior to attending. See individual program guidelines regarding the inability to find a clinical site due to tattoo requirements. Exposed tattoos during lecture will default to the individual instructor.

Hygiene. Please be aware of personal body hygiene. Odors can adhere to skin, hair, and clothing. Regular bathing and brushing of hair and teeth are required. Uniforms should be free of odors. ACM has a strict no tobacco/ drug policy (including marijuana and e-cigs). Use of these products can contribute to offensive odors. Individuals can experience a phenomenon known as "olfactory adaptation" or becoming "nose blind," wherein the sense of smell adjusts to one's own scent, leading to lack of awareness of personal body odor. **Avoid scented products** (i.e., cologne, perfume, after shave lotion, body lotions, shampoos, essential oils, hair sprays, body deodorants, or anything that has been washed or dried with scented detergent or fabric softener). Individuals may be sensitive to the slightest perfume, odor, or pet hair or dander. If the use of scented products or offensive odors interferes with another individual's health or ability to learn, immediate dismissal from the learning environment may be warranted.

Headphone/earbuds. Headphones, earbuds, or any device whose purpose is to deliver music, phone calls, or other auditory content unrelated to the learning environment is prohibited. Devices/equipment necessary for the student to be able to hear or to interpret course content is permitted with appropriate documentation of an approved accommodation.

Headwear. Head coverings of any kind cannot be worn unless they are necessary for infection control, safety, or for the observance of religion or ancestry/national origin. Head coverings must be:

- clean and a matching solid color to the uniform.
- without pattern, logo, or other adornments.
- secured away from the face to prevent it from impeding vision or creating an infection control hazard (i.e., come in contact with patients).
- the correct size/shape so that it does not interfere with other healthcare personnel's ability to see or to provide patient care.
- changed with the uniform when it becomes contaminated for infection control reasons.

All other head coverings (e.g., baseball hats, visors, or other items worn as an accessory or to cover unkempt hair) are not permitted while in uniform.

Hair. All hair is to be neat, clean, and away from the face at all times. During lab and clinicals, hair should be secured and off of the collar and no hair ornamentations are permitted should they fall. Facial hair must be clean, neatly groomed, and not interfere with the proper fit and seal of personal protective equipment (PPE), including masks and respirators. Students may be required to undergo fit testing and must comply with all clinical site requirements regarding facial hair.

Footwear. Footwear shall include shoes that are quiet, clean, not falling apart, nonskid soles, and allow for safe functional mobility. During lab and clinicals, flat, closed heel and closed toed shoes must be worn to ensure the foot is completely covered. During lecture, footwear will default to the individual instructor.

Fingernails and Eyelashes. During lab and clinicals, natural fingernails must be clean, smooth, and short (should not extend past the end of the finger). Nail polish, nail ornaments, gel coating, or artificial nails of any kind are not permitted. During lecture, nail style will default to the individual instructor. Artificial eyelashes are not permitted.

Jewelry. To maintain a safe and hygienic clinical environment in accordance with OSHA and CDC guidelines, the following jewelry restrictions apply:

- **Permitted Jewelry:** A single smooth, non-porous wedding band may be worn. Medical alert bracelets or necklaces are also permitted and should be worn securely. A single pair of post earrings are acceptable.
- **Prohibited Jewelry:** All other jewelry, including but not limited to rings (other than a smooth wedding band), bracelets, necklaces, facial/body piercings (including tongue piercings), and dangling earrings, must not be worn in the clinical or lab learning

environment. Gauges need to be removed and replaced with a clear or flesh tone non-metallic solid plug.

Violations. A violation of the professional dress code will result in dismissal from the learning environment. The student will be able to return when the dress code requirements have been met. Repeat offenses will result in a learning contract for the current course at the discretion of the instructor in consultation with the program director. Management of violations in the clinical setting may vary. See Allied Health Programs Professionalism Standards and the Program's Clinical Handbook for further details.

PTA PROGRAM-SPECIFIC REQUIREMENTS:

Hair Color. Clinical sites may require students to have hair color within the spectrum considered natural. Please inquire about individual clinical requirements prior to attending.

Watches. Students may be responsible to wear a watch. It is expected that this watch will be capable of measuring seconds and be easy to wash/disinfect. Smart watches are not permitted to be worn or in sight during any examination. Watches during lecture will default to the individual instructor.

Chewing gum is not permitted in clinical or lab. Gum chewing during lecture will default to the individual instructor.

Footwear. Footwear shall include shoes that are quiet, clean, not falling apart, nonskid soles, and allow for safe functional mobility. During lab and clinicals, flat, closed heel and closed toed shoes must be worn to ensure the foot is completely covered. During lecture, footwear will default to the individual instructor. ***No flip flops or open toes shoes are permitted during practical examinations, checkoffs, or clinical rotations.***

Appearance. As part of your professional training, all students shall present themselves in a neat, clean, tidy manner. Clothes shall be modest in nature and not provocative, have no holes, be worn without any disclosure of underwear, and appropriate in fit. Clothes shall be clean and washed after every use. Students appearing in unacceptable clothing will be asked to leave and go home to change. Grade points will be deducted for time missed due to this type of infraction. Exposure of the "3 Bs" (breast, belly, and/or buttocks) is prohibited unless it is necessary to perform the task at hand. Make-up may be used in moderation.

Uniform for Class. All students are expected to be dressed in appropriate attire for all classes. Depending on the topic at hand (i.e., massage), lab clothes include shorts and athletic with tank tops for females and shorts and tank tops for males may be required. **Uniform for practical exams, guest speakers and clinical rotations:** All students are expected to be dressed in program polo, khaki pants, and name badge. All clothes must be clean and pressed at all times. Pants must be hemmed so that they are at least ½ to 1 inch off the floor. Students may be required to wear a lab coat for some clinical rotations.

Failure to comply with the above-mentioned dress code will result in the following actions:

- 1st offense: a verbal warning with the possibility of being sent home.
- 2nd offense: written warning and placed on **probation** with the possibility of being sent home.
- 3rd offense: dismissal.

ONE episode during the probationary period will result in **dismissal** from the program unless otherwise determined by the instructor.

Accommodations and/or reasonable modifications may be required pursuant to non-discrimination laws including Title IX, Title VI, ADA, etc. Those requests would go to the designated official – in a timely manner and/or as needed.

5. Cell Phones/ Smart Watches

Although cell phones and electronic devices are a powerful and wondrous piece of technology, the mismanagement of these devices can often pose an unprofessional appearance and disrupt the learning environment. Because of these important issues, cellular phones and electronic devices must be in “silence” mode and stowed away in a purse or backpack (not on one’s lap) out of view of the instructors during classroom and clinical time unless the instructor grants permission. It is inappropriate to engage in unrelated cell phone discussion including texting during classroom, laboratory, and clinical hours. The instructor reserves the right to collect all cell phones and electronic devices prior to the start of the class, lab, and/or clinic and return the items on break and at the end of the class. Failure to adhere to this requirement during clinical rotation **will result in dismissal** from the PTA Program.

Usage of cell phones, texting, and other electronic devices in classrooms, laboratories, or clinical settings is ultimately at the discretion of each course instructor. If extenuating circumstances exist that warrant the use of a cell phone, the instructor must be made aware of that circumstance prior to the start of class. The instructor reserves the right to approve or deny the student’s request. In addition, each instructor reserves the right to enforce this requirement as they deem appropriate, which may include dismissal from the class. Any reasonable enforcement of this requirement will be upheld by the Program Director. Please refer to the College’s *Student Handbook* Policy on Use of Cellular Telephones.

Please be sure to stow all smart watches and cell phones in a secure out of site location for all written and practical examinations. Failure to do so may result in receiving a zero for the exam at the instructor’s discretion.

6. Social Networking

We understand the importance, frequency and ease of students' communication with fellow students through various means. Past classes have found it helpful to set up a PRIVATE Facebook page to be used for sharing ideas, study tips, and announcements. This is encouraged; however, under NO circumstances should social media of any kind be used for the following:

- Inappropriate disclosure of confidential information;
- Inappropriate disclosure of personal information and/or photographs;
- Inappropriate and/or unauthorized publications;
- Damage to personal relationships;
- Bullying;
- Derogatory comments about classmates, the PTA program, PTA program faculty, fieldwork supervisors or facilities.

The use of social networking by students and health care professionals should be done with careful consideration. In order to avoid any potential biases, students are STRONGLY discouraged from initiating or accepting friend requests from anyone associated with the clinical experience. This includes but not limited to clinical instructors, professional staff, patients, and/or family members. This allows students to be evaluated solely on clinical performance and not on personal information from social networking sites.

As both a professional ethic and legal requirement, students are expected to maintain patient confidentiality. Due to public nature of social networking sites, privacy and professionalism may potentially be compromised. Students may not post anything that compromises patient confidentiality. This includes, but is not limited to, names, references to the clinical site or clinical staff, pictures of any part of the patient's body, and any information that may identify the patient. Students should refrain from posting any negative comments about their clinical experience, site, clinical instructor, patients, or any other staff member on their personal social networking profile.

If the PTA Program at Allegany College of Maryland incorporates a social networking page on Facebook, in addition to the policies above, all postings on this network should be for professional purposes only.

As students, please remember to exercise caution and sound judgment when utilizing social networking as the information disseminated can be far reaching and potentially detrimental on many levels.

Failure to comply with the requirement stated above may result in the student being **terminated from the program immediately.**

7. Recording Video and/or Audio

Recording audio or video of the instructor, classmates, or patients/clients is strictly prohibited unless the instructor, classmate, and/or client provide written consent for each incident. This also includes the use of computerized applications such as Snap Chat. Recordings are restricted due to the nature of how this information can be tampered with and misconstrued. Failure to comply would fall under unprofessional conduct and may lead to disciplinary action.

C. OTHER DEPARTMENTAL REQUIREMENTS

1. Student Rights and Responsibilities

Refer to the *Student Handbook* for requirements and guidelines on the following:

- a. Code of Student Conduct
- b. Student Discipline
- c. Student Cheating
- d. Release and Confidentiality of Student Records
- e. Recognition and Chartering of Student Organizations
- f. Communication of Student Information
- g. Veterans Standards of Progress
- h. Allegany College of Maryland's Academic Regulations

2. Legal Documents

Students may not witness legal documents.

3 Confidentiality of Student Information/ FERPA

- a. The program maintains the statements set forth in the Academic Regulations Section in the College *Student Handbook* regarding student confidentiality and in the college catalog regarding the Family Education Rights and Privacy Act of 1974 (FERPA).
- b. Communication with and about students regarding academic and clinical performance and other protected information will be conducted behind closed doors to maintain privacy.
- c. Student records, including any medical records protection of student privacy in the identity verification processes will be kept in a secure locked location.
- d. Confidentiality as it pertains to distance education shall be maintained by the following methods:
 - 1) the student must provide his/her student identification number upon logging onto the respective website;
 - 2) the student is provided with a protective password in order to officially sign onto the respective website;
 - 3) the student must provide a photo I.D. at the testing center; and
 - 4) the testing center staff will be provided with a specific confidential password which applies only to the specific test which is to be taken.

4. Confidentiality & Respect Required by the Student/ HIPPA

- a. **ID Self and clarify that you are a student.** You are always expected to identify yourself to the client/patient. You must always have a College photo ID while in the practical examination and practicum site and when working with clients/patients. The patient/client has a right to decline services provided by a student.
- b. **Protect patient/client right to privacy.** The utmost respect is to be given in protecting the client's right to privacy. Always knock on the door and announce yourself, arrange clothing and covers/drapes to maintain the client's modesty, and protect your client from injury.
- c. **Patient/client information must be kept confidential.** Patient/ client information should not be discussed and/or posted outside of an appropriate learning situation such as in classroom or conference room. This confidentiality includes but is not limited to:
 - 1) patients and human subjects used in demonstrations and practice for educational purposes;
 - 2) protected health information; and
 - 3) information other than protected health information that is obtained from patients, subjects, or the clinical site (e.g., patient care protocols, administrative information.)
- d. **Document locations.** Under no circumstances are you allowed to remove a client record or information from the facility. You may review the record with permission of the clinical instructor, but no part of it shall be permitted outside of the facility.
- e. **De-identify patients/clients.** When writing papers/reports about clients, the identity of the client should be protected by using an alias or as Mr. or Ms. "XYZ". Patients encountered in the internship/practicum site must not be described in any identifiable way for purposes other than direct patient care. Students may *de-identify* the patient by using generalities so that the patient cannot be identified in classroom discussion of internship/practicum experiences for educational purposes.
- f. **Document access.** Only the patient/client information that the student is working with should be accessed by the student. Students may only access information about the patients assigned to their care and may not access information about other patients, students, or themselves while participating in their internship/practicum. Students must ensure that files, records, databases, etc. to which they have authorized access are secured when not in use.
- g. **Conversations/Communications.** Conversations between classmates should be of a professional nature. Remember, you are in an "open area" and the volume of your voice will carry throughout a clinical area. Public discussion of patient who is identified by name or whose identity can be established from other information constitutes a violation of patient confidentiality and HIPAA. Students should be conscious at all times of who is nearby to hear any conversations and refrain from discussing confidential information if unauthorized persons are present.

- h. **Recordings.** During the internship/practicum students may not videotape, photograph or make audio recordings of themselves, fellow students or patients assigned to their care unless such activities are a necessary part of patient care as directed by a faculty member or site supervisor.
- i. **Social Media.** Students may not post references about clinical sites or clinical experiences to social media.
- j. **Consequences.** HIPAA (Health Insurance Portability and Accountability Act) guidelines are to be adhered to at all times. Consequences include;
 - 1) breaches must be **disclosed to the patient** and can be **reported** to the United States Health and Human Services Office for Civil Rights which enforces HIPAA. Patients may file formal complaints with OCR. This office conducts investigations. And violations result in **civil monetary or criminal penalties**.
 - 2) **suspension or termination.** Many health care providers have a zero-tolerance rule which means any breach, no matter how small, results in the employee being fired. Additionally, the breach can be reported to the health care worker's licensing board which puts the worker's ability to work in health care – ever again – at risk.
 - 3) **adverse action** by the clinical site.
 - 4) **adverse action** by the College.
 - 5) Upon learning of any alleged HIPAA violation by a student, the Program Director will gather all the relevant information and forward everything to the *Professional Standards Accountability Committee* for a full review. The Committee will first determine if a HIPAA breach occurred. If so, the Committee will then determine the appropriate consequence(s) to the student. Refer to the *Allied Health Professionalism Standards* for more details.

See the Allied Health Programs *HIPAA and Confidentiality Guidelines* document located in [Appendix B](#) of this Handbook for more details.

D. VIOLATIONS OF REQUIREMENTS

Unless otherwise specified (i.e., a zero-tolerance issue), failure to comply with any of the PTA Program requirements or College Wide Requirements will result in the following actions:

- 1st offense: a verbal warning with the possibility of being sent home.
- 2nd offense: written warning and placed on **probation** with the possibility of being sent home.
- 3rd offense: dismissal.

ONE episode during the probationary period will result in **dismissal** from the program unless otherwise determined by the instructor.

Note: The respective clinical site will be notified if a student is on probation. The clinical site has the right to decline and/or dismiss any student. If a student is on probation and the clinical site files a complaint about this student for any reason, he/she will be immediately dismissed and ineligible for readmission.

VI. STUDENT EXPECTATIONS AND REQUIREMENTS

A. PHYSICAL AND MENTAL REQUIREMENTS

Due to the nature of the work required of the students in our program, the applicant must be able to comply with all of the Expectations as outlined in section below which includes the following subdivisions:

1. Choosing a Health Care Profession
2. The Profession of Physical Therapy
3. Communication with Other Individuals and Groups
4. Appearance
5. Professional Ethics
6. Policies and Procedures
7. Professional Technical Standards/ Essential Functions
8. Specific Physical Requirements
9. Response in Emergency Situations
10. Criminal Background Check
11. Drug Tests
12. Transportation
13. Insurance
14. Rigors and Schedule
15. Other Requirements

B. EXPECTATIONS OF A CANDIDATE FOR THE PHYSICAL THERAPIST ASSISTANT PROGRAM

I, _____, have read the Expectations of a Physical Therapist Assistant Candidate.

_____ I believe that I comply with all the Expectations and should be considered for the Physical Therapist Assistant Program at Allegany College of Maryland.

_____ I believe that I am unable to comply with all the Expectations; however, I wish to be considered for the Physical Therapist Assistant Program at Allegany College of Maryland. I have provided a written explanation of why I believe I do not meet the Expectations as stated.

_____ I believe that I am unable to comply with all of the Expectations. I wish to withdraw my request to be candidate for the Physical Therapist Assistant Program. Explanations verbal or written are not necessary.

I understand that if I cannot comply with these Expectations, that it may be cause for my dismissal from the program at any time during my educational process

Signature

Date

Witness

Date

1. COMPREHEND THE HEALTH CARE PROFESSION

The decision to work in the health care profession should be based on an understanding of various health care professions. Some health professions require working in intense situations with terminally ill or severely injured people. Physical Therapy requires working with all types of patients and various types of environments including, but not limited to rehabilitation centers, hospitals, schools, patient's homes, and outpatient clinics.

EXPECTATIONS:

A candidate for the Physical Therapist Assistant Program should:

- feel comfortable working with patients with disabilities, and have the desire to help alleviate these disabilities.
- be able to treat and render assistance to all individuals, of all cultures, across lifespan, without prejudice and repulsion.

If unable to meet these expectations, please explain:

2. COMPREHEND THE PHYSICAL THERAPY PROFESSION

Critical to the selection of a profession is the understanding of what the profession is, and what the profession does. Not everyone is suited to a specific profession.

EXPECTATIONS:

A candidate for the Physical Therapist Assistant Program:

- knows the basic functions of the profession and agrees with the basic philosophy and practice of Physical Therapy.
- has a basic understanding and agrees with the philosophy of the Physical Therapist Assistant Program at Allegany College of Maryland.
- has a basic understanding of the differences among other allied health professionals and Physical Therapy (Occupational Therapy, Nursing, Social Work, Speech Therapy, etc.)

If unable to meet these expectations, please explain:

3. COMMUNICATE APPROPRIATELY WITH OTHER INDIVIDUALS AND GROUPS

In Physical Therapy, the assistant is required to communicate appropriately and build relationships with other individuals of all ages, race, sex, and cultural differences. Therapists are required to communicate in groups. They should have an interest in several subjects in order to converse on a casual and therapeutic basis.

EXPECTATIONS:

A candidate for the Physical Therapist Program:

- must be able to clearly and appropriately communicate, both orally and in writing, with patients, instructors, and staff to give and receive information relevant to the patient; and be able to hear and see accurately to gather information and assess the patient.
- should have some experience working with groups or clubs and would benefit from the role of a leader in a group or club.
- identify his/herself as a student physical therapist assistant in order to aid in providing informed consent to the patient/client. The patient/client has a right to decline services provided by the student.

If unable to meet these expectations, please explain:

4. DISPLAY A PROFESSIONAL APPEARANCE

Physical Therapy is a medically related profession. Often, the medical profession is critical of certain attire for safety and patient care reasons. For example, large and abstract jewelry is a hazard around machinery and patients; personal hygiene (i.e. body, pet, nicotine/vaping odors) or heavy perfumes/cologne are obnoxious or even dangerous to patients who are ill, etc. Furthermore, you are representing the profession even in the classroom; thus, you are expected to dress respectfully. This means no ripped clothes and keeping the 3 B's (breasts, belly, and buttocks) covered at all times unless otherwise dictated by lab procedures.

EXPECTATIONS:

A candidate for the Physical Therapist Assistant Program must dress in accordance with the Physical Therapist Assistant Program at Allegany College of Maryland and the policies of the clinical affiliation sites.

If unable to meet these expectations, please explain:

5. DEMONSTRATE PROFESSIONAL ETHICS

Professional ethics is the rightness and wrongness in relation to performing duties and responsibilities of a profession. Guidance for professional expectations can be found in the following documents:

- a. Professional Documents (refer to APTA.org website)
 - 1) *Code of Ethics for the PT*
 - 2) *Standards of Ethical Conduct for the PTA*
 - 3) *Guide for Conduct for the PTA*
 - 4) *Core Values for the PT and PTA*
 - 5) *Standards of Practice for Physical Therapy*
 - 6) HIPPA and Confidentiality Guidelines
 - 7) Medically Necessary Absences
 - 8) Code of Student Conduct
- b. College Documents
 - 1) *Allied Health Professionalism Standards* (see *Program Handbook* Appendix B)
 - 2) *Code of Student Conduct* (see *College's Student Handbook*)
- c. Program Specific Documents
 - 1) *Expectations of a Candidate* (see *PTA Program Application* and Section VI of this Handbook)
- d. Professionalism Section (see the *Program* and *Clinical Handbook*)

EXPECTATIONS:

A candidate for the Physical Therapist Assistant Program:

- should demonstrate performance at all times that is consistent with the College's, Program's, and Profession's Professionalism Documentation (see above). These skills are evaluated on the PTA Student Professionalism Scale. The subcategories are as follows:
 - Professional Attributes
 - Work Ethic and Responsibility
 - Relationships and Interpersonal Competence
 - Knowledge and Critical Thinking
 - Internalized Values and Ethical Behaviors
- should be able to develop a sense of rightness and wrongness appropriate to employment in a health care setting and adhere to the profession's ethical documents.
- should be able to follow strict HIPPA and CONFIDENTIALITY requirements.

*If unable to meet these expectations, please explain:******

6. Follow the REQUIREMENTS and GUIDELINES of the COLLEGE and PROGRAM

The Physical Therapist Assistant student is responsible for adhering to the requirements and guidelines of Allegany College of Maryland, the PTA Program, and all organizations they attend for their clinical rotations. More information can be found in the College Catalog, College Student Handbook, Program Handbook, Clinical Education Handbook, other corresponding clinical site documents, etc.

EXPECTATIONS:

A candidate for the Physical Therapist Assistant Program shall seek knowledge of and abide by all requirements and guidelines of the college and clinical affiliation sites.

If unable to meet these expectations, please explain:

7. Demonstrate Professional Technical Standards/ Essential Functions

Students are expected to demonstrate these professional technical standards* with or without reasonable accommodations.

1. Intellectual-conceptual abilities

Demonstrate the academic ability to absorb a large volume of technically detailed material, synthesize information, and apply data to solve complex clinical problems. Additionally, well-developed study skills, motivation, and personal accountability are essential to acquire information in a limited or accelerated timeframe successfully.

2. Behavior and social attributes

Demonstrate the ability to develop the emotional maturity to approach highly stressful human situations in a calm, safe, and rational manner. Students must display sound ethical integrity consistent with a healthcare professional.*

3. Communication

Demonstrate the ability to communicate accurately with patients, clients, other healthcare professionals and the community in order to elicit and share information, to detect changes in mood and activity, and to establish a therapeutic relationship. Students should be able to communicate effectively and with sensitivity when dealing with patients, clients and all members of the health care team in person, in writing and in all forms of documentation.

4. Observation

Demonstrate sufficient ability to observe demonstrations, clients and/or patients accurately from afar and within close proximity. Visual, auditory, tactile, and olfactory senses may be necessary for observations.

5. Motor capabilities.

Demonstrate sufficient ability and stamina with or without reasonable accommodations to fulfill the customary requirements of the program and the profession. Gross and fine motor skills, as well as, visual, auditory, tactile, and olfactory senses may be necessary to monitor, assess, and respond to patient care situations safely and efficiently.

Allegany College of Maryland maintains a strong institutional commitment to equal educational opportunities for qualified students with disabilities who apply for admission or who are already enrolled. The technical standards are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of the complete curriculum. Students and prospective students who disclose their disabilities will have a confidential review by the Academic Access & Disability Resources Director to determine whether there are any reasonable accommodations or alternative mechanisms that would permit the candidate to satisfy the standards. This process is informed by the knowledge that students with varied types of disabilities have the ability to become successful career professionals. Contact adr@allegany.edu or 301-784-5234 for a confidential consultation. Professional Technical Standards were approved 3/19/2021
*Refer to Professional Technical Standards/Program Guidelines/Course Syllabi/College Student Handbook

8. MAINTAIN SPECIFIC PHYSICAL REQUIREMENTS

Be free of contagion and possess sufficient physical stamina with or without reasonable accommodations and possess mental stability to fulfill the requirements of the program and the customary requirements of the profession to competently perform the technical activities that are a critical part of the program curriculum and profession.

EXPECTATIONS:

A candidate for the Physical Therapist Assistant Program must be able to:

- work for **8** – 12 hours performing physical tasks requiring physical energy without jeopardy to patient and student safety.
- establish and work toward goals in a consistently responsible, realistic manner.
- *be able to carry out skills as listed in the Minimal Required Skills of the Physical Therapist Assistant Document put forth by the APTA. See www.apta.org for more details. These skills include but are not limited to having functional visual, auditory, tactile, olfactory senses and motor skills which must be adequate to monitor, assess, and respond to a patient's health needs. In addition, a student must be able to reach, manipulate and operate the equipment necessary to work with patients/clients. A candidate must also be able to guard, move, transfer, ambulate and manipulate a patient/client as necessary to perform didactic and clinical assignments. This may include, but is not limited to, being able to lift approximately 50 pounds.*

If unable to meet these expectations, please explain:

9. RESPOND APPROPRIATELY TO EMERGENCY SITUATIONS

Health care professionals frequently engage in emergency situations. CPR and other emergency/first aid training are required of Physical Therapist Assistants.

EXPECTATIONS:

A candidate for the Physical Therapist Assistant Program must be able to:

- respond and demonstrate appropriate judgment in emergency situations.

- complete a course in Cardiopulmonary Resuscitation for the Health Care Provider/ Basic Life Support and remain current with certification.
- complete a course in Emergency/First Aid Training and remain current with certification.

If unable to meet these expectations, please explain:

10. UPHOLD CRIMINAL BACKGROUND CHECK RESPONSIBILITIES

The PTA Program clinical sites require receipt of the results of a criminal background check before accepting a student for clinical rotations and has the right to deny a student with a criminal record. The PTA Program contracts with an independent agency to perform criminal background checks. The cost of the service is included as a course fee in the first semester of Phase II of the program; however, some states may have additional requirements which costs are the responsibility of the student. See *PTA Cost to Student* document for details. The results of the criminal background check are reported to the PTA program director and will be shared only with the PTA clinical coordinator and the clinical site. If a student has any criminal history, he or she may not be able to complete clinical rotations. As clinical rotations are an integral part of the PTA curriculum, the student may also not be able to complete the program. In addition, the student is required to report criminal history to the Federation of State Boards of Physical Therapy (FSBPT) and the respective State Licensing Board who will determine if the student will be allowed to sit for the board examination and/or become licensed to practice physical therapy. The student is required to disclose a positive criminal background to the program director after acceptance into the program and prior to starting his/her clinical rotation.

Graduates of the program are eligible to sit for the certification examination administered by Federation of State Boards of Physical Therapy (FSBPT), 124 West Street South, Third Floor, Alexandria, VA 22314, www.fsbpt.org, Phone: 703-299-3100.

EXPECTATIONS:

A candidate for the Physical Therapist Assistant Program should:

- have a clean criminal record or evidence of contrition.
- discloser of any criminal record after acceptance into the program and before starting clinical rotations.
- understand that during enrollment in the program, any official change, or the initiation of any governmental proceeding affecting the information revealed by the initial criminal background check must be reported immediately to the director of the program.

If unable to meet these expectations, please explain.

11. UPHOLD ALCOHOL, DRUGS, AND OTHER INTOXICANT RESPONSIBILITIES

The clinical sites may require a drug test at any time prior to or during Phase II. The cost for this test is the responsibility of the student. The results of the drug test are reported to the PTA program director and will be shared with the clinical coordinator within the PTA program and the clinical site. If a student has a positive drug test, he or she may not be able to complete clinical rotations, and may be dismissed from the program. In addition, a positive drug test must be reported to the FSBPT and may prevent the student from becoming certified and licensed to practice physical therapy.

Refer to the College's Student Handbook for other student responsibilities pertaining to alcohol, drugs, and other intoxicants.

Graduates of the program are eligible to sit for the certification examination administered by FSBPT, 124 West Street South, Third Floor, Alexandria, VA 22314, www.fsbpt.org, Phone: 703-299-3100.

Please note: A positive drug test for marijuana falls under having a positive drug test. Also, it may be possible that taking over-the-counter hemp-derived products such as CBD oil can yield a positive drug test. Any positive drug exam may lead to inability to attend clinical rotation, dismissal from the program, and/or inability to sit for the board exam.

EXPECTATIONS:

A candidate for the Physical Therapist Assistant Program must:

- have a clean drug test.
- understand that during enrollment in the program, any official change, or the initiation of any governmental proceeding affecting the information revealed by the initial drug test must be reported immediately to the director of the program.

If unable to meet these expectations, please explain:

12. PROVIDE SELF TRANSPORTATION

Be physically and academically prepared to participate in clinical assignments which occur at different times in a variety of geographic locations. TRAVEL AND TEMPORARY RELOCATION ARE A STRONG POSSIBILITY. If the student partakes in a home health clinical setting for their clinical experience, the student must drive themselves to the client's home. If the student rides in the same vehicle as their clinical instructor, that student will assume all financial responsibility if an accident were to occur.

EXPECTATIONS:

A candidate for the Physical Therapist Assistant Program must:

- be responsible for his/her own transportation to and from all clinical affiliations and didactic courses.

- be responsible for the cost of traveling, food, as well as housing, if necessary, when attending didactic courses and clinical rotations.

If unable to meet these expectations, please explain:

13. MAINTAIN INSURANCE (Health/Medical and Liability)

It is required by the PTA Program that students be covered by medical insurance before practicing in the clinical setting, as this is NOT provided by the College. Students are responsible for their own health insurance. Personal health insurance information is available at the ACM Business Office located in Room 162 of the College Center building.

It is also required by the PTA Program that students be covered by liability insurance before practicing in the clinical setting beyond what is provided by the College. Students are responsible for their own liability insurance.

EXPECTATIONS:

A candidate for the Physical Therapist Assistant Program must:

- Purchase health insurance prior to the start of Phase II of the program and maintain coverage throughout the duration of Phase II of the program.

If unable to meet these expectations, please explain:

14. FOLLOW RIGORS AND SCHEDULE OF THE PROGRAM

Phase II of the PTA Program includes the professional coursework and can only be taken at the Cumberland Campus of ACM. Students should plan for full-time school for 12 consecutive months (fall and spring semester both with a possible 2-week early start followed by a summer session) from August to August not counting orientation days. It is the student's responsibility to be prepared for approximately 40 hours per week of class, lab, clinic, and travel time. This portion of the curriculum is very intense and does require a substantial commitment of time and effort. Phase II course work must be completed with a "C" or better with the student having maintained an overall 2.5 GPA, or the student will not be able to proceed in the program.

EXPECTATIONS:

A candidate for the Physical Therapist Assistant Program must:

- Expect 2 to 3 orientation days in the summer prior to the August start. (Typically, the end of June and the end of July.)
- Prepare for a full-time commitment to 12 consecutive months of coursework.
- Review the rigors of the program.

If unable to meet these expectations, please explain:

15. UPHOLD OTHER REQUIREMENTS

It is required by the PTA Program that students review the PTA Program Booklet which list post acceptance requirements. These requirements include items (i.e., physical examination, satisfactory health record including immunizations, liability insurance, uniform, confidentiality, etc.). A listing of the approximate cost is also provided on the Program website under the Cost to Students tab.

EXPECTATIONS:

A candidate for the Physical Therapist Assistant Program must:

- Review the post acceptance requirements and purchase necessary items prior to the start of Phase II of the program.

If unable to meet these expectations, please explain:

C. OTHER PHASE II REQUIREMENTS

Once admitted into the Clinical (Phase II), students are required to provide proof of the following information. These requirements are the financial responsibility of the student.

1. **ACM Medical Examination Record Form**

All students will be required to have a complete physical examination with a statement from the physician stating that he/she is both physically and mentally competent to enter the PTA program. Physicals must be submitted prior to the first day of PTA classes. Failure to do so will result in the student being unable to continue in the Program. This form includes a:

- a. physical examination indicating good mental and physical health;
- b. satisfactory health record, including immunizations; and
- c. signature(s) of completion by a licensed, practicing physician, nurse practitioner, or physician assistant;
- d. signature of the student indicating agreement with their records.

See Student Health Section, PTA Booklet, and college catalog for more details.

2. **Cardiopulmonary Resuscitation CPR Certificate AND First Aid Certification**

All students are required to obtain and maintain American Heart Association Basic Life Support CPR Certification and First Aid Certification prior to participating in all clinical rotations. A copy of both the front and back of each card must be submitted and be kept on file in the PTA Program. The student shall present the original card with the copy and provide updates as needed. It is the student's responsibility to keep the CPR and First Aid current throughout the program. Failure to do so will result in inability to perform the clinical affiliation. Missing the clinical affiliation due to not providing evidence of current CPR and First Aid will be counted as an unexcused clinic absence and could result in a failing grade for the clinical affiliation and dismissal from the program.

3. **Health/ Medical Insurance**

All students must be covered by health/medical insurance before practicing in the clinical settings. A copy of the current insurance requirement and/or card will be maintained in the Nurse Management Wellness Center and/or the PTA Program Department student file. The student must assume responsibility for all medical expenses incurred as a result of any type of exposure to infectious agents or injury incurred in any campus setting or clinical/lab setting. The cost of the insurance requirement is at the student's expense and it is the student's responsibility to keep this requirement current throughout the program. Failure to do so will result in the inability to perform the clinical affiliation. Missing the clinical affiliation due to not providing evidence of medical insurance will be counted as an unexcused clinic absence and could result in a failing grade for the clinical affiliation and dismissal from the program. See [Section V Student Health](#) for more details.

4. **Liability Insurance and Hospital Regulations**

- a. All students must be covered by liability insurance before practicing in the clinical settings. A copy of the current insurance policy will be maintained in the PTA Program Department student file. The cost of the insurance policy is at the student's expense, and it is the student's responsibility to keep the policy current throughout the program. Failure to do so will result in the inability to perform the

clinical affiliation. Missing the clinical affiliation due to not providing evidence of liability insurance will be counted as an unexcused clinic absence and could result in a failing grade for the clinical affiliation and dismissal from the program.

- b. Students are governed by rules, regulations, and employee health policies of the cooperating facility for clinical rotations. It is the student's responsibility to become familiar with this information. A student with a physical liability may be required to sign a waiver.

5. APTA Membership

Students will be required to be a member of the American Physical Therapy Association.

6. PTA Uniform Purchase (includes shirt/pants, scrubs, ID name badge, etc.)

Students will be required to purchase a minimum of one ACM PTA Polo/ khaki pants outfit to wear to the clinic and can also be worn to class. Navy blue scrub top and pants are also an option to wear to class. ID name badge will also be issued to wear in the clinic and to class during practical examinations and guest speakers. See [Dress Code](#) for more details of requirements.

7. Criminal Background Check/Drug Screening

All students enrolled in the clinical phase of the program, per the requirement of a clinical facility, will be requested to undergo a criminal background check and/or drug screening. Students will be given instructions for Background Checks after acceptance into the program, but before start of the fall semester as part of a *To Do List*.

The student will be notified of specific clinical facility requirements by the ACCE at the beginning of the semester when clinical rotation schedule is distributed. Clinical specific requirements must be completed PRIOR to the start of the clinical rotation. *It is the responsibility of the student to assure this obligation is completed, including financial costs. (See also Expectations of a Candidate in the Program Application and Section VI of this Handbook)*

- a. If participating in clinical rotations in Pennsylvania, students must also obtain PA Access to the Criminal History (PATCH), fingerprinting, and a Child Abuse History Clearance.
- b. During enrollment, any official change or the initiation of any governmental proceeding affecting the information revealed by the required criminal or child abuse background check must be reported immediately by the student to the director of the PTA program.
- c. If a student has a criminal background history, he/she can still be admitted to the program. However, he/she may be unable to find clinical sit placement or take the licensure examination. It is the responsibility of the student to report criminal background information to the licensure review board prior to sitting for the exam. Students will not be permitted to participate in clinical affiliation until these items have been submitted to the clinical coordinator.

8. Computer & Internet Access

All students must have Internet access and a computer with audio and video capabilities (i.e. microphone and webcam) to be able to have access to certain coursework materials, meetings, and tests. This can be through a home computer connection, or on-campus computer lab. Computer labs are located in the PTA classroom, in the library, and in various buildings throughout campus.

You may also be asked to video record lab components and upload them for review. Lecture and lab materials will be posted online. You will be responsible to print out your own handouts if you prefer hard copies unless otherwise indicated by the instructor.

9. Travel.

Students will be responsible for providing their own transportation, and where necessary, room and board, for all clinical affiliations throughout the entire period of the PTA educational program. See also [Expectations](#).

D. GENERAL RELEASE/ WAIVERS

All students enrolled in the clinical phase of the program will be required read and sign documents granting their permission on the items as listed below. See *General Release/Waiver Form* located in [Appendix C](#) for more details.

E. Assessment Forms

In an era of evidenced based practice and assessment, the college and program have various forms of assessment. The program values feedback of all kinds. Students should be aware of the many forms of assessment and will be expected to complete such forms during and/or after their participation in the program in order to help the Program strive for excellence. Below is a list which is not all inclusive and subject to modification as needed. See [Appendix D](#) for details.

- a. Learning Contract/ Action Form
- b. Test Analysis Tool
- c. PTA Professionalism Scale (Filled out by student and faculty)
- d. Student Peer Review
- e. Evaluation of Student by Associated Instructors
- f. Student Evaluation of Faculty
- g. Student Evaluation of Guest Speaker
- h. Withdrawal Exit Survey
- i. Graduation Exit Survey

**ALLEGANY COLLEGE
PHYSICAL THERAPIST ASSISTANT
PROGRAM HANDBOOK**

**Appendix A:
PTA Club Information**

GUIDELINES FOR A CLUB CONSTITUTION

This outline provides you with the essential information needed to prepare or update a constitution for your club. The constitution defines primary, enduring characteristics of the group, especially those considered so important that they couldn't be changed without the consensus of a specified majority of the membership: An approved constitution is a requirement for all student groups using the College name and resources.

ARTICLE 1: NAME OF THE CLUB

Explanation: What is the exact title to be used in addressing this group? The name should refer to the purpose of the group so that an uninformed person reading the name would have an idea of what the group is about.

Example: The name of the club will be the Computer Club henceforth referred to as the Computer Club.

ARTICLE 2: PURPOSE AND OBJECTIVES

Explanation: What are the aims of your group? Who will it serve? Is it educational, social, recreational, academic, political, or religious in nature? Are there particular issues the group will address? What do you hope to accomplish in a broad sense? Example: The purpose of the "Computer Club" shall be to support all Student Life computer projects whether sponsored by a single club or organization, and to share information about computer use and programs.

1. To educate and train our membership regarding computer use and programs.
2. To organize "trouble-shooting" teams to assist campus computer users.
3. To coordinate program-wide activities to raise computer awareness.
4. To coordinate the dispersal of computers to members of the student body.

ARTICLE 3: MEMBERSHIP

Explanation: Who are the members of the group? (i.e. all Allegany College of Maryland students or ACM students in a particular program).

Example: Membership in the Computer Club is open to all currently enrolled students at Allegany College of Maryland as well as any interested faculty, staff or administrator without regard to age, sex, race, color, religious belief, national origin or handicap.

ARTICLE 4: LEADERSHIP

Explanation: Include the title, duties, terms of office, qualifications, means of determining leadership, contingencies for filling vacancies, terms for removal from office and any leadership group (executive committee). All clubs should have a President, Vice-President, and Secretary and/or Treasurer. You may wish to consider a Club Historian (to provide continuity and background information to new members or officers).

Example: The officers of the Computer Club will include the President, Vice President, Secretary, and Treasurer. Each will be nominated and elected by majority vote of attending members to a specified club meeting for this purpose at least three weeks in advance and to be held after Spring Break but before May 1 each year.

Each officer will remain in office for one-year contingent upon continued registration as a student at Allegany College of Maryland, maintenance of a 2.0 grade point-average, and attendance to 75% of required meetings.

An officer may be removed from office if a Club member expresses concern over his/her ability or judgment at a meeting. The officer in question must be notified in writing by mail at least 10 days prior to the meeting, in which she/he may provide an explanation (this right is waived if she/he does not attend the meeting) to be followed by a general discussion, and a vote by the membership in attendance. A 2/3 majority vote is required for removal from office. In case of removal of the President, the Vice President will become Acting President until elections are held.

In case of removal of another officer, the President will appoint a temporary officer. Elections must be held within six (6) weeks of removal from office.

Suggested Duties of Required Officers:

President: Preside at all meeting, appoint all committee chairpersons, and present all motions to the membership

Vice President: Assume the duties of the President in his/her absence, advise committee Chairpersons, make arrangements for and publicize meetings.

Secretary/Treasurer: Keep club records, take and prepare minutes for distribution, keep an account of financial transactions, handle correspondence.

Historian: Attend all club events and maintain records for posterity.

ARTICLE 5: MEETINGS

Explanation: State frequency of general and special meetings, who may call a meeting, agenda/minutes, and quorum requirements.

Example: The Executive Council of the Computer Club will meet two times a month between September a month between June and August. Any member may call a special meeting. Agenda items must be submitted to the Treasurer by noon the day prior to each meeting. Minutes will be taken at each meeting and approved at the following meeting. A quorum will consist of a minimum of seven members

ARTICLE 6: COMMITTEES

Explanation: These include standing (regular, on-going) and special committees. Some suggested ideas for committees: Publicity, Programs, Special Projects, and Elections.

Example: Standing Committees include: Recruitment Committee: Plans campus-wide activity recruitment programs and assists individual clubs or organizations in recruitment efforts.

Program Committee. Reviews feasibility of club events and activities. Prepares lists of key tasks to be done coordinates (or assigns responsibility) for event management.

Publicity Committee: Plans and coordinates promotional efforts for club events and activities Designs, distributes posters, flyers, writes articles, etc. Special committees will be formed for specific purposes and will be dissolved once the purpose has been met.

ARTICLE 7: DUES

Explanation: State amount, if any, and whether it entitles individuals to membership in the national or international organization. This must be optional.

Example: There are annual dues of \$5.00 to join the National Association; however no dues are required to become a member of the Allegany College of Maryland Computer Club.

ARTICLE 8: FACULTY/STAFF ADVISOR

Explanation: Should the advisor be from a specific department? What is the term and responsibilities of the advisor?

Example: The advisor to The Computer Club shall be any interested staff or faculty member of the College; he/she shall serve a one year term, which is renewable each fall semester.

ARTICLE 9: RULES OF ORDER

Explanation: What rules will the club set for meetings and activities?

Example: The Computer Club shall abide by Robert's Rules of Order.

ARTICLE 10: STATEMENT OF CONFORMITY

Explanation: All clubs must agree to abide by the rules and regulations of the College and its official agencies.

Example: The Computer Club shall abide by the rules and regulations of the College and its official agencies.

ARTICLE 11: SERVICE COMPONENT

Explanation: If desired, clubs may add a service component in their constitution. Services may be provided to the campus community or to any county or state organization.

Example: The Computer Club will participate in one service activity to the Campus or community each semester.

ARTICLE 12: AMENDMENTS

Explanation: What are the requirements for an amendment to be made to the Constitution? Only when approved by the Student Government Association is the amendment official.

Example: Amendments to this constitution will require a 2/3 vote with at least 40% of the active members present. Amendments will become official when approved by the Student Government Association.

ARTICLE 13: STATEMENT OF ORIGINAL APPROVAL

Explanation: The Student Government Association must approve this constitution in order for the club to obtain official status.

Example: This constitution shall become official only after approval, which is duly noted in the official records of the Student Government Association.

PHYSICAL THERAPIST ASSISTANT (PTA) CLUB

August 7, 2012

BYLAWS

Article I: Name

The name of this organization shall be "The Physical Therapist Assistant Club"

Article II: Purpose

To establish an environment for the education and encouragement of interest for students in the science of physical therapy within an academic and social setting. To raise money for graduation, lab and classroom necessities.

Article III: Membership

Membership to the club will be upon successful acceptance to the PTA program

Article IV: Leadership

The officers of the chapter shall be President, Vice President, Secretary, Treasurer and Historian(s). Students holding these positions shall be members of the clinical phase.

Officers shall be elected annually after all students have received notification of their acceptance into the clinical phase of the program.

Each officer will remain in office for one-year contingent upon their continued status in the Phase II of the PTA Program.

An officer may be removed from office if a Club member expresses concern over his/her ability or judgment at a meeting. The officer in question must be notified in writing by mail at least 10 days prior to the meeting, in which she/he may provide an explanation (this right is waived if she/he does not attend the meeting) to be followed by a general discussion, and a vote by the membership in attendance. A $\frac{3}{4}$ majority vote is required for removal from office. In case of removal of the President, the Vice President will become Acting President until elections are held.

In case of removal of another officer, the President will appoint a temporary officer. Elections must be held within four (4) weeks of removal from office.

Suggested Duties of Required Officers:

President: Preside at all meetings, appoint all committee chairpersons, and present all motions to the membership.

Vice President: Assume the duties of the President in his/her absence, advise committee Chairpersons, make arrangements for and publicize meetings.

Secretary: Keep club records, take and prepare minutes for distribution, send notes of appreciation to guest speakers.

Treasure: Keep an account of financial transactions, handle correspondence. Give a full financial report at the end of the year to the club advisor.

Historian: Attend all club events and maintain records from posterity.

Article V: Meetings

The PTA members will meet a minimum of 1 time per semester. Any member may call a special meeting. Agenda items must be submitted to the President by noon the day prior to each meeting. Minutes will be taken at each meeting and approved at the following meeting. A quorum will consist of a minimum of 3/4 of total membership.

Article VI: Committees

A special committee may be formed by majority $\frac{3}{4}$ vote of the club members.

Article VII: Dues

Membership dues will be based on the annual PTA Club budget.

Article VIII: Faculty/Staff Advisor

The advisor of the PTA Club shall be the PTA Program Director. He/she shall serve a one-year term, which is renewable each fall semester. In the case that the Program Director cannot serve, the Clinical Coordinator shall become the advisor.

Article IX: Rules of Order

The PTA Club shall abide by Robert's Rules of Order.

Article X: Statement of Conformity

The PTA Club shall abide by the rules and regulations of the College and its official agencies.

Article XI: Service Component

The PTA Club will participate in at least one service activity to the Campus or community per year.

Article XII: Amendments and Revisions

The bylaws may be amended by a $\frac{3}{4}$ vote of clinical members.

Article XIII: Statement of Original Approval

This constitution shall become official only after approval, which is duly noted in the official records of the Student Government Association.

Parliamentary Procedure

Parliamentarian- to give advice to the chair

Order of business

1. Call to order
2. Reading and approval of minutes
3. Treasurers Report
4. Reports of Standing Committee
5. Reports of Special Committee
6. Old business (motions postponed to a certain time)

7. New business
8. Announcements
9. Adjournment

An invocation or roll call would usual be placed after the call to order

Affirmative vote always first.

1. Voice vote
2. Show vote- one special form is a roll call vote used in recording votes
3. Secret Ballot –used in voting on highly controversial matters; provides exact count

Unanimous or general consent =can operate without the use of a formal motion and second- routine business as approval of minutes.

Majority is “just over half of the legal voted cast” – a tie would defeat any motion.

Steps in handling a motion: used for most motions

1. Recognition of a member= “I move”
2. Second
3. Chairperson states motion to the group and open discussion
4. Vote
5. Chair announces result of vote

No meeting should start unless a minimum number of members are present. Without a quorum, no meeting can legally begin. The quorum should be stated in the Constitution- it may be a % or a fixed number. If none is stated in the Constitution, a majority of membership must be present. If people leave until there is no quorum, business may be legally continued until someone challenges the lack of quorum.

Precedence= is another word for rank- determines what you can do. Two levels:

1. between groups of motions
2. within each group of motions

Pending= motions made but not disposed of

Main motions have lowest precedence- mover must get recognition

Special main motions

1. Reconsider
2. Rescind- applies to motions that have been passed
3. Resume consideration

MEETING MINUTES SAMPLE

(*Please use the following format for each meeting minute. Feel free to modify as appropriate.)

Date:

Members Present:

Members not present:

Call to order:

Club meeting was called to order by class president, at _____(am/pm).

Old business:

Reading and approval of previous meeting minutes.

New business:

Liaison report:

Treasurer report:

Fundraising coordinator report:

Other special or standing committee report:

Club member X made a motion for Y.

The motion was seconded by club member A.

Chair stated motion to the group for open discussion.

The Club voted and motion passed by $\geq \frac{3}{4}$ vote.

The Chair announces the result of the vote.

Additional Announcements

Adjournment:

Club meeting was adjourned by the club president, at _____ (am/pm).

Note: *A copy of the meeting minutes should be sent to the Club Advisor (PTA Program Director) within a week of the meeting.

*Note: All members must Document when tasks were performed on Class Role Check-off List. List is subject to change at Program Director's Discretion as

		Primary Responsibility
1.	President	<p>Leader/Representative for the Class/Club; Coordinates all duties assigned to members and sees that they are carried out; Familiarizes self with the duties of the other officers & arranges necessary liaison between them; Appoints the committees/ task forces if necessary & serves as ex-officio member of all committees; Arranges regular conferences with advisor (Dr. Savage) keeping her informed & up to date on club activities & also seeking counsel on pertinent matters; Insures proper publicity for all meetings with campus publicity department if needed. First Meeting Agenda: Graduation Set-Up, Re-approve By-laws, Initiate fundraisers. Documentation: by Club Meeting Minutes & Class Role Check-off list. Due Date: as needed. a minimal of monthly</p>
2.	Vice President & APTA Liaison	<p>Assists President and assume duties of President in his/her absence; Maintains communication with club President and Advisor in planning out the program meetings; Updates class on calendar events of the APTA and student conclave each meeting: MD APTA (Lauri Jacobson 800-306-5596); Updates class on legislation and hot topics that affect PTAs Coordinates with Western Maryland AHEC & their appropriate professional organizations prn; Must be documented in Club meeting minutes! Documentation: by Club Meeting Minutes & Class Role Check-off list. Due Date: as needed. a minimal of monthly</p>
3.	Secretary	<p>Formulates sign in sheet for each meeting; Records club meeting minutes including those in attendance; Records APTA liaison reports in meeting minutes. E-mails a copy of each meeting minute to the club advisor (Savage) within a week after the meeting; Coordinates and sends notes of appreciation to guest speakers. Documentation: by Club Meeting Minutes & Class Role Check-off list. Due Date: as needed. a minimal of monthly</p>
4.	Treasurer	<p>Must be able to commit time outside of class to count monies when necessary; Works closely with Fund Raising Coordinator. Keeps account of financial transactions and handles correspondence; Informs club informed of its financial condition; Documents & submits full financial report & receipts at the end of each semester to the club Advisor. Documentation: by Club Meeting Minutes (treasury report) & Class Role Check-off list. Due Date: as needed. a minimal of monthly</p>

5.	Fund Raising Coordinator	<p>Researches fundraising options and presents them to the club members for vote. Works closely with Treasurer & President of findings. Fills out Fundraising Approval Form and notifies Advisor of upcoming fundraisers. Monitors appropriate timing of sales (coordinates it with holidays, other bake sales, etc.) Maintains records of the following:</p> <ol style="list-style-type: none"> 1. the amount each member needs to raise, 2. how many fundraising items each student has sold, and 3. how much each student has profited and/or needs to contribute toward the overall goal. <p>Makes sure tax is added to all fundraisers since college account takes out extra tax. Communicates with the club members their account standing throughout each semester especially at the end of the fall and spring semester. A copy of this documentation must be submitted to club advisor by the semester end! Documentation: by Club Meeting Minutes & Class Role Check-off list. Due Date: as needed. a minimal of monthly</p>
6. 7.	Historian (Typically, 2)	<p>Attends all club events and maintain records for posterity; Takes and collects photographs of the class throughout the year. Assembles graduation PPT & hallway billboard. Documentation: by Billboard and graduation PowerPoint & Class Role Check-off list. Due Date: September 15 (billboard); End of summer (PowerPoint)</p>
8. 9.	Labroom Monitor (Varies, typically 2) -Hydroculator -Lab equipment -Linens (everyone)	<p>Oversees that the lab is clean, neat, and orderly including linens, AD, ES machine wires, and US bottles are filled. Hydroculator: Monitors water level & temperature weekly and adjusts if needed; cleans the hydroculator machine each semester; Documentation: clipboard next to hydroculator & Class Role Check-off list. Due Date: Weekly</p>
10. 11.	Classroom Monitor (Varies, typically 2) -Grocery -Microwave -Refrigerator	<p>Oversees that ALL tables (i.e. desks, sink area, computer area, mat tables) are clean & organized; Wipes down the lecture tables weekly; Monitors and stocks paper plates, utensils, cups, napkins, soda and snack supply weekly; Consults Treasurer for reimbursement. Makes sure classroom areas are cleaned on a weekly basis (includes microwave/refrigerator/ student tables) Documentation: Class Role Checkoff List & Class Role Check-off list. Due Date: Weekly</p>
12.	Vacuum King/Queen	<p>Vacuums the lecture and lab room weekly or every other week depending on semester. Documentation: Class Role Checkoff List & Class Role Check-off list. Due Date: Weekly</p>
13 - 14	AD Cleaner (Varies, typically 2)	<p>Wipes down all assistive devices (walkers, physio-balls, wheelchairs, etc.)</p>
15 - 16	Inventory-Lec/ Lab Supplies (Varies, typically 2)	<p>Takes inventory of equipment in lab and lecture rooms each semester. Refer to inventory excel spreadsheet maintained by Program Director. Documents the dates performed on Class Role Checkoff List.</p>

	Co-Class Role Assignment WV APTA Student SIG Representative	Must be a resident of WV. Attend phone conference during lunch hour approx. 1x/month.
--	---	--

PTA club advisor= Program Director= Dr. Savage, PT.

The **ENTIRE** class is responsible to make sure that the plinth tables are wiped down after every use and that everything is organized to easily assess inventory. Points will be deducted from the entire class if the lab is left unkept and unclean.

Rubric for Class role assignment:

Points	Description
5	Exceeds expectation. Performs duties consistently and frequently and documents each occurrence.
4	Above average performance. Performs duties inconsistently with $\geq 75\%$ of the required frequency documented.
3	Average performance. Performs duties inconsistently with $\geq 50\%$ of the required frequency documented.
2	Below average performance. Performs duties inconsistently with $\geq 25\%$ of the required frequency documented.
1	Poor performance. Performs duties inconsistently with \geq one occurrence documented.
0	Does not perform.



Student Organization Fundraising Approval Form



****This form must be given to the Director of Student Life at least 1 week prior to planned fundraising event.****

Name of organization _____

Date(s) of Fundraiser _____ Start time _____ am/pm End time _____ am/pm

Location _____

Type of Fundraiser

☐ Raffle ☐ Food Sale (bake sale, hoagie sale, etc.) ☐ Catalog Sale (home interior items, etc.)
☐ Performance ☐ Other: _____

Description of Fundraiser (what are you selling and how do you plan to sell it?) _____

How will the monies from this fundraiser be used? _____

Target Audience (check all the apply)

☐ Students ☐ Faculty/Staff ☐ Community ☐ Family Members ☐ Other _____

Contact person for this fundraiser: _____
(name & phone number)

By signing below, we acknowledge that:

****ALL INCOME from the fundraiser MUST be deposited into the Club/Organization account at the Business Office within 2 business days of the event.****

All fundraising activities must be in compliance with both the policies of Allegany College of Maryland and Maryland state laws.

For any Student Organization which does not abide by Allegany College of Maryland's Fundraising Rules and Regulations, or engages in disorderly conduct, the fundraising activity will end promptly, and the Organization's fundraising privileges will be revoked.

Signature of Club/Organization President

Date

Signature of Club/Organization Advisor

Date

Director of Student Life Use: Date Received: _____ ☐ Notification sent _____

☐ Approved ☐ Denied – Reason: _____

Director of Student Life

Rev. 7/2012

PTA Club Budget

	Expense	Amt Needed	Amt Raised	Due Date
1	Carry Over Amount (200- left in acct)			End of year- Aug
2	Next class Luncheon (see itemized)	100		End of year- Aug
3	Next class Gift @ ~\$15 (see itemized)	250		
4	Guest Speaker Gifts (T-Shirts 25@\$10)	250		
5	Kitchen Supplies	0		Paper ware. etc. (optional)
6	Copier/Printer Supplies	100		Transitioning
7	New Copier Fund (was \$100)	0		End of Sp Semester
8	Graduation (accessories)	0		Transitioning
9	Scholarship	* optional		
10	Charitable Contribution	* optional		
11	Class Graduation Gift	* optional		
	TOTAL	600		

Note: The above Budget is an approximation and is subject to change

Graduation will have no catering or reception afterward.

Based on the above @16 students, each is required to raise (not just sell) is a minimum of \$60.00.

If a student does not fundraise, s/he must make the equal financial contribution to the treasurer.

Payment plan of \$5 per month from August to July is an option.

Any monies sold above the agreed amount will be considered a donation to the club.

Any monies sold will go to the club if student undergoes withdrawal or termination.

Individual accounts should be documented by club member AND treasurer/fund raiser accountant.

Jamie Andres will automatically withdraw the monies for toner and paper.

Please provide PD with an envelope at the end of the semester with the new copier fund money.

Remember: *The College charges 6% tax to use the Club account---make sure you add this tax on the items sold.

Procedure for Depositing monies into the Club account:

1. Fill out deposit slip (you will need to know the account number and consult Jamie for her records).
2. Take money and deposit slip to the Business Office (College center) and get deposit receipt.
3. Make a copy of the deposit receipt, keep one and give one to Jamie.

Procedure for withdrawing monies out of the Club account:

1. Work with Jamie to fill out PO/Check request. Provide a vendor invoice for all check requests.
2. Get PO/Check Request signed by PTA Treasurer and Advisor (Savage).
3. Mail or deliver the PO/Check request to the Finance Office (college center).
4. Allow 3-4 days turnover time and add 1-2 days if this is for a new vendor.

*All checks are to be written out to "ACM PTA Club"

I have hereby reviewed and understand the above budgetary information.

I understand my financial obligation to the PTA Club.

I understand that the amount owed may fluctuate based on the consensus of the PTA Club.

PTA Club Member Signature

**ALLEGANY COLLEGE
PHYSICAL THERAPIST ASSISTANT
PROGRAM HANDBOOK**

**Appendix B:
Important Documents**

Allegany College of Maryland
ALLIED HEALTH PROGRAMS
PROFESSIONALISM STANDARDS

"Professionalism is an indispensable element in the compact between the medical profession and society that is based on trust and putting the needs of patients above all other considerations." – *Professionalism: Good for Patients and Health Care Organizations* Mayo Clinic Proceedings 2014 (Volume 89, Issue 5, Pages 644–652).

Purpose:

To establish a consistent standard of professionalism for all Allied Health programs and students. This consistency facilitates faculty's teaching professionalism across all the related curricula, supports the expectations within the professions themselves, prepares students for both clinical experiences and future employment, minimizes confusion by students who change programs, holds students accountable for meeting the standard, and creates a systemic process for both accountability and review/appeal.

This document does not address course requirements, grades, or other purely instructional matters. See course syllabi and/or program manuals for academic information. Where student actions are addressed in course syllabi and in professionalism standards (eg., attendance), the instructor shall choose which procedure is to be applied consistently within the course or program – in consultation with the Program Director as needed.

Professionalism Statement and Standards:

Students in an Allied Health Program at Allegany College of Maryland are required to conduct themselves in a professional and ethical manner in the classroom, in labs, in clinical settings, and in any setting or activity that is related to your program or course. Professionalism is broadly understood as how a person performs the duties of his/her job with respect to ethics, compliance with policies/procedures, compliance with workplace expectations, treatment of patients, and treatment of colleagues. For Allied Health students at Allegany College of Maryland, professionalism standards include but are not limited to the following expectations:

Students shall ~

1. Follow the profession's rules of ethics.
2. Be honest and trustworthy.
3. Never violate patient confidentiality or HIPAA.
4. Never provide care that is inconsistent with best practice or training.
5. Maintain appropriate boundaries.
6. Show compassion/sensitivity.
7. Practice effective written, verbal, and non-verbal communication skills by being
 - (a) accurate
 - (b) timely
 - (c) courteous in content
 - (d) courteous in tone/delivery
8. Report to class and to work
 - (a) on time,
 - (b) prepared/ready for the day's tasks,

- (c) clean, and
- (d) dressed in attire that is suitable for the day's tasks.
- 9. Follow directions and apply constructive feedback from instructors and supervisors.
- 10. Follow safety rules and shall not act in any way that endangers the safety of patients, clients, residents, other recipients of services, classmates, colleagues, or supervisors.
- 11. Not report to class, course or program/program-affiliated activities, or clinical sites impaired by a condition which renders the student unable to provide safe, competent care or safely participate in the educational experience.
- 12. Not report to class, lab, clinical site, course or program/program-affiliated activities impaired by the use of alcohol and/or other chemical agents that cause drowsiness, affect cognitive ability or judgement, and/or cause changes in behavior that negatively affect the student's safety, participation, or performance.
- 13. Follow all College policies including the Sexual Misconduct & Sex Discrimination (Title IX) Policy and the Code of Student Conduct*. Students are expected to be familiar with both policies.
- 14. Follow all local, state, and federal laws*.
- 15. Not engage in other acts/behaviors which are inconsistent with professional standards in the health care field. If the act/behavior could jeopardize professional employment, it could reasonably be considered a violation of these professionalism standards.

*Acts which violate these standards can prompt appropriate disciplinary action, criminal prosecution, and/or academic consequences [as described below].

Students shall seek guidance from their instructor(s), Program Director, and/or clinical site supervisor if/when they do not understand what is expected, if they have any questions/concerns, or if they are unsure whether an act violates standards of professionalism. Students are encouraged to meet with instructors and supervisors privately if the student questions or disagrees with guidance, directions, or feedback.

Each Allied Health Program Director shall ensure that these Professionalism Standards have been provided to each student enrolled in an Allied Health Program.

Consequences for Unprofessional/Unethical conduct:

Any violation(s) of professional standards will be addressed promptly by the instructor, clinical supervisor, or program director in accordance with the following procedures:

- 1) Immediate action will be taken on site (ie., in the classroom, lab, clinical site, or other Program teaching/learning location) to correct any unsafe or dangerous situation.
- 2) If the unprofessional/unethical conduct endangered any person or created a liability for the College or a clinical site, the student who is alleged to have engaged in unprofessional/unethical conduct may be directed to leave the classroom, lab, clinical site, or other Program teaching/learning location. The student may be suspended from the Program pending an investigation.
- 3) The Program Director will conduct an investigation. The investigation shall consist of the following elements:

- (a) Preserve all evidence;
 - (b) Solicit written documentation from any person with first hand knowledge of the situation/incident;
 - (c) Solicit a written statement from the student who is alleged to have engaged in unprofessional/unethical conduct;
 - (d) Collect and reviewing any written documentation, video/audio recordings, texts/emails/posts, and/or other evidence;
 - (e) Interview any witnesses (interviews may be in person or remotely);
 - (f) Meet individually with the student who is alleged to have engaged in unprofessional/unethical conduct to discuss the situation/incident (meeting may be in person or remotely);
 - (g) Confirm the student had been provided the Professionalism Standards; and
 - (h) Consult program faculty, other Program Directors, and/or other College personnel for additional information and/or guidance.
- 4) Upon completing the investigation, the Program Director shall determine if a violation of Professionalism Standards occurred. This determination is based upon the facts learned – not opinion or supposition. The Program Director will provide the determination and the basis for that determination in writing. If no violation occurred, the matter will be closed with no adverse action taken against the student who may immediately resume the Program. The Program Director shall facilitate any make-up work required. If a violation occurred, the Program Director shall determine the appropriate consequence.
- 5) Consequences for violation(s) of the Professionalisms Standards are:
- (a) No action required / resolved by personnel on site
 - (b) Written reprimand
 - (c) Specific corrective action that is appropriate for the specific situation. Examples include remedial work, apology, or other task/assignment designed to assist the student's learning.
 - (d) Probation: student is on notice that any subsequent incidents of non-professional conduct place that student at risk of suspension from the program or dismissal from the program. Probation may be accompanied by specific corrective action designed to assist the student's learning.
 - (e) Recommendation: Suspended from program
 - (f) Recommendation: Dismissed from program
- 6) If the Program Director determines that no action, written reprimand, specific corrective action, or probation is appropriate for the situation, the Program Director may implement that decision immediately via written notification to the student. If suspended pending the investigation, the student may immediately resume the Program. The Program Director shall facilitate any make-up work required. The Program Director's decision is final.
- 7) If the Program Director determines that the violation is sufficiently severe to require suspension or dismissal from the program, s/he will notify the student that the matter will be referred to the Allied Health Directors' Accountability Committee. The Program Director will submit all the documentation along with his/her recommendation and reasoning to the Dean of Student & Legal Affairs (or designee).

- 8) The Dean of Student & Legal Affairs shall forward the documentation to the Allied Health Directors' Accountability Committee and notify both the Program Director and the student that the referral has been made. Either party may submit additional information for consideration. The Dean of Student & Legal Affairs shall schedule the Committee meeting.
- 9) The Allied Health Directors' Accountability Committee will review the documentation in a timely manner. Committee shall meet separately with both the Program Director and the student; the meetings may be in person or remotely. The Committee may conduct additional investigation as needed. The Committee shall have the following responsibilities:
 - (a) Determine if the violation occurred as alleged.
 - (b) If no violation occurred, the matter will be closed with no adverse action taken against the student who may immediately resume the Program. The Program Director shall facilitate any make-up work required.
 - (c) If a violation occurred, the Committee shall determine the appropriate consequence in accordance with Step #5 above.
 - (d) The Committee sends its written determination to the Program Director and the student.
10. The Program Director implements the Committee's decision.
11. The student may accept the decision or appeal to Dean of Career Programs. See Appeal Process below for details.
12. HIPAA: Upon learning of any alleged HIPAA violation by a student, the Program Director will gather all the relevant information and forward everything to the Professional Standards Accountability Committee for a full review. The Committee will first determine if a HIPAA breach occurred. If so, the Committee will then determine the appropriate consequence(s) to the student.

Appeal Process:

If a student chooses to appeal the decision by the Allied Health Directors' Accountability Committee, s/he shall notify the Dean of Student & Legal Affairs in writing. The student shall provide a written statement detailing the reason(s) why the student disagrees with the Committee's decision and what the student's alternative solution is. The Dean of Student & Legal Affairs forwards all the documentation to the Dean of Career Programs who reviews all the documents and meets with the student. The Dean of Career Programs may solicit additional information from other persons/records. The Dean of Career Programs determines whether to accept, modify, or deny the Committee's decision. The Dean of Career Programs notifies the student in writing.

If the Dean of Career Programs' decision is adverse to the student, the student may appeal the Dean's decision to the Senior Vice President of Instruction & Student Affairs following the same process. The Vice President may solicit additional information from other persons/records. The Vice President determines whether to accept, modify, or deny the Committee's decision. The Vice President notifies the student in writing.

If the Vice President's decision is adverse to the student, the student may appeal the Vice President's decision to the President following the same process. The President may solicit

additional information from other persons/records. The President determines whether to accept, modify, or deny the Committee's decision. The President notifies the student in writing.

Additional Provisions/Requirements

All steps in these procedures should be done in a reasonably timely manner – taking into consideration critical academic calendar dates, course/program deadlines, clinical schedules, impact upon the student, impact upon classmates, impact upon clinical personnel, impact upon faculty/staff, and other relevant factors including any additional/separate processes that must be completed first. If the matter cannot be resolved in a timely manner, relevant persons (including the student) should be informed in writing of the reason(s) for any delay.

All information shared during these processes shall be confidential in accordance with relevant laws and College policy.

Retaliation is prohibited by any person.

If the conduct has implications for other ACM policies or laws, the Program Director will promptly contact the Dean of Student & Legal Affairs for guidance. Another law/policy may take precedence (example; Title IX, discrimination); if so, this process may be interrupted for a different institutional process to occur, and the parties will be notified.

Allied Health Directors' Accountability Committee:

Allied Health Directors' Accountability Committee is a sub-committee of the Allied Health Directors' Steering Committee. Membership in the Allied Health Directors' Accountability Committee is comprised of:

- 5 Allied Health Program Directors,
- 1 Allied Health Program Director who serves as an alternate when needed, and the Dean of Student & Legal Affairs (or designee).

The Dean of Student & Legal Affairs (or designee) is *ex officio* and manages the paperwork. As *ex officio*, the Dean does not participate in deliberations and has no vote in the Committee's decision. If legal issues arise, the Dean may consult with participants, provide guidance, pause this process for a different institutional process as noted above, and/or consult the College's General Counsel.

Conflicts of Interest/Bias:

The Allied Health Program Director who has referred a student to the Committee may not participate in any Committee deliberations in which that student's matter is decided; the Program Director shall recuse himself/herself in such a situation. If the Program Director consults or communicates with any College Official who is part of this process (ie., a member of the Accountability Committee, Dean of Career Education, Senior Vice President of Instructional & Student Affairs, and/or College President) about anything besides this process, that Official must

recuse himself/herself from any participation in the process. A College Official who is part of this process and is aware of any bias or other conflict of interest will likewise recuse himself/herself.

Code of Ethics for the Physical Therapist



HOD S06-20-28-25 [Amended HOD S06-19-47-67; HOD S06-09-07-12; HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]

Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA).

The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient and client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive. The APTA Guide for Professional Conduct and Core Values for the Physical Therapist and Physical Therapist Assistant provide additional guidance.

This Code of Ethics describes the desired behavior of physical therapists in their multiple roles (eg, management of patients and clients, consultation, education, research, and administration), addresses multiple aspects of ethical action (individual, organizational, and societal), and reflects the core values of the physical therapist (accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility). Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals.

(Core Values: Compassion and Caring, Integrity)

- 1A. Physical therapists 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 therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients and clients.

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

- 2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients and clients over the interests of the physical therapist.

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- 2B. Physical therapists shall provide physical therapist services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.
- 2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapist care or participation in clinical research.
- 2D. Physical therapists shall collaborate with patients and clients to empower them in decisions about their health care.
- 2E. Physical therapists shall protect confidential patient and client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

Principle #3: Physical therapists shall be accountable for making sound professional judgments.

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

- 3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's or client's best interest in all practice settings.
- 3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient and client values.
- 3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.
- 3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.
- 3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

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

(Core Value: Integrity)

- 4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients/clients, students, supervisees, research participants, or employees).
- 4C. Physical therapists shall not engage in any sexual relationship with any of their patients and clients, supervisees, or students.
- 4D. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.
- 4E. Physical therapists 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 therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

Principle #5: Physical therapists shall fulfill their legal and professional obligations.

(Core Values: Accountability, Duty, Social Responsibility)

- 5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.
- 5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.
- 5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient or client continues to need physical therapist services.

Principle #6: Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors.

(Core Value: Excellence)

6A. Physical therapists shall achieve and maintain professional competence.

6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.

6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients and clients and society.

(Core Values: Integrity, Accountability)

7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.

7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.

7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.

7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients and clients.

7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapist services accurately reflect the nature and extent of the services provided.

7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients and clients.

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

(Core Value: Social Responsibility)

8A. Physical therapists shall provide pro bono physical therapist services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

8C. Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or under- utilization of physical therapist services.

8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Explanation of Reference Numbers:

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

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

Last Updated: 8/12/2020

Contact: nationalgovernance@apta.org

Standards of Ethical Conduct for the Physical Therapist Assistant



HOD S06-20-31-26 [Amended HOD S06-19-47-68; HOD S06-09-20-18; HOD S06-00-13-24; HOD 06-91-06-07; Initial HOD 06-82-04-08] [Standard]

Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Physical therapist assistants are guided by a set of core values (accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility). Throughout the document the primary core values that support specific principles are indicated in parentheses. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients and clients to achieve greater independence, health and wellness, and enhanced quality of life.

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

Standards

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

(Core Values: Compassion and Caring, Integrity)

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

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

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

- 2A. Physical therapist assistants shall act in the best interests of patients and clients over the interests of the physical therapist assistant.
- 2B. Physical therapist assistants shall provide physical therapist interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.
- 2C. Physical therapist assistants shall provide patients and clients with information regarding the interventions they provide.
- 2D. Physical therapist assistants shall protect confidential patient and client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

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

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

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

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

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

(Core Value: Integrity)

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

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

(Core Values: Accountability, Duty, Social Responsibility)

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

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

(Core Value: Excellence)

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

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

(Core Values: Integrity, Accountability)

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

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

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

(Core Value: Social Responsibility)

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

Explanation of Reference Numbers:

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

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

Last Updated: 8/12/2020

Contact: nationalgovernance@apta.org

Core Values for the Physical Therapist and Physical Therapist Assistant



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

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

- **Accountability**
Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist and physical therapist assistant including self-regulation and other behaviors that positively influence patient and client outcomes, the profession, and the health needs of society.
- **Altruism**
Altruism is the primary regard for or devotion to the interest of patients and clients, thus assuming the responsibility of placing the needs of patients and clients ahead of the physical therapist's or physical therapist assistant's self-interest.
- **Collaboration**
Collaboration is working together with patients and clients, families, communities, and professionals in health and other fields to achieve shared goals. Collaboration within the physical therapist-physical therapist assistant team is working together, within each partner's respective role, to achieve optimal physical therapist services and outcomes for patients and clients.
- **Compassion and Caring**
Compassion is the desire to identify with or sense something of another's experience, a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.
- **Duty**
Duty is the commitment to meeting one's obligations to provide effective physical therapist services to patients and clients, to serve the profession, and to positively influence the health of society.
- **Excellence**
Excellence in the provision of physical therapist services occurs when the physical therapist and physical therapist assistant consistently use current knowledge and skills while understanding personal limits, integrate the patient or client perspective, embrace advancement, and challenge mediocrity.
- **Inclusion**
Inclusion occurs when the physical therapist and physical therapist assistant create a welcoming and equitable environment for all. Physical therapists and physical therapist assistants are inclusive when they commit to providing a safe space, elevating diverse and minority voices, acknowledging personal biases that may impact patient care, and taking a position of anti-discrimination.
- **Integrity**
Integrity is steadfast adherence to high ethical principles or standards, being truthful, ensuring fairness, following through on commitments, and verbalizing to others the rationale for actions.

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- **Social Responsibility**

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

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Contact: governancehouse@apta.org

Standards of Practice for Physical Therapy



HOD S06-20-35-29 [Amended: HOD S06-19-29-50; HOD S06-13-22-15; HOD S06-10-09-06; HOD S06-03-09-10; HOD 06-03-09-10; HOD 06-99-18-22; HOD 06-96-16-31; HOD 06-91-21-25; HOD 06-85-30-56; Initial: HOD 06-80-04-04; HOD 06-80-03-03] [Standard]

Preamble

The physical therapy profession is committed to transforming society by optimizing movement to improve the human experience. Physical therapists pursue excellence in a professional scope of practice that includes optimizing physical function, health, quality of life, and well-being across the lifespan, and they work to improve population health in the communities where they practice. The American Physical Therapy Association (APTA) attests to this commitment by adopting and promoting the following *Standards of Practice for Physical Therapy*. These standards are the profession's statement of conditions and performances that are essential for provision of high-quality professional service to society, and they provide a foundation for assessment of physical therapist practice.

I. Ethical/Legal Considerations

A. Ethical Considerations

The physical therapist practices according to the *APTA Code of Ethics for the Physical Therapist*.

The physical therapist assistant complies with the *APTA Standards of Ethical Conduct for the Physical Therapist Assistant*.

B. Legal Considerations

The physical therapist complies with all the legal requirements of jurisdictions regulating the practice of physical therapy.

The physical therapist assistant complies with all the legal requirements of jurisdictions regulating the work of the physical therapist assistant.

II. Administration of the Physical Therapy Service

A. Statement of Mission, Purposes, Goals, Objectives, and Scope of Services

The physical therapy service has a statement of mission, purposes, goals, objectives, and scope of services that is reviewed annually and reflects the needs and interests of the patients and clients served, the physical therapy personnel affiliated with the service, and the community.

B. Organizational Plan

The physical therapy service has a written organizational plan.

The organizational plan:

- Describes relationships among components within the physical therapy service and, where the service is part of a larger organization, between the service and the other components of that organization;
- Ensures that a physical therapist provides the clinical direction of physical therapist services;
- Defines supervisory structures within the service; and
- Reflects current personnel functions.

C. Policies and Procedures

The physical therapy service has written policies and procedures that are reviewed regularly and revised as necessary; reflect the operation, mission, purposes, goals, objectives, and scope of the

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service; are legally compliant with federal and state law; and are guided by the association's positions, standards, guidelines, policies, and procedures.

D. Administration

Guided and informed by APTA positions, standards, guidelines, policies, and procedures, the physical therapist responsible for the clinical direction of physical therapist services ensures:

- Compliance with local, state, and federal requirements;
- Services are provided in accordance with established policies and procedures;
- The process for assignment and reassignment of physical therapist staff (handoff communication) supports individual physical therapist responsibility to their patients and clients and meets the needs of the patients and clients; and
- Continuing competence of physical therapists and physical therapist assistants by providing training consistent with their respective roles.

E. Fiscal Management

The physical therapist responsible for physical therapist services, in consultation with physical therapy staff and appropriate administrative personnel, participates in the planning for and allocation of resources. Fiscal planning and management of the service is based on sound accounting principles.

The fiscal management plan:

- Includes a budget that provides for optimal use of resources;
- Ensures accurate recording and reporting of financial information;
- Allows for cost-effective utilization of resources;
- Follows billing processes that are consistent with federal regulations and payer policies, charge reasonable fees for physical therapist services, and encourage physical therapists to be knowledgeable of service fee schedules, contractual relationships, and payment methodologies; and
- Considers options for providing *pro bono* services.

F. Improvement of Quality of Care and Performance

The physical therapy service has a written plan for continuous improvement of quality of care and performance of services.

The improvement plan:

- Provides evidence of ongoing review and evaluation of services; and
- Provides a mechanism for documenting improvement in quality of care and performance and is consistent with requirements of external agencies, as applicable.

G. Staffing

The physical therapy personnel affiliated with the physical therapy service have demonstrated competence, and are sufficient to achieve the mission, purposes, goals, objectives, and scope of the service.

The physical therapy service:

- Ensures that the level of expertise within the service is appropriate to the needs of the patients and clients served, and consistent with the scope of the services provided; and
- Provides appropriate professional and support personnel to meet the needs of the patient and client population.

H. Staff Development

The physical therapy service has a written plan that provides for appropriate and ongoing staff development.

The staff development plan:

- Includes strategies for lifelong learning and professional and career development that include self-assessment, individual goal setting, and organizational needs;
- Includes mechanisms to foster mentorship activities;
- Includes information regarding evidence-based practice and relevant clinical practice guidelines; and
- Includes education regarding use of clinical practice guidelines, reflective reasoning, clinical reasoning, metacognition, and the value of mentoring.

I. Physical Setting

The physical setting, where applicable, is designed to provide a safe and accessible environment that facilitates fulfillment of the mission, purposes, goals, objectives, and scope of the physical therapy service. It is appropriate for the number and type of patients and clients served. The equipment is safe and sufficient to achieve the purposes and goals of the physical therapy service.

J. Coordination

Physical therapy personnel collaborate with all health services providers and with patients, clients, caregivers, and others as appropriate; and use a team and person-centered approach in coordinating and providing physical therapist services.

III. Patient and Client Management

Physical therapist practice incorporates all components of evidence-based practice, integrating best available research evidence, clinical expertise, and an individual's values and circumstances to make decisions regarding services for patients and clients, practice management, and health policy.

A. Physical Therapist of Record

All patients and clients receiving physical therapist services shall have a physical therapist of record who is responsible for patient and client management.

B. Patient and Client Collaboration

Within the patient and client management process, the physical therapist, the individual, and their caregiver(s) establish and maintain an ongoing collaborative process of decision-making that exists throughout the provision of services and can extend over the lifespan.

C. Initial Examination/Evaluation/Diagnosis/Prognosis

The physical therapist performs an initial examination and evaluation to establish a diagnosis and prognosis prior to intervention. Wellness and prevention encounters may occur without the presence of disease, illness, impairments, activity limitations, or participation restrictions. Physical therapist services include the use of assessments to identify the presence of risk factors, and cognitive and environmental barriers and opportunities that may be targets for health promotion activities.

The physical therapist examination:

- Is documented and dated by the physical therapist who performed it;
- Identifies the physical therapy and as indicated other health needs of the patient or client;
- Performs or orders appropriate diagnostic and or physiologic procedures, tests, and measures;
- Produces data that are sufficient to allow evaluation, diagnosis, prognosis, and the establishment of a plan of care;
- Refers for additional services to meet the needs of the patient or client; and
- Includes, when appropriate and available, results from diagnostic and physiologic testing.

D. Management Plan and Plan of Care

The management plan is the framework of physical therapist services provided to patients or clients, groups, or populations. The management plan is based on best available evidence and may include recommendations and goals developed by other entities. When indicated, the management plan describes the need for additional testing or other information to inform decision-making regarding the

need for ongoing physical therapist services. A management plan is indicated when prevention, health promotion, and wellness services are provided in groups or populations.

The management plan includes a plan of care when physical therapist services are indicated to address a health condition. The plan of care is based on the best available evidence and consists of statements that specify the goals of the plan, predicted level of optimal improvement, interventions to be used, proposed duration and frequency of the interventions that are required to reach the goals and outcomes, and plans as appropriate for referral, consultation, or co-management with other providers.

A plan of care is not needed when the physical therapist is being consulted for expert opinion or advice, or for diagnostic or physiologic testing. In such situations the physical therapist documents the reason(s) that the plan of care was not created.

The physical therapist involves the patient or client and appropriate others in the development of the management plan and plan of care.

E. Intervention

The physical therapist provides or directs and supervises intervention consistent with results of the examination, evaluation, diagnosis, prognosis, and plan of care. Intervention is focused on meeting the goals of the plan of care and optimizing functional performance, emphasizes patient or client education, and promotes proactive, wellness-oriented lifestyles. It may be provided in an episode of care, in a single encounter such as for wellness and/or prevention, in specialty consultation, or as follow-up after an episode of care. Services also may be provided intermittently over longer periods of time in cases of managing patients or clients with chronic conditions, creating a lifelong patient or client relationship with the physical therapist.

An *episode of care* is the managed care provided for a specific health condition or conditions during a set time period. The episode can be for a short period, or on a continual basis, or it may consist of a series of intervals of service.

The intervention:

- Is provided at a level that is consistent with best available evidence and current physical therapist practice;
- Is in direct alignment with the patient's or client's desired outcomes and goals;
- Is altered in accordance with changes in response or status; and
- Is provided in such a way that directed and supervised responsibilities are commensurate with the qualifications and legal limitations of the physical therapist assistant.

F. Lifelong and Long-Term Patient and Client Relationships

Physical therapists foster and encourage lifelong and long-term patient and client relationships. Where feasible, physical therapists, as entry-point providers, provide services within the community that are available to patients or clients over a lifetime. Efforts are made to address movement system disorders and to maintain optimal health and wellness through physical therapist intervention as needed.

Lifelong and long-term patient and client relationships:

- Foster continuity of service over patients' and clients' lifespans by addressing changes in the movement system, health status, or disabilities as they arise;
- Empower patients and clients to advocate for their own health;
- Empower the physical therapist to advocate on behalf of patients and clients within the health services system; and
- Foster identification by patients and clients that they have their own physical therapist among various health professionals.

G. Reexamination

The physical therapist reexamines the patient or client as necessary to evaluate progress or change in status. Reexamination may occur during an episode of care, during follow-up encounters after an

episode of care, or periodically in the case of the management of patients and clients with chronic conditions. During reexamination the physical therapist modifies the management plan accordingly and refers the patient or client to another health services provider for consultation as necessary.

H. Conclusion of an Episode of Care

The physical therapist concludes an episode of care when the goals and outcomes for the patient or client have been achieved, when the patient or client is unable to further progress toward goals, or when the physical therapist determines that the patient or client will no longer benefit from physical therapy. Conclusion of a single episode of care may not, in many settings or circumstances, signal the end of a patient or client provider relationship.

I. Communication/Coordination/Documentation

The physical therapist communicates, coordinates, and documents all aspects of patient and client management including the results of the initial examination and evaluation, diagnosis, prognosis, plan of care, intervention, responses to intervention, changes in patient or client status relative to the intervention, reexamination, and episode of care summary. The physical therapist of record is responsible for "handoff" communication and follows "handoff" procedures developed by the physical therapy service to the next physical therapist of record. When possible, patient records and data are recorded using a method that allows for collective analysis. The physical therapist ensures that protected health information is maintained and transmitted following legally required practices.

J. Co-management/Consultation/Referral

At any point in an episode of care, or in a long-term or lifelong physical therapist-patient or client relationship, a physical therapist may engage in 1 or more of the following actions related to involvement of other clinicians. Other clinicians may be those in other professions and also may be physical therapist colleagues, some with advanced practice credentials or board certification in a clinical specialty.

- **Co-management:** The physical therapist shares management responsibility for the individual with another clinician(s).
- **Consultation:** Upon the request of another clinician(s), the physical therapist renders professional expert opinion or advice by applying highly specialized knowledge and skills to aid in the management of an individual's health condition. The physical therapist documents the findings and any recommendations of the consultation as part of the management plan. When a physical therapist is consulted for the purposes of diagnostic or physiologic testing, the physical therapist determines the need for and performs the testing in accordance with best available evidence. The results of the testing are documented and communicated to the referring clinician(s). Unless indicated, the consultant physical therapist does not assume management responsibility of the individual. The physical therapist also seeks consultative services from other clinicians when situations exist that are beyond the expertise or available resources of the physical therapist. In these cases, the physical therapist shares responsibility for the individual with the consultant.
- **Referral:** The physical therapist may:
 - Refer an individual to another provider and either conclude care or not develop a plan of care;
 - Refer an individual to another provider and continue the management plan at the same time;
 - Receive an individual referred from another provider who chooses not to continue services for the individual;
 - Receive an individual from another provider who continues to provide services to the individual (if the physical therapy episode of care is ongoing, the physical therapist shares responsibility for the individual); or
 - Receive an individual from another provider for diagnostic and or physiologic testing.

IV. Education

The physical therapist is responsible for individual professional development. The physical therapist assistant is responsible for individual career development.

- The physical therapist and the physical therapist assistant, under the direction and supervision of the physical therapist, participate in the education of peers, other health services providers, and students.

- The physical therapist educates and provides consultation to consumers and the general public regarding the purposes and benefits of physical therapy.
- The physical therapist educates and provides consultation to consumers and the general public regarding the roles of the physical therapist and the physical therapist assistant.

V. Advocacy

The physical therapist and the physical therapist assistant will participate in advocacy for patients' and clients' rights with respect to:

- Physical therapy being an entry-point for patients into the health services system;
- Physical therapists serving in primary care roles;
- Appropriate access to needed health services including physical therapist services; and
- Communities creating safe and accessible built environments, where population health is a priority.

VI. Research

The physical therapist applies research findings to practice and encourages, participates in, and promotes activities that establish the outcomes of patient and client management provided by the physical therapist.

The physical therapist:

- Remains current in their knowledge of literature related to practice;
- Protects the rights of research subjects and maintains the integrity of research;
- Participates in research as appropriate to individual education, experience, and expertise;
- Educates physical therapists, physical therapist assistants, students, other health professionals, and the general public about new evidence from research and the outcomes of physical therapist practice; and
- Accesses and translates knowledge in support of clinical decisions, and uses literature based on its quality and appropriateness.

VII. Community Responsibility

The physical therapist demonstrates community responsibility by participating in community and community agency activities, educating the public, formulating public policy, and providing *pro bono* physical therapist services.

Explanation of Reference Numbers:

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Contact: nationalgovernance@apta.org

Allegany College of Maryland
ALLIED HEALTH PROGRAMS
HIPAA AND CONFIDENTIALITY GUIDELINES

PURPOSE:

To establish a consistent understanding of both federal law (Health Insurance Portability and Accountability Act) and professional standards regarding confidentiality in the health care setting. These specific guidelines are part of the larger Professionalism Standards with which all Allied Health students must comply. These Guidelines provide requirements, facilitate faculty's teaching the principles across all the related curricula, prepare students for both clinical experiences and future employment, minimize confusion by students who change programs, and hold students accountable for compliance.

BACKGROUND:

A patient's right to confidentiality of their medical information is vital to their treatment. Patients have the expectation (and now legal right) for their information to be protected and, consequently, to have greater trust in their health care providers. The improper sharing of information can jeopardize patient care. All health care providers, entities which maintain medical information, and entities which provide health care insurance or billing are bound by HIPAA. They must have procedures in place to provide privacy and security of patient information and must certify that patient information is protected. Both the Privacy Rule and the Security Rule are required by HIPAA; Privacy Rule covers all forms of health information, and the Security Rule covers health information that is stored electronically. Students in the Nursing and Allied Health Programs at ACM are obligated to maintain the confidentiality and privacy of protected health information encountered at any clinical internship and/or on-campus or off-campus practicum site.

DEFINITIONS:

Confidentiality: Confidentiality is a broad concept that is used both in common conversation (ie., keeping a secret) and in professions including but not limited to health care. For Allied Health programs, "confidentiality" is used within its professional (not common) meaning. Confidentiality applies in many ways to the Allied Health student experience and to the health care/medical setting. HIPAA is a legally recognized type of confidentiality. Another legal type of confidentiality is FERPA (Family Educational Rights & Privacy Act) which is not the subject of this document. (See <https://www.allegany.edu/legal-information/index.html> for details.)

HIPAA: Health Insurance Portability and Accountability Act is a federal law that created national standards to protect sensitive patient information from being disclosed without the patient's consent. HIPAA's Privacy Rule regulates the use and disclosure of individuals' health information which is any information that could be used to reasonably identify an individual.

PRINCIPLES:

What information is protected as confidential?

Allied Health students should treat any patient information they obtain, see, hear, or acquire by any means in the course of their clinical experience as confidential. Patient information includes everything protected under HIPAA, billing/payment/insurance records, patient/family conversations, employee information unless permission is granted (e.g., schedules, wages, performance reviews, etc.), student information unless permission is granted (e.g., schedules, grades, performance issues, etc.).

What information is protected under HIPAA?

Protected health information includes all individually identifiable health information which relates to the patient's past, present, or future physical or mental health as well as the provision of health care to these individuals. It includes all common identifiers such as patient name, date of birth, social security number, address, phone number, etc.. It also includes any unique information that could reasonably be used to identify an individual such as photos, initials, location of the patient in the facility,

unique treatment being performed, job title, community role, relationships, and more. This information may NOT be disclosed to any person who is not authorized by the health care facility to have it. (See examples.)

Examples:

- Patients encountered in the internship/practicum site must not be described in any identifiable way for purposes other than direct patient care.
- Public discussion of patient who is identified by name or whose identity can be established from other information constitutes a violation of patient confidentiality and HIPAA.
- Students may *de-identify* the patient by using generalities so that the patient cannot be identified in classroom discussion of internship/practicum experiences for educational purposes.
- Students may only access information about the patients assigned to their care and may not access information about other patients, students, or themselves while participating in their internship/practicum.
- Students must ensure that files, records, databases, etc. to which they have authorized access are secured when not in use.
- Students should be conscious at all times of who is nearby to hear any conversations and refrain from discussing confidential information if unauthorized persons are present.
- During the internship/practicum students may not videotape, photograph or make audio recordings of themselves, fellow students or patients assigned to their care unless such activities are a necessary part of patient care as directed by a faculty member or site supervisor.
- Students may not post references about clinical sites or clinical experiences to social media.

ACCOUNTABILITY:

What is a breach of HIPAA?

A breach is defined by the U.S. Department of Health and Human Services as the “impermissible use or disclosure under the Privacy Rule that compromises the security or privacy of protected health information.” (<https://hhs.gov/hipaa/for-professionals/breach-notification/index.html>).

What happens if confidentiality and/or HIPAA is violated?

Possible or suspected violations must be reported to the clinic site and program director/clinical coordinator immediately, and steps must be taken to mitigate the breach if possible. A determination must be made by the site and/or the program director/clinical coordinator that a violation actually occurred. If no violation occurred, then the matter is concluded or addressed by another process. However, if a violation occurred...

...The consequences are serious.

- For a health care provider or covered entity, breaches must be disclosed to the patient and can be reported to the United States Health and Human Services Office for Civil Rights which enforces HIPAA. Patients may file formal complaints with OCR. This office conducts investigations. And violations result in civil monetary or criminal penalties.
- For health care workers, breaches result in adverse action by the employer including discipline which could mean suspension or termination. Many health care providers have a zero tolerance rule which means any breach, no matter how small, results in the employee being fired. Additionally, the breach can be reported to the health care worker's licensing board which puts the worker's ability to work in health care – ever again – at risk.
- For ACM students, breaches may result in adverse action by the clinical site.
- For ACM students, breaches will result in adverse action by the College. Upon learning of any alleged HIPAA violation by a student, the Program Director will gather all the relevant information and forward everything to the Professional Standards Accountability Committee for a full review. The Committee will first determine if a HIPAA breach occurred. If so, the Committee will then determine the appropriate consequence(s) to the student.

Allegany College of Maryland
STUDENT & LEGAL AFFAIRS – Title IX

INFORMATION: **MEDICALLY NECESSARY ABSENCES** GUIDANCE FOR FACULTY AND STUDENTS

Guiding Title IX Principle:

*Students are responsible for their own health and should always consult a qualified health care provider if a health or medical condition interferes with the students' ability to attend class or participate in an essential class function. **Medically necessary absences shall be excused with documentation from a qualified health care provider who affirms the absence is medically necessary; students are responsible for contacting the instructor about completing any missed work.***

Faculty/Academic Programs are responsible for

- providing attendance policies for the course/program;
- complying with the College's Academic Regulations and other relevant policies;
- providing information about the academic and technical standards that are essential to the educational purpose or objective of a program or class (ie., essential functions), as well as any risks to health/safety or hazardous materials (including chemicals, tools, equipment, etc.) that will be used in the course/program, to which students may be exposed, and which present a known or reasonably foreseeable risk to health and safety; and
- developing a plan with the student who contacts the Instructor regarding missed work, clinical hours, and other academic requirements. Plan options include but are not limited to course work extensions, testing extensions, incomplete grade(s), and "X" grades. In some circumstances, a student's only recourse is to medically withdraw from a class/program. If the student returns in accordance with program guidelines, the student will return to the same academic and extracurricular status as before the medical leave began to the greatest extent possible.

Students are responsible for

- attending class in accordance with the course syllabus/program requirements and the Academic Regulations;
- completing course/program content and meeting the learning objectives for each course/program;
- course content including assignments, quizzes, tests, group projects, labs, clinical site hours, and other academic and technical standards that are essential to the educational purpose or objective of a program or class (ie., essential functions);
- communicating directly with the Instructor (and clinic/intern site supervisor) about absences;
- contacting the instructor to develop a plan for making up missed work, clinical hours, and other academic requirements; and
- their own health. Students should always consult a qualified health care provider if a health or medical condition interferes with the students' ability to regularly attend class or to participate in an essential class/program function.

Medically necessary absences shall be excused with documentation* from a qualified health care provider who affirms the absence is *medically necessary*.

*The instructor reserves the right to reject questionable documentation and/or to require the student to provide supplemental verification that any absence was medically necessary. Any student who submits fraudulent documentation may be referred to the Dean of Student & Legal Affairs for disciplinary action

– in addition to appropriate academic consequences (e.g., not excusing the absence, not permitting make-up work, diminished grade, or other appropriate instructional measure).

Related Guidance:

Not every illness or injury needs medical attention/documentation, so students would be wise to attend every class in case they develop a medical condition that requires them to miss class. These provisions apply to major medical events or *bona fide* health conditions where attendance is simply not possible. Routine medical appointments should be scheduled at a date/time that do not conflict with classes and related academic obligations/requirements.

Students who can participate without medically documented restriction(s) shall be permitted to do so. Students who have health/medical concerns related to the academic and technical standards or to health/safety risk or hazardous materials should consult their own qualified health care provider about participation in the course/program. who choose to participate in a class or program activity against the advice of a qualified health care provider shall be permitted to do so at their own risk.

Students who have a condition or special needs (permanent or temporary) for which reasonable accommodations are needed may request accommodations by contacting Academic Access & Disability Resources; documentation will be required. Students whose pregnancy/childbirth require accommodations should contact the Title IX Coordinator.

*Academic Regulations: See Student Handbook

Optional by Program/Instructor

STUDENT CERTIFICATION:

I have read this document and have been given information about the academic and technical standards that are essential to the educational purpose or objective of a program or class (ie., essential functions) of the class/program as well as any hazardous materials (including chemicals, tools, equipment, etc.) that will be used in the course/program, to which students may be exposed, and which present a known or reasonably foreseeable risk to health and safety. I have been given an opportunity to ask questions, and I understand the information that has been provided.

I understand that it is my responsibility to consult a qualified health care provider about this information and about my ability to participate in the course/program if I currently have or later develop a medical/health condition that could (1) compromise my ability to successfully complete the course/program as written or (2) endanger my health/medical condition*. If I am unable to fully participate in this course/program for medically necessary reasons, I understand it is my responsibility to supply documentation from a qualified health care provider. If I choose to participate without consulting a qualified health care provider or against the provider’s advice, I understand that I am assuming any risk knowingly and voluntarily.

*Including pregnancy/childbirth. Breastfeeding should also be considered.

If my medical/health situation changes and if my program requires me to provide updated health/medical information because of that change, I will provide that information.

Allegany College of Maryland and faculty/staff are not responsible for any death, injury, illness, disease, disability, or impairment which results from my participation in the course/program. Allegany College of Maryland reserves the right to remove me from a course/program if my health/safety or the health/safety of others is endangered.

Student Signature _____ Date ____/____/____

Allegany College of Maryland

CODE OF STUDENT CONDUCT

June 2006 - Revised and Approved by the Board of Trustees
Updated (editorial corrections) April 2010 –BRC
JUNE 2013 - New Smoking Policy approved by Board of Trustees
June 2015 – Sexual Misconduct & Sex Discrimination Policy (Title IX) approved by Board of Trustees
2020 – Revised
Approved by Board of Trustees 08/17/20
Implementation: Fall 2020

I. PHILOSOPHY

Allegany College of Maryland, hereinafter referred to as “the College”, provides services and resources to provide a safe learning environment and to promote responsible citizenship by its students. Students enrolling at the College assume an obligation to conduct themselves in a manner compatible with the College’s function as an educational institution and community partner. Each student is presumed to have fundamental knowledge of proper conduct. Each student is likewise expected to follow all federal, state, and local laws as well as all College policies. Furthermore, each student shall be presumed to have read the Code of Student Conduct; ignorance of its provisions shall not be a defense to violating them. The actions/behaviors prohibited this Code of Student Conduct are not exhaustive, since every possible action/behavior cannot be foreseen by College officials, and the College reserves the right to supplement the standards of conduct at any time with notice to the students. The Code of Student Conduct is an administrative process; proceedings non-legal in nature and are, therefore, not subject to the same rules, procedures, and standards of proof as legal proceedings. The College shall provide notice of this Code of Student Conduct to students. Any questions about the Code may be addressed to the Dean of Student & Legal Affairs.

II. AUTHORITY

Allegany College of Maryland’s Board of Trustees adopts the Code of Student Conduct.

III. JURISDICTION

The Code of Student Conduct applies to any Allegany College of Maryland student enrolled in any course which offers college credit at any campus or instructional site of Allegany College of Maryland. Courses include on-campus, online, blended, and early college. Jurisdiction begins when the student enrolls/registers in a qualifying course and ends when the student graduates, formally withdraws from the College, transfers to another institution, or has failed to enroll/register in a qualifying course in the next sequential Fall or Spring semester. Jurisdiction continues between semesters including Summer terms if a student enrolls/registers in a qualifying course in the next sequential Fall or Spring semester. Jurisdiction includes on-campus and off-campus conduct. The provisions of the Code of Student Conduct apply equally and consistently to all students.

Jurisdiction applies to students who have a disability. If not already receiving accommodations for their disability, students are urged to contact Academic Access & Disability Resources and/or the ADA/504 Coordinator. Approved accommodations will be honored in the disciplinary process, and an appropriate individualized assessment will be made to determine whether the disability shall be a consideration in the investigation, findings, and/or any sanction imposed if a student is found responsible.

Jurisdictional Exceptions:

- The Code of Student Conduct does not apply to misconduct allegedly committed by persons taking course(s) which is completely non-credit. Whether the person will be permitted to remain enrolled or to be on campus will be determined on a case-by-case basis pursuant to the Safety Risk Policy and in consultation with Continuing Education and Workforce Development personnel.
- The Code of Student Conduct does not apply to misconduct allegedly committed by persons incarcerated in any facility who are taking courses for whole or partial college credit. The person will be referred to the appropriate correctional authority. Whether the inmate will be permitted to remain enrolled or to be on campus will be determined on a case-by-case basis pursuant to the Safety Risk Policy and in consultation with the correctional authority.
- The Code of Student Conduct can be applied independently of or in tandem with an investigation of an alleged violation of the College’s Title IX policy, since there may be alleged misconduct that includes

provisions of both institutional policies. As necessary and appropriate, the procedures for either or both policies will be applied during investigations, hearings, and appeals.

Application of this policy may directly or indirectly require the application of other institutional policies; nothing in this policy shall be construed to prohibit the application of related policies which include, but are not limited to the policies listed here. If the application of this policy conflicts with the application of another institutional policy, the College will make a good faith effort to comply with all mandates, and the College will comply with any court order(s); however, the Code of Student Conduct shall take precedence unless otherwise required by law. Related policies: Title IX Policy, Non-Discrimination Policy, Admissions Policy, HR policies, Technology Resources Policy, Personal Electronic Account Privacy Protection Policy, Safety Risk Policy, FERPA Policy, and First Amendment Policy.

IV. REPORTING MISCONDUCT AND CRIMES

Any person with information about misconduct should report it promptly to Campus Safety/Special Police, the Dean of Student & Legal Affairs, or other College Official. Allegany College of Maryland employees are required to report certain acts or suspected misconduct pursuant to federal or state law including child abuse. Reports should be made immediately or as soon after an incident as possible. Reports may be made anonymously. Reports made more than thirty days after the incident or made anonymously will be accepted, but the College reserves the right to close such reports without action if there is insufficient information to investigate fully and fairly. The College will assist any person needing assistance to make a report or complaint. **The College strongly encourages any person who is a victim of or who witnesses any crime to contact law enforcement / call 911 immediately.** The College reserves the right to report crimes to local law enforcement and/or to pursue criminal charges or other legal remedies for acts of misconduct committed against the College.

Investigations of alleged violations of the Code of Student Conduct are independent of any alleged crime being investigated by law enforcement or prosecuted in court. The College's proceedings are not dependent upon any proceeding or outcome in a criminal matter. Likewise, the College's proceedings are not dependent upon any proceeding or outcome in a civil matter.

Additionally, students should be aware of any obligation to report a criminal charge to his/her academic program if required and be aware of the effect a criminal matter may have upon the student's eligibility for a particular program, other educational opportunities such as clinical/intern experiences, licensure, future employment, financial aid, and/or on-campus housing.

V. ENFORCEMENT

The Office of Student & Legal Affairs is responsible for the implementing of the Code of Student Conduct in collaboration with Campus Safety/Special Police and other designated College Officials. Reports of alleged misconduct are reported or forwarded to the Dean of Student & Legal Affairs or Designee who determines if the matter will be addressed informally or formally. Informal resolution may include measures such as written warnings, mediation, alternate dispute resolution and/or restorative justice; informal resolution is permitted only if there is no safety risk to any person. Formal disciplinary procedures are detailed below. Additional processes including but not limited to wording of notices, forms, timelines, and compliance deadlines shall be implemented by the Dean of Student & Legal Affairs or Designee. Procedures shall have the full enforcement authority of this Code of Student Conduct.

VI. DEFINITIONS

See Definitions / Accompanying Procedure

Violations of ACM's Standards of Conduct detailed in Section VI include acts defined by Maryland law, the Maryland Attorney General, Maryland Higher Education Commission, the U.S. Department of Education Clery Handbook, other state or federal resources, and/or prior editions of the Code of Student Conduct. This section provides several additional definitions.

- **Appeal Officer:** a College supervisor who reviews appeal petitions and, when appropriate, conducts appeal interviews.

- **Campus:** Refers to any property owned or managed by Allegany College of Maryland including but not limited to the Cumberland campus, Bedford County campus, Gateway Center, instructional sites, Willowbrook Woods, College buildings, parking lots, vehicles, and fields/lawns.
- **Child:** Any person under the age of eighteen who is not enrolled/registered in a qualifying course.
- **Hearing Officer:** a College Official who has been trained to conduct disciplinary investigations and to preside over disciplinary matters.
- **Investigation:** the process for responding to an alleged violation of the Code of Student Conduct and/or Title IX policy. It is a general term that includes intake, fact-finding, and hearings.
- **Ombudsman:** a neutral third party who is a member of the College staff appointed by the President, who does not advocate for any position or outcome, but who is well-versed in the Code of Student Conduct. The Ombudsman *may* meet with accused students (as requested) to prepare for the hearing and may attend the hearing.

VII. STANDARDS OF CONDUCT

The following actions/behaviors (and attempts to commit them) committed in any medium including in person, through third persons, via postal mail, or via any form of technology/media, are strictly prohibited. The Code of Student Conduct adopts definitions which are in accompanying Procedures.

A. Personal Interaction

1. Assault and Battery/Assault
2. Aggravated assault
3. Sexual Assault
4. Sexual Harassment
5. Sexual Exploitation
6. Sexual Intimidation
7. Stalking
8. Relationship Violence
9. Title IX Offenses
10. Registered Sex Offenders
11. Harassment
12. Retaliation
13. Threat
14. Intimidation
15. Bullying
16. Cyberbullying
17. Hazing
18. Child Endangerment
19. Child Abuse/Neglect
20. Murder and Non-Negligent Homicide
21. Manslaughter by Negligence

B. Respect for Property

1. Theft
2. Unauthorized Use
3. Trespassing
4. Unauthorized Entry
5. Burglary
6. Robbery
7. Vandalism/Destruction of Property
8. Tampering with Safety Equipment
9. Arson
10. Littering

C. Health and Safety

1. Weapons
2. Disregarding Fire Safety

3. Alcohol: Allegany College of Maryland is a dry campus See the Drug and Alcohol Policy.
4. Drugs: Allegany College of Maryland is a clean campus. See the Drug and Alcohol Policy.
5. Tobacco/Smoking/Vaping
6. Disregarding Public Health Directives
7. Gambling
8. Reckless Endangerment
9. Enabling Banned Persons
10. Unauthorized Possession/Duplication of keys
11. Access Obstruction
12. Unsafe driving
13. Unauthorized Parking
14. Prohibited Animals

D. Peace and Order

1. Failure to Comply
2. Probation Violation
3. False Statement
4. Fraud
5. Disorderly Conduct
6. Residence/Residency
7. Photo Identification Cards
8. Unauthorized Publication(s)/Sale(s)
9. Policies on Publications and Fundraising/Sales
10. Misuse of Technology

E. Hate – Bias

1. Hate Crime
2. Hate-Bias Incident

F. On Campus Housing Regulations

1. Visitors
2. Noise
3. Banned Items
4. Vehicles
5. Exceeding Contract dates/times
6. Cable/Internet fraud

G. Other Misconduct

1. Other act that violate any local, state, or federal law.
2. Other act that violate the personal, property, health, or safety rights of others.
3. Other acts that violate College policy.

VIII. DISCIPLINARY PROCEDURES

The College will create and apply procedures to implement this Code of Student Conduct. Procedures shall include student notification, hearing protocols, due process requirements, student rights and responsibilities, standard of proof, sanctions, and appeal protocols.

Disciplinary matters arising from an alleged Title IX violation shall follow Title IX procedures which may differ from the Code of Student Conduct procedures. Parties to such matters will be given information regarding the applicable procedures. Disciplinary matters that include both Title IX allegations and non-Title IX allegations – whenever that determination is made during the process – may follow a mix of procedures. Students will be notified regarding applicable procedures.

These procedures apply to acts of suspected/alleged misconduct which were determined to be addressed formally. Upon receiving a report of alleged violation of the Code of Student Conduct, the Dean of Student & Legal Affairs shall determine if an informal resolution is appropriate for the circumstances; if

not, the Dean shall assign the matter to an appropriate Hearing Officer(s) who shall complete a full, thorough, impartial, and fair investigation.

- A. Investigation: The investigation may include interviewing the complainant, interviewing the accused, interviewing witnesses, reviewing reports, reviewing students' written statements, and reviewing other documents, video, recordings, or any information available to the Hearing Officer(s). The investigation will be properly documented. Confidentiality will be observed. The investigation may be conducted with the assistance of Campus Security/Public Safety or other relevant College Officials.
- B. Notice: Students accused of misconduct will be given written notice of the incident which prompted disciplinary action, the Code of Student Conduct provision(s) allegedly violated, and their rights/responsibilities. Additional notice may be waived in limited circumstances: the accused student gives provably false information during the investigation and/or additional violations which directly related to the original matter(s) are discovered during the investigation.
- C. Hearings and interviews: Any student who is notified about a disciplinary matter is expected to schedule a meeting with the Hearing Officer(s). It is the student's responsibility to schedule his/her hearing or interview. Failure to schedule and attend could result in decision without student's input, and such decisions are final. Each student meets separately with the Hearing Officer(s). All hearings and interviews are closed and shall be conducted in private, and students may not be accompanied by any 3rd party except an Ombudsman. Hearings may not be recorded by either party unless both parties agree in writing; the person who requested the recording shall be responsible for having the hearing transcribed by a third party approved by both parties; copies of transcript shall be provided to both parties at the requestor's expense.
- D. Respondent Student Rights:
 - Students have a right to an objective process.
 - Students have a right to notice of the allegations.
 - Students have a right to a hearing with the Hearing Officer.
 - Students have the right to admit or deny the allegation(s).
 - Students have the right to present relevant information.
 - Students have the right to present fact or character witnesses.
 - Students have the right to present documents and other materials.
 - Students have the right to view information being considered in the investigation; such information may be redacted or presented to protect the privacy/safety of other person(s).
 - Students have the right to submit questions for the Hearing Officer(s) to ask another person(s).
 - Students have the right to seek procedural assistance and information from the Ombudsman.
 - Students have the right to be accompanied in the hearing by an Ombudsman.
 - Students have the right to request a different Hearing Officer upon presenting bona fide evidence of a conflict of interest by the assigned Hearing Officer.
 - Students have the right to present information in mitigation for a sanction if found responsible.
 - Students have the right to a written Notice of Decision.
 - Students who participated in the proceedings have the right to petition for an appeal.
- E. Complainant Rights
 - Students have a right to an objective process.
 - Students have a right to a meeting with the Hearing Officer.
 - Students have the right to present relevant information.
 - Students have the right to present fact or character witnesses.
 - Students have the right to present documents and other materials.
 - Students have the right to submit questions for the Hearing Officer(s) to ask another person(s).
 - Students have the right to seek procedural assistance and information from the Ombudsman.
 - Students have the right to request a different Hearing Officer upon presenting bona fide evidence of a conflict of interest by the assigned Hearing Officer.
 - Students have the right to present information to seek an enhanced sanction if the accused student is found responsible.
- F. Campus Suspension: Upon request, written notice of results of disciplinary proceeding if crime of violence is alleged. When a reported violation involves violence and/or a reasonable concern that an imminent risk to individual or campus safety exists, the Dean of Student & Legal Affairs may

request an Order of Immediate Interim Suspension from the College President. Such an Order requires that the accused student immediately leave College grounds and is prohibited from being on campus pending an investigation of the incident(s) unless/until authorized by the Dean of Student & Legal Affairs or Director of Campus Security/Public Safety or unless/until the Order is lifted. The student may request an emergency hearing with the Dean of Student & Legal Affairs to challenge the Order within three business days.

- G. **Housing Suspension:** Willowbrook Woods residents who are accused of conduct violations that necessitate their temporary removal from on-campus housing for safety reasons may be suspended by either the Director of Residence Life or the Dean of Student & Legal Affairs pending an investigation of the incident(s). These residents will be responsible for finding temporary accommodations and transportation to/from campus. The resident may request an emergency hearing with the Director of Residence Life or the Dean of Student & Legal Affairs to challenge the suspension.
- H. **Standard of Proof:** The standard to be applied in making decisions is preponderance of the evidence (i.e., it is more likely than not that the accused student committed the violation(s) as alleged). No student shall be presumed responsible when a matter is referred for disciplinary action; only if the standard of proof has been met may a student be found responsible.
- I. **Outcome:** At the conclusion of an investigation, the Hearing Officer(s) will provide written notification to the accused student summarizing the investigation and noting the findings:
 - Responsible
 - Not Responsible
 - Taken Under Advisement for a specific period of time (with or without conditions)
 - Closed without a Finding
 - Referred to a different process
 - Other resolution.
- J. **Sanction(s):** if the accused student is found responsible, the Hearing Officer will assign an appropriate sanction after considering relevant factors.

Possible sanctions include:

1. **Censure:** A written reprimand placed in the student's disciplinary file.
2. **Probation / Probation with Special Conditions:** A period of time when the student's conduct will be more closely monitored for compliance with all rules, regulations, policies, and laws. Specific terms and/or conditions that are intended to promote safety, to compensate any victim, to deter this or any student from a similar course of conduct, or to educate the student may be imposed.
3. **Campus Suspension:** A period of time when the student may not be on campus for any reason without prior authorization. A suspended student may be permitted to complete coursework at the discretion of his/her instructors. Students who are suspended from campus are also suspended from Willowbrook Woods.
4. **Willowbrook Woods Suspension:** A period of time when the student who has a contract for on-campus housing may not be on Willowbrook Woods property for any reason without prior authorization.
5. **Dismissal:** The student is separated from the College for an indefinite period of time and may be readmitted only with written approval from the College President. The student will be administratively withdrawn from all classes and is not permitted to complete a course, program of study, or degree. A dismissed student shall not be permitted on campus for any reason without prior authorization, may not complete any coursework after the effective date of the dismissal, and may not graduate or participate in any commencement activities. His/her transcript may have a notation of disciplinary dismissal. Students who are dismissed from the College are also expelled from Willowbrook Woods.
6. **Expulsion (Willowbrook Woods residents only):** The resident is removed from housing for the remainder of the contract term and may not be on housing property without prior authorization.

- K. Appeal: A student who has been found responsible/in violation of the Code of Student Conduct may petition to appeal the Hearing Officer's decision. The appeal petition must state eligible grounds for appeal and must be submitted to the Hearing Officer, along with any supporting documentation or supplemental materials, within 15 calendar days of the date of the decision being appealed.

Eligible grounds to petition for an appeal are limited to:

1. Discovery of new information that was *previously unavailable* that could have made a difference.
2. Discovery of proof of actual innocence that was *previously unavailable*.
3. Proof of misconduct by the Hearing Officer.
4. Due process requirements were not met (i.e., student was denied written notice of the allegations, an opportunity to be heard, an opportunity to provide information/witness names, written decision and/or other established procedures).
5. Sanction is substantially disproportionate to the severity of the violation considering the relevant aggravating and/or mitigating factors.

Upon receipt, the Hearing Officer has discretion to modify his/her decision on the merits of the petition or other relevant circumstances; any changes shall be communicated in writing to the student. If the Hearing Officer declines to modify the decision, s/he will promptly notify the Appeal Officer and forward the petition, a copy of the relevant records, and a written response to the petition. The Appeal Officer shall be the Hearing Officer's immediate supervisor. The Appeal Officer shall determine if the appeal petition satisfies the criteria to be considered; merely being dissatisfied with the outcome is insufficient. Such allegations must be supported by reference to specific evidence not by vague claims or assertions. The Appeal Officer will issue a written notification whether the petition has merit or not. If the petition has merit, the appeal may proceed to a hearing. The appealing student has the right to a hearing with the Appeal Officer to present information about the student's grounds for appeal. The appeal hearing is not a *de novo* review; its scope is limited to the issue(s) stated in the appeal petition. The Appeal Officer may also meet with the Hearing Officer, meet with relevant witnesses, and review investigation materials. At the conclusion of these proceedings, the Appeal Officer will issue a written notification of findings; the original decision may be affirmed, modified, or reversed. Decisions by the Appeal Officer may be appealed to next level supervisor using the same petition process. Decisions by the President are final.

- L. Nothing shall be noted in a student's College record about a disciplinary matter unless the student has been found responsible. Those records shall be preserved in the Office of Student & Legal Affairs or other secure location and are subject to privacy law and college policy. Students may review their records upon request. Information shall not be shared with any third party without a properly executed and authenticated FERPA release, but the College reserves the right not to disclose disciplinary information to any third party except by court order or other legal process. See the College's FERPA policy. Certain disciplinary information may be released without the student's consent including but not limited to Title IX cases and drug/alcohol violations (findings may be released to parent or guardian per federal law). Records may not be expunged.

IX. POLICY CHANGES

Substantive changes to this Code of Student Conduct require approval by the Board of Trustees; editorial changes, title/position changes, and/or changes to its implementation procedures may be made as required by federal or state mandate and/or institutional need with timely notice to students.

Allegany College of Maryland STUDENT & LEGAL AFFAIRS

Student Counseling Program Quick Reference Guide

The uncertainty and rapidly changing outbreak of the Coronavirus can cause added stress, fear, and anxiety. Every individual is impacted differently and how each person reacts during stressful situations is unique. Experiencing overwhelming feelings of uncertainty, fear, stress, and anxiousness are to be expected. It's important to take care of yourself and seek the support you need. Please feel free to utilize the services that are provided below. If you need assistance finding support in your local community, please let us know how we can help you do so.

Personal Counseling:

Allegany College of Maryland contracts with **UPMC WESTERN MARYLAND** (Cumberland) to provide counseling to individual students. Any eligible student is entitled to receive up to seven* (7) hours of counseling per semester for any mental health issues with which s/he needs assistance. Counselors are also available for urgent and crisis situations. Couples and family counseling are also available. All services provided by WMHS are completely confidential and provided by qualified, licensed mental health professionals.

*14 sessions per year are paid by ACM.
7 during the period July 1-December 31
7 during the period January 1 – June 30

To schedule an appointment with a counselor at **UPMC Western Maryland** call **(240) 964-8585**.

Crisis Counselors are also available to speak to students over the phone and can be reached at **240-964-1399**.

The Pennsylvania campus contracts separately with Bedford-Somerset Developmental and Behavioral Health Services (814) 623-5166; for more information, contact Student Services offices in Bedford at (301) 784-6200

On-Site Support:

Students who need *immediate* mental health support may contact Ms. **Renee Gibson** (Student Support & Operations Specialist) when they are in crisis or need urgent support. Renee will help them resolve the situation using crisis intervention skills as well as practical problem-solving and referrals to campus services or other supports. If the situation is mental health emergency, the student will be connected with the WMHS crisis counselor for emergency help.

Renee Gibson's office is in **CC-152**, her phone number is **(301) 784-5206**, and she can also be reached via email at **rgibson@allegany.edu**. She is generally available M-F during business hours. *(While departments will have limited staff working, Student & Legal Affairs will have someone available, who has been trained in Mental Health First Aid, to meet the urgent needs of faculty, staff, and students.)*

Family Crisis Resource Center:

Allegany College of Maryland has partnered with the Family Crisis Resource Center (Cumberland) to provide easily accessible domestic violence and sexual assault support services to students. FCRC is a non-profit, nongovernmental sexual assault and domestic violence victim services organization. FCRC is available by appointment and in emergencies to help any student [or employee]. All FCRC services are free.

FCRC can be reached by calling (301) 759-9244.

Screening for Mental Health

Allegany College of Maryland has registered with MindWise to offer online screening programs for depression, generalized anxiety disorder, PTSD, bipolar disorder, alcohol/drug use disorders, and eating disorders. These free personal assessments can be completed by any student from any internet connection; if the results indicate treatment or services may be needed, the student will be given appropriate referral information.

<https://www.allegany.edu/student-and-legal-affairs>

(Student

Counseling tab » click: [Anonymous Online Screenings](#))

Emergencies

Anyone who witnesses a medical or mental health emergency requiring immediate intervention should **CALL 911** AND THEN **CALL CAMPUS SECURITY @ X.5555**. Health and safety are too important to hesitate, and you do not need permission to call 911. (NOTE: ACM does not provide transportation and/or hospitalization costs.)

Maryland Crisis Connect: 1-800-422-0009 / 1-866-411-6803

Or you can Dial 211 (select option 1) for crisis help or resource info

National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

Crisis Text Line: Text "HOME" to 741741 (Free/confidential)

Doctors on Demand <https://www.doctorondemand.com/>

National Domestic Violence Hotline 1-800-799-7233

RAINN (Rape, Abuse, and Incest Natl. Network) 1-800-656-4673

Private Referrals – local Providers

A list of local mental health providers (Cumberland campus) is available by contacting the Office of Student & Legal Affairs or the Nurse Managed Wellness Center. Selecting a private provider is the student's choice; payment is the student's responsibility.

Online resources to manage stress & anxiety:

CDC (Center for Disease Control):

<https://www.cdc.gov/coronavirus/2019-ncov/prepare/managing-stress-anxiety.html>

WHO (World Health Organization):

https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf?sfvrsn=6d3578af_2

When you can't control what's happening, challenge yourself to control the way you respond to what's happening. That's where your power is.

Info @ Office of Student & Legal Affairs (301) 784-5206

**ALLEGANY COLLEGE
PHYSICAL THERAPIST ASSISTANT
PROGRAM HANDBOOK**

**Appendix C:
Waiver & Notification Forms**

Sample Acceptance Letter

June 2, 2025

Name

Address

City, State, Zip

Dear _____:

Congratulations! You have been accepted to begin the Clinical Phase of the Physical Therapist Assistant Program for the Fall 2025 session. As you know, admission to the program is selective and competitive. You should be proud of your accomplishments thus far!

Enclosed is an Admission Response Form. You must complete this form and return it to the Physical Therapist Assistant Program office by **June 25, 2025** to secure your spot in the class. (This can be done in person, or by email to jandres@allegany.edu.) **Failure to respond by that date will result in forfeiture of your slot in the 2025 Physical Therapist Assistant class.** Please indicate on the Admission Response Form if you need an orientation to Brightspace.

There will be two **mandatory** Orientation sessions for all PTA students. The first will be held on **Monday, June 30, from 9:00 AM – 1:00 PM** in the Allied Health Building, Room 230. The second Orientation will be held **Monday, July 28, from 9:00 AM – 5:00 PM**. Detailed information regarding the program will be given at that time. During the July Orientation, you will have an appointment with the campus photographer for your name badge photograph. Please dress professionally for the photo. Please check your ACM email daily for any changes and/or updates. Information and assignments will be given on July 28 which will be due for classes that start on Monday, August 18.

A more complete schedule, including specific class meeting days and times, textbook list, as well as information regarding a physical exam, insurance requirements, CPR, First Aid, etc. will be presented to you on June 30.

Criminal background checks are conducted on each student. If you have been convicted of any crimes, you may still partake in the educational coursework. However, there is a possibility that you may not be eligible for clinical rotations and/or sit for the licensure exam. Please note: If we cannot find you placement in a clinical site, you will not be able to graduate.

If you have any questions regarding this letter, please contact Jamie Andres, Administrative Associate, at (301) 784-5538. We look forward to having you in the program.

Again, congratulations!

Sincerely,

Melody Kentrus, PT, DPT
Program Director

Enclosure

ALLEGANY COLLEGE OF MARYLAND
12401 Willowbrook Road, SE
Cumberland, Maryland 21502-2596

ADMISSION RESPONSE FORM
Physical Therapist Assistant (PTA) Program

IMPORTANT: This completed form must be returned to the PTA Program Office by June 25, 2025. **Failure to return this form will eliminate your reserved space in this program.**

Name: _____
Last First Middle Initial

Address: _____
Street

City State Zip Code

Cell Phone: _____

ACM Email: _____

Other Email: _____

(please note: the “other” e-mail will not be used as a primary e-mail during your time in the program)

Please check one of the following:

_____ I have read and understand the *PTA Program Acceptance Letter* and plan to begin the clinical phase of the PTA Program for Fall 2025.

_____ I do not plan to begin the clinical phase of the PTA Program for Fall 2025.

Brightspace orientation needed? _____yes _____no

Have you previously attended the ACM Orientation for new students?
_____yes _____no

_____ Date _____ Signature

Allegany College of Maryland (ACM)
 PHYSICAL THERAPIST ASSISTANT (PTA) PROGRAM
 General Release/Waiver Form

By providing my initials next to each statement and by signing below, I acknowledge and agree as follows:

Student name (PRINTED): _____

ID number: _____ Date: _____

- ____ **1. Initial Requirements/ To-Do List.** I have read and understand the initial requirements for the Program as outline in the College Catalog, Program Booklet, and Program Handbook, Program Expectations including, but not limited to the list below. I realize it is my responsibility to accept financial obligations related to these requirements. I understand, and do not take lightly, my responsibility to obtain, successfully complete, maintain, and/or provide proof of:
- a. a physical examination,
 - b. immunizations as specified or sign a waiver of declination,
 - c. CPR Healthcare and First-Aid certification,
 - d. personal professional liability insurance for coverage beyond college limits,
 - e. health insurance due to the clinical site requirements,
 - f. American Physical Therapy Association (APTA) membership,
 - g. uniform and dress code,
 - h. criminal background checks which may include fingerprinting,
 - i. drug screening specialized to the clinical site requirements,
- ____ **2. Medical Health Record Accuracy.** By completing and signing the Health Careers Medical Health Examinations Record Confidential Student Health Profile, I agree that the information included in that document is accurate. If any changes of my current status should occur while enrolled in the program or inability to perform essential functions/ technical skills, I will notify the Program Director immediately. I realize that this status change may delay or inhibit successful completion of the program.
- ____ **3. Expectations of the College and the Program.** I understand and agree to abide by the College and Program Expectations in addition to the *Code of Student Conduct*.
- The College's Expectations include:
- a. Attend Class,
 - b. Do the Work,
 - c. Ask for Help,
 - d. Read the Handbook,
 - e. Respect Others,
 - f. Be Responsible,
 - g. Follow the Professionalism Standard.
- The Program's Expectations include:
- a. Comprehend the Expectations of the Health Care Profession;
 - b. Comprehend the Expectations of the Physical Therapy Profession;
 - c. Communicate Appropriately with other Individuals and Groups;
 - d. Display a Professional Appearance;
 - e. Demonstrate Professional Ethics;

- f. Follow the Requirements and Guidelines of the College and Program;
- g. Demonstrate Professional Technical Standards/ Essential Functions (Intellectual-conceptual abilities, Behavioral & social attributes, Communication, Observation, Motor capabilities);
- h. Maintain Specific Physical Requirements;
- i. Respond Appropriately to Emergency Situations;
- j. Uphold Criminal Background Check Responsibilities;
- k. Uphold Alcohol, Drug, and Other Intoxicant Responsibilities;
- l. Provide Self Transportation;
- m. Maintain Insurance (both Health and Liability);
- n. Follow the Rigors and Schedule of the Program;
- o. Uphold Other Requirements as needed.

___ 4. **Medical Expense Waiver** – Students entering health programs need to be aware, by virtue of the clinical nature of the training, that they may be exposed to infectious disease processes, injury and their inherent risks. Students enrolled in training programs which involve clinical/practicum experiences are expected to have their own personal health insurance. Allegany College of Maryland and the clinical agency are not responsible for medical expenses related to disease or injury incurred during training programs. I, the undersigned, understand the above and agree to be responsible for any medical expenses incurred during training at Allegany College of Maryland or at clinical/practicum sites.

___ 5. **Release of Obligation** - I release Allegany College of Maryland of all legal & medical obligations while participating in course and clinical activities on & off campus.

___ 6. **Fieldtrip Release Form.** I have read and understand the Fieldtrip Release form. I understand the consequences if I do not adhere to the said guidance.

___ 7. **Release of Name and Address General** – Signing below gives Allegany College of Maryland and its employees authorization to provide to classmates, prospective employers, the APTA (American Physical Therapy Association), the Federation of State Boards of Physical Therapy (FSBPT), licensing boards, etc. your name and vital information regarding your status at this institution.

☐ I do not want any information sent to any of the above institutions.

Signature: _____ Date: _____

☐ Please pass my name on to anyone that requests personal information on me as appropriate.

Signature: _____ Date: _____

___ 8. **Release of Information to Clinical Sites** – *FERPA (Family Educational Rights Privacy Act) does not allow the College or its employees to release certain information to third parties—including parents—without either written permission from the student or a recognized exception to the [federal] law.* I hereby consent to the release of information about my academic status and other information contained in educational records maintained by Allegany College of Maryland (ACM) to all clinical affiliate institutions of the ACM's PTA Program, and to the administrative and professional staff of said clinical affiliate institutions who are in any way connected to the clinical training provided through the College's PTA Program. In providing this consent to the release of information, I recognize that I am waiving rights I may have under state and federal privacy laws.

- ____ **9. Sharing Information in Class - FERPA (Family Educational Rights Privacy Act)** protects my educational record including grades and experiential learning from disclosure to other persons. *HIPAA (Health Insurance Portability and Accountability Act)* protects the medical information of patients and clients from unlawful disclosure. However, I realize that classroom discussion of clinical scenarios involving students are important for educational purposes. I hereby consent to participate in discussions with my classmates and instructors involving my clinical experiences and waive FERPA protections for the purposes of classroom discussion and teaching/learning. I agree not to provide patient or client identifiers. I agree not to share the information discussed outside of a controlled, supervised PTA classroom setting.
- ____ **10. Media Release Form for ACM Publications** – In the interest of education, I give my permission for videos/photographs to be taken of me, and permission to use my photograph, videos in which I am recorded, name, story, curriculum information, and graduation year, in the classroom/lab setting, publications, newspapers, television commercials, advertisements, website, social media, or other mediums as related to the educational programs at Allegany College of Maryland (ACM). I acknowledge such video footage/pictures and information may be used to provide learning opportunities to other students, promote awareness to the community about the college, services provided by the college, and student life associated with the campuses. I understand that the above videos/photographs become the property of Allegany College of Maryland and may be used for news, education, or other purposes related to the advancement and/or funding of educational programs at ACM. I affirm that I am at least 18 years of age. My signature, written or electronic, on this form indicates my understanding and acknowledgment of this policy.
- Signature: _____ Date: _____
- ____ **11. PTA Club and Budget.** I understand and agree to the PTA Club Guidelines for Constitution, Bylaws, Class Role Description, Fundraiser Approval Form, and Budget requests. I agree to the suggested budget of \$5/mo or \$60/yr that may vary based on the Club's expenses & number of students. I realize my financial contributions will be donated to the class should I withdraw or be dismissed prior to graduation.
- ____ **12. Acknowledgement of Receipt of College and Program Documents.** I have read the following documents and understand the consequences if I do not adhere to the standards of the profession, the program, and the college. Copies of these documents may be located in the Program Handbook and/or on the College's website.
- Professionalism Standard*
 - Code of Ethics for the PT*
 - Standards of Ethical Conduct for the PTA*
 - Core Values for the PT and PTA*
 - Standards of Practice for Physical Therapy*
 - HIPPA and Confidentiality Guidelines.*
 - Medical Necessary Absences.*
 - Code of Student Conduct*
 - Student Counseling Program*

- ____ 13. **Acknowledgement of Receipt of College's Student Handbook-** I am aware that I am responsible to follow the College's Student Handbook which can be accessed on the college's website @ www.allegany.edu > Student > Student Handbook. Sections include:
- a. General Information
 - b. Registration for Courses and Adding/Dropping Courses
 - c. Student Financial Aid
 - d. Foundational Scholarship Program
 - e. Academic Information
 - f. Academic Regulations
 - g. Grievance Policies and Procedures for Students
 - h. Safety and Security
 - i. Sexual Harassment & Sex Discrimination Policy
 - j. Code of Student Conduct
 - k. FERPA
 - l. ADA/504
 - m. Common Questions About ACM
 - n. Navigating ACM
- ____ 14. **Acknowledgement of Receipt of Program Handbook -** I have received a copy of the "**2023-2024** *Physical Therapist Assistant Program Handbook*". I have read and agree to abide by these requirements and guidelines. I understand my obligations as stated in this document. I further understand that this manual is not to be all-inclusive and that individual instructors may establish additional requirements and guidelines provided they do not conflict with this manual or that of Allegany College of Maryland. By signing this form, I agree that it is my responsibility to follow all requirements and guidelines stated in this handbook. Some examples of the requirements and guidelines specific to the Program Handbook include (but is not limited to) items such as:
- a. Academic Requirements which include:
 - o satisfactorily completing academic (written and practical/hands-on examinations) and clinical performance with a grade C or above.
 - o maintaining academic integrity. I will maintain confidentiality of examinations by all means possible. I will abide by the plagiarism, cheating, and artificial intelligence (AI) rules as set forth in the college's *Student Handbook* and the *Program Handbook*. I will not record (video, audio, photo, written, etc.) information without prior authorization. I realize the penalty for dishonesty may yield dismissal from the program.
 - b. Student Simulations which include:
 - o acting as models in the laboratory setting for educational procedures & treatment techniques by participating in demonstrations and patient simulations.
 - o identifying self to every patient/client as a student PTA knowing that the patient has a right to decline services.
 - o seeking out 2 forms of patient/client identification (i.e., name, DOB)
 - o allowing for videotaping, audio-taping, photographing or imaging when authorized for instructional purposes.

- c. Student Health and Safety which include:
- o utilizing other ACM support systems (i.e., counseling, food pantry, grants/scholarships, etc.) to aid in successful completion of the Program.
 - o knowing that neither the College nor the facility is responsible for loss of personal property during on-campus and off-campus experiences. I hereby release both the College and the clinical site from any liability resulting from damage or loss of personal property while on site.

I declare that I have read and understand the above provisions and agree to be bound by them, as indicated by my initial next to each provision and my signature below, and I hereby enter into this agreement and release voluntarily.

Student Signature

Date

PTA Program Director Signature

ATTENDANCE LOG

Posted on Classroom Door.

To be filled out by anyone who is absent or tardy upon entering or exiting class time.

	Name	Absent and/or Tardy Basic Reason	Date	Time In or Time out	Time Missed
1.	Doe, John	Flat Tire	09//01/2020	8:36am	36 minutes
2.	Smith, Susan	Health Reasons	09/05/2020	N/A	Full day 8 hours
3.	Savage, Karin	Student Concern	09/11/2020	1:05pm	5 minutes
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					

NOTIFICATION OF ABSENCE

Student Name

Date

Date of Absence(s)

Class Session(s) Missed

Clinical Hours Missed

Reason for Absence(s)

I intend to make up my clinical hours on _____

Date

from _____ to _____.

Student Signature

ACCE Signature

I have met with my class instructor and discussed the material I have missed. The following plan has been established for me to make up the coursework I missed:

Instructor Signature

Student Signature

Program Director Signature

College copy: white
Student copy: yellow

ACCIDENTS ON FIELD TRIPS

Before having students or guests of the college participate in field trips or special events, they must sign a STATEMENT OF RELEASE. A sample STATEMENT OF RELEASE is attached to this procedure. You must keep signed STATEMENTS OF RELEASE for a minimum of three years after the field trip or special event.

The following are steps to be taken in the event an accident happens.

1. Seek medical assistance if required.
2. Obtain assistance from personnel at the site visited if possible.
3. Follow the policies and procedures established by the site you are visiting, using their forms if available.
4. Do not admit liability. Our insurance company will investigate.
5. Obtain a copy of the accident report, witness statements, and any other relevant information. Forward this information to the Personnel Office as soon as possible.

If the site does not have a procedure or if their procedure does not provide for the following, then be sure the following information is obtained.

1. Get the injured party's, name, address, and telephone number.
2. Get the names, addresses, and telephone numbers of any witnesses.
3. As soon as possible prepare a written statement and obtain written statements from other witnesses, be sure to include names, addresses, and telephone numbers. Have statements signed and dated. If witness statement forms are not readily available use whatever paper is handy.

As soon as possible have the injured party document the accident in writing. The statement must be signed and dated.

All statements should include:

- a) date, time, and location of accident
- b) identification of injured party (name, address, telephone no.),
- c) description of the injury or property damage,
- d) description of what happened,
- e) cause of the accident and why it occurred
- f) who was at fault and why

- g) any other relevant information such as weather conditions,
- h) name, address, and telephone number of person making statements,
- i) signed and dated by person making statement.

5. Have pictures taken if appropriate and possible.
6. Forward to the Personnel Office a copy of the accident report, witness statements, and any additional information you obtained.
7. The Personnel Office will report the incident to the College's insurance carrier for follow-up.
8. Report any employee injury to the college's Personnel Office.

FIELD TRIP RELEASE

When students or guests of the college are participating in field trips or special activities a **RELEASE FORM** must be used. All participants in an activity must sign and return a release before the activity takes place. The college department and/or employee who has responsibility for the activity must keep the signed releases as part of the records for that class or activity. All records of a field trip or activity should be kept for a minimum of three years after the activity has taken place or three years after the complete resolution of any incident which may have occurred during an activity or field trip. In case of an accident it will be necessary to provide copies of signed releases to insurance companies.

Attached find a sample format to use in preparing a release for a particular activity. NOTE that before using this **SAMPLE FORM** a description of the activity for which it is to be used must be added. The description of the activity must identify any special risks which would be associated with the activity or field trip. If attachments to the release are used make reference to the attachments in the release.

If a class has regular planned field trips or activities as part of the class content, it would be appropriate to develop a single blanket release which would cover all of the expected activities for the entire semester. However, any special activity not specifically covered in a blanket release would require a separately signed release.

Allegany College of Maryland
Statement of Release

Activity: _____

Dates: _____

I request permission for myself or my legal dependent to participate in this activity. I understand the nature of this activity including the risks and any requirements or instructions which have been provided. I understand that if I am under a physician's care or I am aware of any health issue, I should obtain my physician's approval before participating. I release Allegany College of Maryland and its employees from liability and responsibility and take full responsibility for personal injury or damage to property that results from an accident or from my own negligence while participating in this activity. I assume liability and responsibility for my own actions while participating. It is understood that neither Allegany College of Maryland nor employees of Allegany College of Maryland will assume liability for injury or property damage at any time during this activity.

Should I or my legal dependent become injured during this activity my permission is given to provide or obtain necessary medical attention.

Description of Activity:

YOU DESCRIBE THE ACTIVITY HERE

1. Note any special risks
2. Note any attachments

Participant Name (Print) _____

Signed _____ **Date** _____
Participant

If participant is under 18 years of age:

Parent/Guardian Name (Print) _____

Signed _____ **Date** _____
Parent or Guardian

**ALLEGANY COLLEGE
PHYSICAL THERAPIST ASSISTANT
PROGRAM HANDBOOK**

**Appendix D:
Assessment Forms**

Allegany College of Maryland
Physical Therapist Assistant Program
LEARNING CONTRACT/ ACTION FORM

Student Name: _____ Date: _____
Instructor: _____ Facility: _____

Disciplinary Action:

_____ Verbal
_____ Written with Reprimand, Specific Corrective Action, and Probation
_____ Recommendation: Suspended
_____ Recommendation: Dismissed

Observations of Actual Performance/Conduct:

--

Performance/Conduct Expectations:

--

Specific Actions Required to Meet Expectations:

--

Additional Comments:

--

You are expected to improve your performance in the areas described above to fully meet your didactic/clinical expectations. It is expected that once you have achieved a level of performance that meets expectations you will continue to perform at or above that level of performance. I encourage you to speak with me if you have questions or need my support. We will have a follow-up meeting on _____ to assess your performance. Failure to meet expectations could result in failure of this course/clinical rotation. I understand that a copy of this form will be kept in my personnel file. **I have read and understand this document.**

Instructor Date

Student Date

ACCE Date

Program Director Date

Test Analysis Tool

Name: _____ Date: _____

Class: _____ Exam: _____

		Questions missed																Total
Insufficient information	Info not in my notes																	
	Studied but could not remember info																	
	Knew it but couldn't apply it																	
	Studied the wrong info																	
Test Anxiety	Mental block																	
	Day dreaming																	
	Too tired to concentrate																	
	Panicked																	
Test Taking Skills	Marked the wrong choice																	
	Changed a correct answer																	
	Overlooked qualifiers																	
	Overlooked negative																	
	Missed the question																	
	Poor use of time provided																	



Allegany College of Maryland PTA STUDENT PROFESSIONALISM SCALE

Student Name:

1	2	3	4	NA
Below Expectations	Slightly Below Expectations	Meets Expectations	Exceeds Expectations	Not Assessed

Please reflect on each professional behavior carefully and mark your response accordingly.

Professional Attributes

Respect for others (students, faculty, staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Respect for facilities, rules, policies and procedures, chain of command	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Respect for oneself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Attitude (enthusiastic, positive, interested, motivated, open-minded)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Appearance (dress, hygiene)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Presentation of self to others (appropriate/acceptable manner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Initiative (self-direction, goal-directed, seeks opportunities to learn)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Self-awareness (recognition of strengths and limitations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Emotional appropriateness (self-control, management of disappointment/anger)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Verbal communication (effective, appropriate language, humor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Nonverbal communication (appropriate affect, demeanor, body language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Written communication & work (clear, concise, appropriate, free of errors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA

Work Ethic and Responsibility

Preparedness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Punctuality and timeliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Accountability (acknowledges mistakes and corrects when possible)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Responsibility (completion of assigned tasks, no need of reminders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Safe use and care of resources (equipment, materials, & space)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Dependability/Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Organization (time & resources) Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Flexibility/Adaptability (adjusts to changes in schedules, plans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Prioritization of tasks/ balances obligations, commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA

Relationships and Interpersonal Competence

Professional boundaries/Appropriate therapeutic and work relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Rapport (ability to establish relationships)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Listening and communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Cooperation/Collaboration (group, team skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Sensitivity/Patience/Consideration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Tact (appropriate expression of thoughts & feelings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Receptivity to constructive feedback & guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Response to constructive feedback (modification of performance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Ability to give constructive feedback to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Assertiveness skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Conflict management and resolution skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Stress management (attention to personal balance and well-being)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Leadership roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA

1	2	3	4	NA
Below Expectations	Slightly Below Expectations	Meets Expectations	Exceeds Expectations	Not Assessed

Knowledge and Critical Thinking

Commitment to learning (invested, willing to try)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
Competence/Confident of PT knowledge & skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
Problem identification & solving	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
Reasoning/Judgment (interpretation grounded in analysis, synthesis)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
Clinical Reasoning (ability to think & adapt plans, approaches "in the moment")	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA

Internalized Values and Ethical Behavior

Altruism (concern for & commitment to others, caring)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
Honesty & integrity (truthful, trustworthy)/Ethical Decision Making	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
Empathy (sensitivity and responsiveness to others)Caring and Compassion	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
More respect for dignity, worth of others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
Cultural sensitivity & respect for diversity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
More respect for others' privacy/confidentiality	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
Commitment to quality/excellence/Duty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
Professional identity (ability to describe & present oneself as an PT practitioner)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
Professional commitment (association membership, support, involvement)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA
Advocacy (patient/client, laws, regulations, standards, guidelines)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> NA

Strengths:

Areas for Improvement:

Reviewer Signature

Student Signature

Date:

Date:

Comments:

Student Peer Reviews

Date: _____

For each of your classmates and yourself, list 1 to 3 strengths and 1 to 3 areas to improve. We all have areas that can be improved upon. Please be considerate and respectful in your responses. Your words may be quoted as deemed appropriate by reviewers. This information should be submitted confidentially and will be compiled with the class as a whole for performance appraisal purposes.

	Name	Strengths	Areas for improvement
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

Evaluation of Student Professionalism by Associated Instructors

Please complete the evaluation using the following key:

1	2	3	4	NA
Below Expectations	Slightly Below Expectations	Meets Expectations	Exceeds Expectations	Not Assessed

All boxes below parallel the PTA Professionalism Scale (see attached for more details of each category)

Student(s) Displayed:		1	2	3	4	5
1.	Positive Professional Attributes. (e.g., respect, attitude, appearance, presentation of self to others, initiative, self-awareness, self-confidence, emotional appropriateness, verbal and non-verbal communication)					
2.	Positive Work Ethic and Responsibility (e.g., preparedness, punctuality and timeliness, accountable, responsible, safe use and care of resources)					
3.	Relationships and Interpersonal Competence (e.g., Professional boundaries, rapport, sensitivity, tact, receptive & response to constructive feedback)					
4.	Knowledge and Critical Thinking Skills (e.g., problem identification & solving)					
5.	Internalized Values and Ethical Behavior (Altruism, empathy, cultural sensitivity)					
My overall impression of the class.						
<p>Were there any behaviors or actions displayed that entice you to take this individual(s) as a student? If yes, please describe.</p>						
<p>Were there any behaviors that were displayed that would make you decline taking this individual(s) as a student? If yes, please describe.</p>						
<p>Additional Comments:</p>						

* Feel free to use the back side of this paper for more elaboration. The above information will be shared with the class as a whole unless the evaluator specifies otherwise. Please contact Karin Savage (301-784-5535) if any questions. Thank you for all of your time and support of the program.

Allegany College of Maryland

Student Evaluation of Faculty

This evaluation is filled out electronically and made available at the end of each semester through the respective Bright Space course module. This information is used for assessment of the faculty, the course materials, resources, the curriculum, etc. We encourage early and open communication with your instructor(s) on your well-being, learning, and learning environment. The faculty are here to help you and early intervention and prevention is always the best way. Below is a list of the following categories of this Evaluation.

1. The instructor is organized and well-prepared.
2. The instructor provided a course syllabus with clearly stated learning objectives.
3. The instructor clearly explained the course requirements and grading standards.
4. The instructor's teaching methods are effective in helping me learn the material.
5. The instructor demonstrates enthusiasm for teaching.
6. The instructor emphasizes the major ideas with each instructional session.
7. The instructor facilitates understanding through the use of examples and/or applications.
8. The instructor is knowledgeable about the subject.
9. The instructor's manner of speaking is clear.
10. The instructor is concerned about my progress throughout the semester.
11. The instructor encourages me to ask questions and participate in discussions.
12. The instructor promotes mutual respect.
13. The instructor is supportive if I request additional help throughout the semester.
14. The instructor utilizes assignments and activities that challenge me to think.
15. The instructor provides useful and timely feedback on student performance.
16. Examinations cover material or skills emphasized throughout the semester.
17. The instructor encourages students to learn.
18. From my perspective, the course learning outcomes stated in the syllabus are being achieved.
19. Overall, your rating for this instructor is: poor, fair, good, very good, excellent.
20. List strengths of instructor.
21. List suggestions on how the instructor may improve.
22. The classroom/lab temperature was adequate to support the learning environment.
23. The classroom/lab lighting was adequate to support the learning environment.
24. The amount/size of the classroom/lab space was adequate to support the learning environment.
25. Physical environment open ended comments.
26. Was the technology and other in-class resources available, functional, and easy to use?
27. Were there enough resources, such as computers, or other in-class technologies available for use during the class?
28. Explain any issues you had in this class related to the use of availability of necessary technology.

Student Evaluation of Guest Speaker

Guest Name: _____ **Date:** _____

Topic: _____

Please complete the evaluation using the following key:

SA= strongly agree; A= Agree; NO= Neither agree or disagree; D= Disagree; SD= Strongly Disagree

Course Evaluation

1.	My overall impression of the course was favorable.	SA	A	NO	D	SD
2.	I would recommend the course be offered to next year's class.	SA	A	NO	D	SD

Comments:

Materials Evaluation

1.	The materials were clearly organized and easy to read	SA	A	NO	D	SD
2.	The materials supported the presentation of the information.	SA	A	NO	D	SD

Comments:

List at least one thing you liked and at least one thing you would like to change about the following.

Liked	Would Change

* Feel free to use the back side of this paper for more elaboration.

Withdrawal Exit Survey

Name: _____

Date: _____

Filled out Standard Exit Interview: (Yes/No)

Withdrawal or Termination (circle one)

Reason for withdrawal:

Recommendation for self-improvement:

Recommendation for program improvement:

Other comments.

Allegany College of Maryland
Physical Therapist Assistant Program

GRADUATION EXIT SURVEY * ASSESSMENT INSTRUMENT

The purpose of this questionnaire is to help the Physical Therapist Assistant Program evaluate and improve its performance. Please complete the survey and return it in the envelope provided. Additional comments are welcome. All answers will be strictly confidential. Thank you for your assistance.

Name of Graduate: _____ Year of Graduation: _____

Address: _____

City, State, Zip Code _____

E-Mail: _____

OUTCOMES

A = Strongly Agree B = Agree C = Disagree D = Strongly Disagree

1.	Is the method of communication among students, program faculty, and clinical education faculty clearly outlined with direct lines of communication in place? Comments:	A	B	C	D
2.	Are the Allegany College of Maryland program faculty qualified academically and experientially to teach the program context areas of his/her teaching assignments? Comments:	A	B	C	D
3.	While enrolled in the Allegany College of Maryland Physical Therapist Assistant (PTA) program, there was sufficient academic advisement, and information available on financial aid, scholarships, and loans, counseling and testing services. Comments:	A	B	C	D
4.	While in the PTA program, there were sufficient supplies, functional equipment and purchase of new equipment for the laboratory component. Comments:	A	B	C	D
5.	The library resources, computer services, technology services to access up to date physical therapy information was available at Allegany College of Maryland. Comments:	A	B	C	D
6.	While attending Allegany College of Maryland PTA program, the classrooms, laboratories, offices and clinical education experiences provided an environment conducive to effective teaching and learning. Comments:	A	B	C	D

7. The Allegany College of Maryland PTA curriculum includes a series of organized, sequential and integrated courses and provides an atmosphere reflective of contemporary practice of physical therapy with up to date literature and using the APTA's standards of practice for diseases/disorders involving all major systems across the lifespan and continuum of care. Comments:	A	B	C	D
8. The Allegany College of Maryland general education curriculum included biological, physical, physiological and anatomical principles that fostered independent thinking, critical thinking, verbal <u>an</u> nonverbal communication and fundamental theory that prepared you for the physical therapy science courses. Comments:	A	B	C	D
9. As Allegany College of Maryland PTA students, we were instructed in methods to educate other professionals, patients and caregivers about the delivery of legal, ethical and safe physical therapy interventions and documentation. Comments:	A	B	C	D
10. The Allegany College of Maryland PTA program provided learning experiences in social responsibility, values clarification, citizenship, patient advocacy and the importance of lifelong learning. Comments:	A	B	C	D
11. Classroom lectures were open for discussion and fostered debate to help answer any questions I had and faculty was supportive of students and provided constructive criticism, encouragement and compassion when needed. Comments:	A	B	C	D
12. Faculty was aware and considerate of any personal matters that might have affected you and was sensitive to student needs and treated students equally and with respect. Comments:	A	B	C	D
13. I believe the Program Director functioned as an effective leader and performed administrative duties adequately. Comments:	A	B	C	D
14. I believe the ACCE functioned as an effective leader and performed administrative duties adequately. Clinical site visits were conducted in an efficient and timely manner. (ZB5A/CCL/CP) Comments:	A	B	C	D

15. I believe the administrative support functioned effectively to meet the needs of the students and the program. (2004 Admin/Staff) Comments:	A	B	C	D
16. I believe the Informational Technology (IT) Help Desk functioned effectively to meet the needs of the students and the program. (2004 Admin/Staff) Comments:	A	B	C	D
17. Throughout my time in the program, academic regulations were upheld. Comment:	A	B	C	D
17. I believe the Allegany College of Maryland PTA program has adequately prepared me for the Physical Therapist Assistant National Physical Therapy Examination (NPTE) Comments:	A	B	C	D
18. I believe the Allegany College of Maryland PTA program has adequately prepared me for employment as a Physical Therapist Assistant. Comments:	A	B	C	D

19. Do you plan to continue your education?

☐ Yes ☐ No

If yes, where do you plan to attend and towards what degree?

20. What do you feel are the strengths of the program?

21. What do you feel are the weaknesses of the program?

22. If you were to start school again would you attend the Allegany College of Maryland PTA program again?

☐ Yes

☐ No

If no, what changes would you make to the program to improve the curriculum?

If yes, your comments:

Additional Comments:

Thank you for completing the questionnaire. Your comments are kept confidential.

Post-Graduation Message

After Graduation, please keep in touch and look for the following surveys:

1. Graduate Surveys
2. Employer Surveys

Information back from you after you are in the field is critical to a healthy program. We are also required to track employment rates and details related to your ultimate success. Please let us know if you would be interested in giving back to our program as a guest speaker or a member of our Program Advisory Committee.

**ALLEGANY COLLEGE
PHYSICAL THERAPIST ASSISTANT
PROGRAM HANDBOOK**

**Appendix E:
Miscellaneous**



Allegany College of Maryland

Instructions for Order Placement

<http://allegany.castlebranch.com/>



To place your order, you will be prompted to create a secure myCB account. Personal identifying information will be needed to complete this process. The email address provided will become your login.

myCB enables you to:

- ☐ View order results
- ☐ Upload documents
- ☐ Manage requirements
- ☐ Place additional orders
- ☐ Complete tasks

☐ 888.914.7297
☐ Castlebranch.com



Here is what can be Recycled at ACM

Many types of items can be recycled at ACM. Our commercial recycler, *Advanced Disposal*, does "single stream" recycling. This means that all recyclables except, corrugated cardboard, are collected together and separated by them off-site.

The on-campus **recycling containers** are either the tall plastic "Coke Bottle" shaped containers, or the red and white cardboard bins you see in the cafeteria and other buildings. They **all** handle these materials:

- **Plastic:** They should have a small triangle with the #1, #2,... #7. They take everything with a triangle
- **Cans:** Aluminum or other metals
- **Bottles:** Glass of any color
- **Paper:** Office paper, magazines, newspaper. Note:

Note: Please they do not want "mail" or catalogs (too much glue)

At the cafeteria loading dock there is a large gray bin labeled "**Cardboard**". Please **break down** all cardboard boxes before placing them in this container.

Used **toner cartridges** and ink cartridges can be placed in a box in the College Center "garage" (near the Print Shop). Next to that, for your convenience, is also a large box into which you can place broken-down **cardboard**.

Batteries (flashlight and any other kind) may also be put in with the toner cartridges.

Books: hardbound and soft cover books may be put in with the broken-down cardboard.

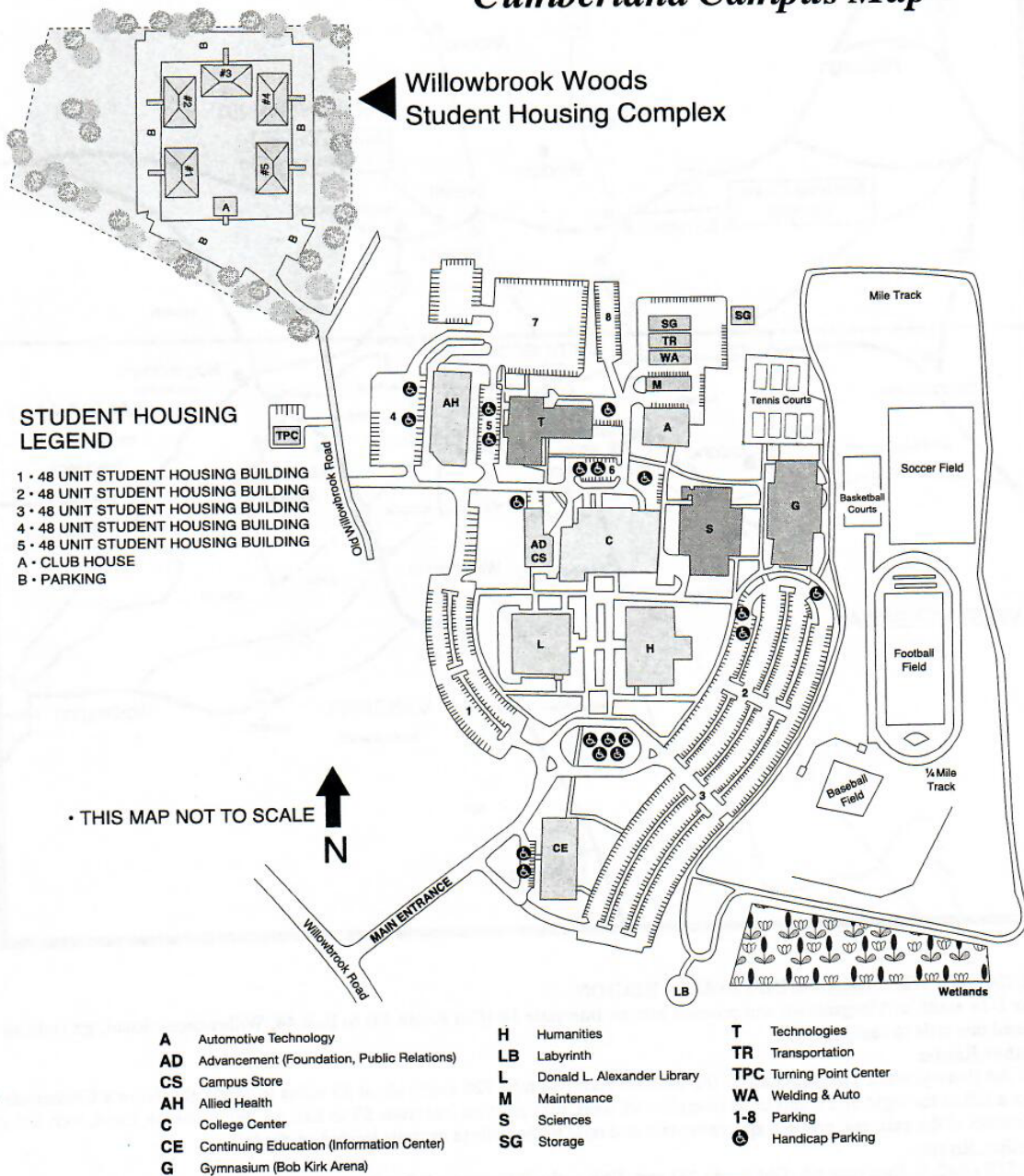
When you have questions on what/where to recycle, please contact ACM's Chief Recycling Officer ;)

Dick Soderman
x5330 rsoderman@allegany.edu



ALLEGANY COLLEGE OF MARYLAND

Cumberland Campus Map



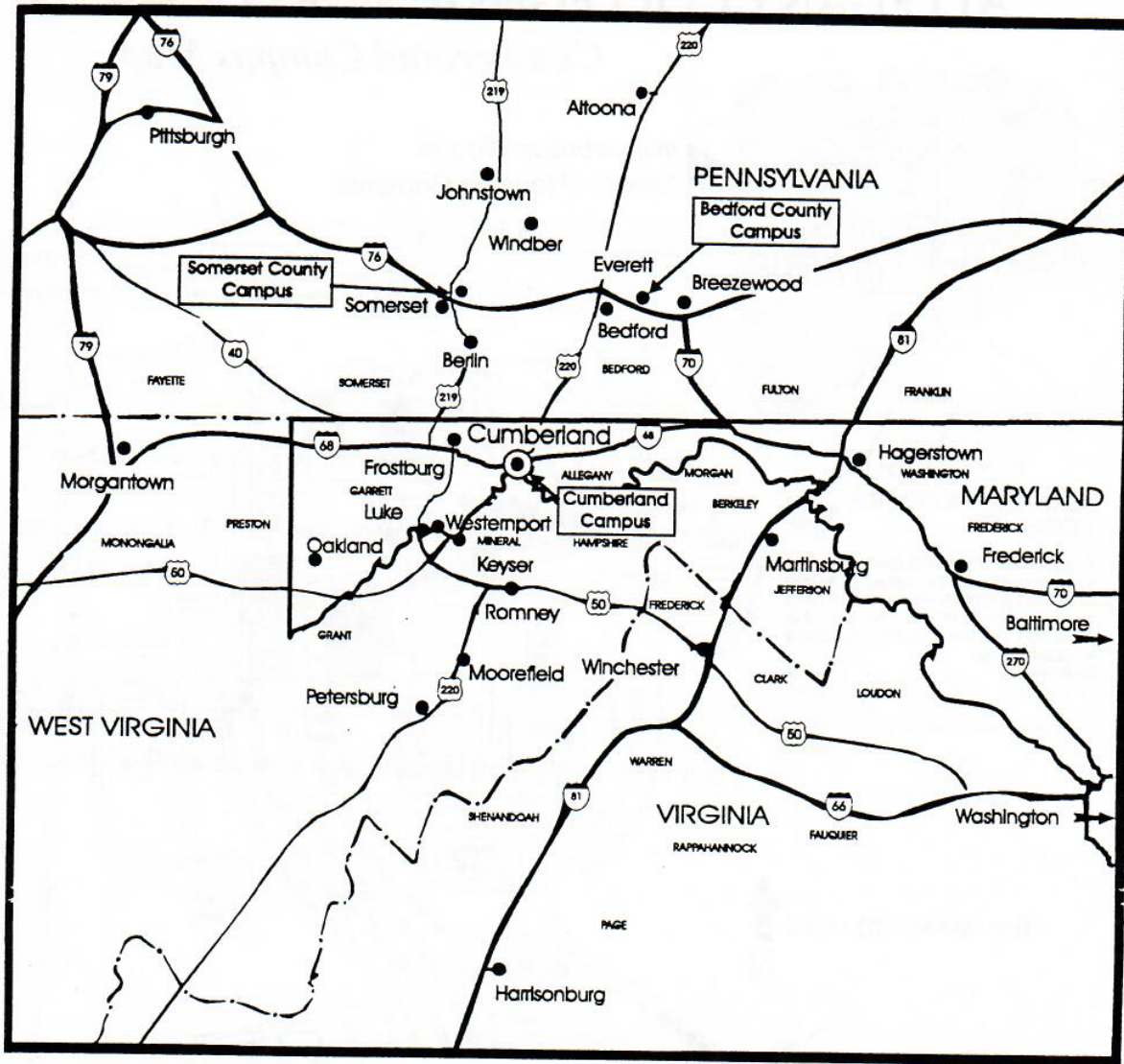
Financial Aid, Admissions/Registration Offices are located in the College Center (C).
Ample parking is available, with reserved parking identified for the handicapped.

10/08

ALLEGANY COLLEGE of MARYLAND

Regional Map

12401 WILLOWBROOK ROAD, SE • CUMBERLAND, MARYLAND • 21502-2596 • 301-784-5000



•FROM THE WESTERN PENNSYLVANIA REGION

Take I-79 south to Morgantown and proceed east on Interstate 68 (Old Route 48) to Exit 44, Willowbrook Road, go right and proceed one mile to campus.

Another Route:

Take the Pennsylvania Turnpike east to the Bedford Exit and take 220 south about 25 miles to first light (Nave's Crossroads). Make a left at the light and continue to Interstate 68 west, turn right on Interstate 68 to Exit 44, Willowbrook Road, turn left at the bottom of the exit, and proceed approximately one mile to the college campus located on the left.

Another Route:

Take 219 south to Interstate 68 (Old Route 48) east. Exit at the Willowbrook Road interchange. Bear right at the exit and follow Willowbrook Road approximately one mile to Allegany College on the left.

•FROM THE BALTIMORE-WASHINGTON REGION

Take Interstate 70 West to Hancock, turn left at Interstate 68 (Old Route 48) to Cumberland, proceed west approximately 35 miles to Exit 44, Willowbrook Road, turn left at the bottom of the exit, and proceed approximately one mile to the campus located on the left.

The policies in this manual have been revised and supersede all other published PTA Program policies. These policies and procedures become effective at the PTA Program Orientation for the academic year **2025-2026**. Allegany College of Maryland and the Physical Therapist Assistant Program reserve the right to make changes in this document as deemed necessary. All students will be given copies of new policies as they arise. The policies have been approved by the following individuals.



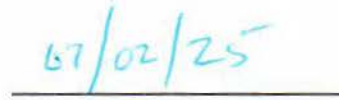
Melody Kentrus, PT, DPT
Physical Therapist Assistant Program Director



Date



Karin Savage, PT, DPT
Dean of Career Education



Date



Kurt Hoffman, Ed. D
Senior Vice President of Instructional and Student Affairs



Date