Nash Community College
Physical Therapist Assistant Program

Student Handbook

2025 - 2026

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WELCOME

Welcome to the Nash Community College Physical Therapist Assistant (PTA) Program. We are pleased you have achieved your goal of admission and have selected this program to prepare you for an exciting career as a PTA. Your chosen career requires significant academic preparation; therefore, class sizes are relatively small to maximize the student-instructor ratio to optimize practical application and clinical experiences. Your attendance and active participation are essential for effective learning. Success is dependent upon your willingness to take responsibility for learning both academic and professional aspects of physical therapy. The PTA program challenges students both mentally and physically and requires a strong commitment to learning, coupled with significant out-of-classroom study time. The PTA Program faculty have a student-centered approach and are committed to providing a program of excellence and helping each student learner achieve the goal of becoming an outstanding PTA.

The Student Handbook is designed and used in conjunction with the college Academic Catalog to help each student learner facilitate understanding of policies, procedures, rules, and regulations of Nash Community College (NCC) and the PTA Program. Some program policies may be more specific than the NCC policies, and in these cases, program policies take precedence. Please take time to familiarize yourself with these publications. Individual course syllabi provided at the start of each course are a primary source of information from the instructor about the course, and may require modification at the discretion of the faculty. Although it can provide the answers to many frequently asked questions, please do not hesitate to ask a faculty or staff member for information. Each student learner will receive written notification of changes in policy, procedure, or practice as they occur.

PTA PROGRAM CONTACT INFORMATION

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The Physical Therapist Assistant Program faculty is available during scheduled office hours posted outside their offices and within course syllabi. The student may schedule appointments with the Program faculty outside of their scheduled office hours.

NON-DISCRIMINATION/ AFFIRMATIVE ACTION STATEMENT

Nash Community College does not unlawfully discriminate in the recruitment of students or employees or with respect to employment terms and conditions based on an individual's race, color, national origin, sex, sexual orientation, gender, gender expression, gender identity, genetic information, disability, age, religion, or veteran status.

GENERAL INFORMATION

Nash Community College (NCC) is located on 125 acres midway between Nashville and Rocky Mount, North Carolina, less than a mile off US Highway 64 and US Interstate 95. The NCC Physical Therapist Assistant Program (PTA) is a five-semester curriculum that prepares the student for a career as a Physical Therapist Assistant (PTA) through classroom, laboratory and clinical education. Upon successful completion of the program, the student will earn the Associate in Applied Science (AAS) degree in Physical Therapist Assistant. PTA graduates are eligible to take the National Physical Therapist Assistant licensing examination (NPTE-PTA) required by the North Carolina Board of Physical Therapy Examiners (NCBPTE). The Federation of State Boards of Physical Therapy (FSBPT) develops, maintains, and administers the (NPTE-PTA) examination. PTA graduates must pass the NPTE-PTA for licensure in the United States and to practice as a physical therapist assistant.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredits Nash Community College. The PTA program received initial accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE) in 1989 and received reaffirmation in 2022. The American Physical Therapy Association (APTA) is the professional organization for both Physical Therapists and Physical Therapist Assistants. PTA student APTA membership is required during the program's technical phase.

The State of North Carolina, through the North Carolina Board of Physical Therapy Examiners (NCBPTE), establishes and enforces the laws concerning the practice of physical therapy, approves initial licensure and renewal. The NCBPTE requires a licensure applicant to complete a fingerprint check for the FBI criminal background check. The details of the rules and regulations for PTA licensure in North Carolina are discussed with student learners throughout the program. It is important to understand you are entering a profession that operates according to established codes of conduct, both legal and ethical, and that by enrolling in this program each student learner becomes bound by those guidelines. Our program is not an isolated institution, but rather part of a nationwide "network" of physical therapy that involves not only individual practitioners but also professional, state, and federal regulation. If a PTA student intends to seek licensure outside of North Carolina, the college recommends that you contact the appropriate state licensing agency to obtain the current requirements.

RESOURCE INFORMATION

APTA: American Physical Therapy Association, 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; 800-999-2782; website: www.apta.org

CAPTE: Commission on Accreditation in Physical Therapy Education, 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; 703-706-3245; e-mail: accreditation@apta.org; website: www.capteonline.org

FSBPT: Federation of State Boards of Physical Therapy, 124 West Street South, Third Floor, Alexandra, VA 22314; 703-299-3100; website: www.fsbpt.org

NCPTE: North Carolina Board of Physical Therapy Examiners, 8300 Health Park Suite 233, Raleigh, NC 27615; 800-800-8982; website: www2.ncptboard.org

SACSCOC: Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033-4097; 404-679-4500.

CAREER OPPORTUNITIES

Physical therapist assistants (PTAs) provide physical therapy services under the supervision and direction of a physical therapist (PT) in many different types of health care settings. The health care settings include hospitals, private clinics, rehabilitation centers, extended care facilities, home health agencies, and public-school systems. Physical therapist assistants implement treatments within a plan of care, collect data related to patient care, and collaborate with the PT regarding patient status and progress. The PTA is a vital member of the healthcare team with a considerable degree of responsibility.

PTAs assist the physical therapist in the treatment of persons across the lifespan, from pediatrics to the elderly. Physical therapy professionals commonly work in settings where patients are seriously ill or injured. It is important for the PTA student to comprehend that they will be treating individuals with a wide range of medical conditions and not just injuries. If you enrolled in the PTA program with the belief of only treating injured athletes, you will need to discuss this with a faculty member before progressing any further in the program.

The college Career Center assists students in preparing for and pursuing meaningful and rewarding careers through a comprehensive array of programs and services. The services can include career planning, resume development, cover letters, interviewing skills, job searches, and potential placement. The college utilizes the search engine College Central Network Services that allows students, alumni, and community members to explore employment opportunities. The college hosts Career Fairs connecting students and employers across several industries, where employers have the opportunity to recruit students, alumni, and community members.

Ongoing changes in the health care industry can make it challenging to predict job availability and salary trends. PTA students have access to the APTA Career Center as the leading source for current information. The Program Director shares job postings, opportunities, and vacancies with PTA students and graduates as they become available.

PROFESSIONAL ADVANCEMENT

The Physical Therapist Assistant earned degree does not serve as a pathway to become a physical therapist. If the ultimate goal is to become a physical therapist, Nash Community College can assist a student by providing college transfer courses towards a Bachelor's degree requirements. Graduation from a physical therapist assistant program does not guarantee future acceptance into a physical therapy program. A student should talk with a faculty member for further questions or consult www.apta.org for information about Physical Therapist educational programs.

Each PTA student will be learning entry-level performance skills. Entry-level skills are necessary for a graduate physical therapist assistant (Appendix A). Once licensed, a therapist will be able to develop advanced skills through participation in continuing education activities. Some examples of advanced specialty skills a therapist may wish to pursue in the future are in sports therapy, pediatrics, and geriatrics. Some physical therapist assistants seek continuing education opportunities that allow them to teach in Physical Therapist Assistant educational programs. A PTA student can begin continuing education before graduation by participating in workshops provided by the APTA, the North Carolina chapter, and local districts. Many of these programs are open to student attendees, and often at discounted rates as a student member of the APTA professional organization.

Physical Therapist Assistants can gain advanced proficiency, knowledge, and skill through the APTA in the following areas:

- Acute Care
- Cardiovascular/pulmonary
- Geriatrics
- Oncology
- Oncology
- Pediatrics
- Wound Management

LIFELONG LEARNING

The PTA program objectives encourage participation in continuing education activities through lifelong learning. In the State of North Carolina, only ethics and jurisprudence are required during the initial licensure period. After the initial license period, Physical Therapist Assistants are required to acquire documented twenty (20) hours of continuing Competence Credit (CEUs) for the twenty-five (25) months that precede the licensure renewal month.

EXPOSURE RISK IN HEALTH CARE PROFESSIONS

Students are at risk for exposure to blood and body fluids that may be contaminated with the hepatitis B virus, hepatitis C virus, human immunodeficiency virus (HIV), and other potentially harmful or contagious pathogens while in the clinical setting. Bloodborne pathogens and methods to protect against associated exposure risks are taught before the student's first clinical experience. Education on Bloodborne pathogens and standard precautions may also be a part of the student's orientation to a clinical facility. It is important for students to always follow standard precautions to minimize the risk of exposure in a clinical setting.

PTA PROGRAM MISSION

The Physical Therapist Assistant program at Nash Community College provides an affordable opportunity for students to gain the knowledge and skills, and develop the professional behaviors necessary, to earn the Associate in Applied Science degree in Physical Therapist Assistant. The program is dedicated to developing graduates with an awareness of diversity who are competent and caring entry-level physical therapist assistants who will provide evidence-based physical therapy services under the direction and supervision of a physical therapist and are committed to lifelong learning.

PTA PROGRAM PHILOSOPHY

The Physical Therapist Assistant program supports the mission and goals of Nash Community College. The faculty promote high standards of ethics and professionalism as they strive to meet the following commitments to students, community partners, the public, and the College:

1. To assist qualified students in meeting their individual goal of becoming a Physical Therapist Assistant.
2. To prepare individuals to competently practice physical therapy at the Associate Degree level.
3. To serve the needs of the public by providing skilled, licensed physical therapy personnel.
4. To contribute to the fulfillment of the College's mission by meeting the needs of its students and the surrounding communities.

PTA STUDENT GOALS

Students of the Physical Therapist Assistant program at Nash Community College will be able to:

1. Communicate verbally, non-verbally, and in written form in an effective, respectful, and timely manner in ways that are congruent with situational needs.
    a. Indicators
        i. 100% of students will achieve entry-level communication status per Clinical Performance Instrument Assessment scoring by Clinical Instructor

2. Identify, respect, and act with consideration for patients' / clients' differences, values, preferences, and expressed needs in all work-related activities
    a. Indicators
        i. 100% of students will achieve entry-level cultural competence status per Clinical Performance Instrument Assessment scoring by Clinical Instructor

3. Seek current knowledge and theory in contemporary practice
    a. Indicators
        i. 90 % of students will achieve entry-level competence in the integration of research evidence, patient values, and clinical expertise to optimize outcomes in clinical practice per Clinical Performance Instrument Assessment scoring by the Clinical Instructor

PTA PROGRAM GOALS

The Physical Therapist Assistant program at Nash Community College will:

1. Identify, recruit, and accept qualified applicants by providing accurate information to students and the public that is sufficient to make informed decisions.
    a. Indicators
        i. Graduation rates are at least 60% averaged over two years

2. Provide an organized, contemporary, and comprehensive curriculum integrating academic and clinical education experiences to prepare students as entry-level physical therapist assistants.
    a. Indicators
        i. 90% of graduates will agree to strongly agree collective core faculty prepared them for entry-level practice
        ii. 90% of graduates will agree to strongly agree collective clinical faculty prepared them for entry-level practice
        iii. 80% of students will participate in an acute/subacute clinical experience over two years

3. Promote high academic, clinical, and professional standards that foster the development of problem-solving, critical thinking, and effective communication.
    a. Indicators
        i. 90% of employers will agree to strongly agree that graduates conduct self responsibly.

4. Graduate entry-level physical therapist assistants capable of gaining licensure and prepared to work safely and effectively in the best interest of the public under the direction and supervision of a physical therapist as part of a dynamic healthcare team.
    a. Indicators
        i. 90% of employers will agree to strongly agree graduates demonstrate professional, ethical, and safe behaviors
        ii. Ultimate licensure pass rates are at least 85%, averaged over two years

PTA GRADUATE GOALS

Graduates of the Physical Therapist Assistant program at Nash Community College will be able to:

1. Gain licensure and employment as an entry-level physical therapist assistant.
    a. Indicators
        i. Employment rates within one year of graduation are at least 90% averaged over two years

2. Work collaboratively with physical therapy professionals and other healthcare providers in a variety of clinical settings in the best interest of the public.
    a. Indicators
        i. 90% of employers agree to strongly agree that graduates communicate effectively in a variety of situations and formats, and make appropriate client status judgments

3. Demonstrate entry-level professional, safe, and effective physical therapy services under the direction and supervision of a licensed physical therapist.
    a. Indicators
        i. 90% of employers agree to strongly agree graduates perform safely and perform intervention competently
        ii. 90% of employers agree to strongly agree that graduates interact with others and deliver care respectfully

4. Uphold the ethical and legal standards of the profession by complying with national and state regulations regarding the practice of physical therapy in all practice settings.
    a. Indicators
        i. 90% of employers agree to strongly agree graduates perform to ethical and legal standards

5. Recognize the need for continued personal and professional growth through self-assessment and a commitment to lifelong learning to remain current in physical therapy practice.
    a. Indicators
        i. 60% of graduates have participated in professional development courses or activities within one year of graduation

PTA CORE FACULTY GOALS

1. Function as an integral part of the College by faculty participation in committee assignments, professional development, and recruitment activities.
    a. Indicators
        i. 100% of faculty participate in an assigned committee annually
        ii. 100% of faculty meet the state's licensee's continued competence requirements to augment knowledge, skills, behaviors, and abilities related to the practice of physical therapy

2. Faculty model professional and ethical behaviors to students in both the academic and clinical settings
    a. Indicators
        i. 90% of students will rate the core faculty's professionalism at good – excellent per course evaluation each semester.
        ii. 90% of students will rate clinical faculty's professionalism and served as a positive role model at agree to strongly agree for each clinical experience

TECHNICAL STANDARDS OF PHYSICAL THERAPY EDUCATION: ADMISSION, RETENTION, AND GRADUATION STANDARDS

Students enrolled in the Physical Therapist Assistant (PTA) Program at Nash Community College must demonstrate competence in various intellectual, physical, and social skills, which form the foundation of professional Physical Therapy practice upon graduation. The PTA curriculum offers the general, technical, and clinical education needed to prepare students to provide entry-level clinical services in a range of healthcare settings. All students are required to meet the minimum standards established by the Commission on Accreditation in Physical Therapy Education and the Nash Community College PTA Program, regardless of their personal preferences or future plans for specialty care delivery.

The Americans with Disabilities Act (ADA) ensures that qualified applicants to public institutions have the ability to pursue program admissions; however, the applicant must meet essential requirements. The PTA Program holds all enrolled students to the same standards with or without reasonable accommodations.

The following functions are essential requirements for Nash Community College's PTA Program admission, retention, and graduation. The purpose of these functions is to ensure PTA students provide safe, competent, and timely care to patients receiving physical therapy services.

Performance Area	Essential Function	Performance Example (Not all Inclusive)
Mobility/Motor Skills:	Sufficient motor ability (balance, coordination, speed, and agility) and strength to: Move independently throughout a clinical setting Move equipment/patients Ensure safe and effective treatment interventions.	• *Assist and safely guard patients during mobility tasks (walking, transferring, exercising, and other Physical Therapy treatment procedures.* • *Independently transition in and out of postures, including bending, kneeling, sitting, crawling, standing, and walking for a minimum of 90 minutes without rest.* • *Manipulate equipment and patients involving squatting to the floor, reaching above head, pulling/lifting, or guiding weight in excess of 100lbs.* • *Demonstrate the dexterity required to manipulate devices/equipment commonly utilized in Physical Therapy interventions, including gauges, dials, small nuts/bolts/ screws, and other equipment components.*
Sensory Abilities	Sufficient auditory, visual, and tactile ability to monitor and assess the health needs of patients.	• *Auditory (corrected or not): recognize soft voices/ sounds, voices under protective garb, equipment signals, calls for assistance up to 10 ft. away, measurement of vital signs and breath sounds in often active/loud environments.* • *Visual (corrected or not): recognize non-verbal responses, including facial expressions and body language; observe and measure color changes, movement patterns, equipment settings; assess environmental situation up to 20 feet away.* • *Tactile: pulses, palpation of musculoskeletal landmarks, identify skin temperature/texture changes, muscle tone and joint movement; provide competent interventions including massage/soft tissue mobilization techniques, manual contact/resistance during functional and exercise training.*

Performance Area	Essential Function	Performance Example (Not all Inclusive)
Communication Skills	Sufficient communication abilities in English for written (printed and typed), verbal (direct and telecommunications) Non-verbal communication with patients, families, and other health care providers in the clinical environment.	• *Speak, hear, and observe individuals/groups to elicit information and communicate effectively in verbal and non-verbal formats.* • *Attain, comprehend, and utilize information presented in written and verbal formats and produce appropriate written documentation, including treatment logs, medical records, and billing. Use appropriate medical terminology and correct spelling/grammar.* • *Communicate appropriately/professionally to individuals from a variety of social and cultural backgrounds (employ cultural competence). This includes explaining and teaching physical therapy procedures and answering questions posed by others*
Behavioral/Social Interpersonal Skills	Sufficient behavior and social abilities to interact and work collaboratively with individuals, groups, and families	• *Ability to establish rapport and participate effectively as a team member in patient care delivery.* • *Manage physically taxing workloads and emotional stress.* • *Demonstrate the ability to adapt to rapidly changing situations/environments without warning. Show flexibility and coping skills to function in fast-paced clinical situations with multiple psychosocial issues presenting.*
Intellectual/Problem-Solving Skills	Sufficient ability to collect, interpret, and integrate information for sound clinical decision-making. Must be able to understand three-dimensional and spatial relationships of structures, and discern complex information for good clinical judgments.	• *Observation and measurements of patient responses to physical therapy interventions. Ability to recognize normal and abnormal responses and appropriately decide modifications to treatment procedures.* • *Respond to emergencies, including first aid and CPR.* • *Recognizing treatment effectiveness, relate treatment rationale to patients and others, and consult with Physical Therapist or other health team members as indicated.* • *Read and comprehend relevant information in textbooks, medical records, and professional publications.*

Please Note: These technical standards do not reflect (1) the ability of the graduate to pass a national licensing examination, nor (2) functions that may be required for employment of the graduate.

Compiled from Technical Standards and Essential Requirements documents from the following academic institutions:
Fayetteville Technical Community College, Fayetteville, NC – Physical Therapist Assistant Program
Greenville Technical College, Greenville, SC – Physical Therapist Assistant Program
Guilford Technical Community College, Jamestown, NC – Physical Therapist Assistant Program
East Carolina University, Greenville, NC – Department of Physical Therapy
Western Carolina University, Cullowhee, NC – Department of Physical Therapy

Other Resources:

Ingram D. Essential functions required of physical therapist assistant and physical therapy students. Journal of Physical Therapy Education. 1994; 8:57-59.
Ingram D. Opinions of physical therapy education program directors on essential functions. Physical Therapy. 1997; 77:37-46.

CURRICULUM SEQUENCE – A45640
PTA PROGRAM
(Plan of Study)

Fall I	Course	Lecture	Lab	Clinic	Credit
ACA 122	Success & Study Skills	0	2	0	1
BIO 168	Human A&P I	3	3	0	4
MAT 171	Precalculus Algebra	3	2	0	4
ENG 111	Writing and Inquiry	3	0	0	3
PSY 150	General Psychology	3	0	0	3
CIS 110	Intro to Computers	2	2	0	3
					18

Spring I					
PTA 110	Introduction to PT (8)	2	3	0	3
PTA 125	Gross & Functional Anat. (12)	3	6	0	5
BIO 169	Human A&P II	3	3	0	4
COM 231	Public Speaking	3	0	0	3
HUM/FA**	Hum/Fine Arts Elective	3	0	0	3
					18

Summer					
PTA 135	Pathology (8)	4	0	0	4
PTA 225	Intro to Rehabilitation (8)	3	3	0	4
PTA 222	Professional Interactions (8)	2	0	0	2
					10

Fall II					
PTA 215	Therapeutic Exercise (10)	2	3	0	3
PTA 235	Neurological Rehab (10)	3	6	0	5
PTA 155*	Clinical Education I (2)	0	0	6	2
PTA 245*	Clinical Education III (5)	0	0	12	4
					14

Spring II					
PTA 145	Therapeutic Procedures (8)	2	6	0	4
PTA 212	Health Care Resources (8)	2	0	0	2
PTA 185**	Clinical Education II (3)	0	0	9	3
PTA 255**	Clinical Education IV (5)	0	0	12	4
					13

Total credits = **73**

( ) Total weeks the course runs during the semester
* PTA 155 and PTA 245 are combined into one clinical experience for the initial seven weeks of the semester
** PTA 185 and PTA 255 are combined into one clinical experience for the final eight weeks of the semester

<u> HUM/FA Elective (Select 1 course</u>), *preferably HUM 115 or PHI courses, but will accept from the list below***
ART 111, ART 114, ART 115, DRA 111, ENG 231, ENG 232, ENG 233, ENG 241, ENG 242, ENG 261, ENG 262, HUM 110, HUM 115, HUM 120, HUM 130, HUM 150, HUM 160, HUM 211, HUM 212, MUS 110, MUS 112, PHI 215, PHI 220, PHI 230, PHI 240, REL 110, REL 211, REL 212

STUDENT RESPONSIBILITIES AS ADULT LEARNERS

1. Students are expected to take responsibility for their own learning and resource usage. Students should be prepared for lecture and lab course sessions. Active learning occurs when a student learns by doing something other than just listening. Students who are active learners gather, reflect, and apply the information they have learned.
2. Students should ask questions of faculty to gain assistance in solidifying and clarifying any information or skills taught to them, when needed.
3. Students should participate in growth (extra-curricular volunteerism) opportunities, such as health fairs, APTA-sponsored activities at the state or national level, and be good ambassadors of the program and college.
4. Students should demonstrate computer and email skills, practicing ethical etiquette on public and private forums

PTA PROGRAM SPACE

The PTA classroom and lab are located in Building B, rooms 2117 and 2125. Equipment utilized during the program of study learning process is housed in these rooms. The machine equipment is very expensive, and some can be dangerous if misused. The student should always take care not to damage the equipment, and more importantly, must take care not to injure self or others. A student should never "experiment" with equipment the instructor has not thoroughly covered in class, nor have been observed by an instructor using safely and competently. Computer-based course exams are completed through the college vendor in Building B, room 2102.

Teaching aids, such as skeletons, manikins, models, orthotics, and prosthetics, are available in the classroom for student use whenever such use does not interrupt an ongoing class. The student may need to make advance arrangements for the use of any equipment. Check with the faculty if in doubt. Please note it is the responsibility of both students and faculty to maintain the classroom, laboratory, and equipment in proper order. All equipment, supplies, models, etc. must be properly stored at the end of each class/lab period. All lab tables and equipment must be cleaned at the end of each lab session and before being stored away at the end of the day. Materials should never be removed from the classroom area without specific permission. Students will be asked to contribute to maintaining the appearance of the facilities.

CLASS SCHEDULING

The program faculty will assist the student in dealing with matters concerning the scheduling of courses. Be careful not to jeopardize your standing in the program by attempting schedule adjustments without consulting your advisor. The courses in the PTA program must be taken in sequence as outlined in the curriculum sequence.

SOCIAL NETWORKING

Social media and networking are important tools and forms of daily communication. Social media may include blogs, forums, social networking platforms, video sharing, and other communication apps. Examples of social media include, but are not limited to, Facebook, Instagram, LinkedIn, Twitter, and YouTube. Use of the Internet must be in support of education and research and consistent with educational objectives as outlined in the College Catalog Internet Use and Social Media Guidelines. The PTA program has expectations for responsible and ethical behavior when using this form of communication. Guidelines are intended to protect the privacy, confidentiality, and reputation of patients, students, faculty, staff, clinical instructors, and clinical facilities. Students enrolled in the program are expected to exhibit professional behaviors whether on- or off-campus. Any student who posts material that is defamatory, profane, threatening, harassing, hateful, or private information about patients and their families, students, hospital/clinical staff, clinical instructors, faculty, or staff will receive disciplinary action that may result in immediate dismissal from the program.

Students must limit content posted to social networking sites and to those of others. The content cannot be illegal, obscene, defamatory, threatening, infringing on intellectual property rights, invasive of privacy, or otherwise injurious or objectionable. Privacy and confidentiality laws and regulations, including federal, state, local, and institutional mandates, must be adhered to in all situations.

Students may not use the College, program, or any affiliated organization's name to endorse or promote any product, opinion, cause, or political candidate. Representation of your personal opinions as institutionally endorsed by Nash Community College or organizations associated with the Physical Therapist Assistant program is strictly prohibited.

By posting content to any social networking site, the student warrants and represents that they either own or otherwise control all of the rights to that content, including, without limitation, all the rights necessary to provide, post, upload, input, or submit the content, or that use of the content is a protected fair use. Students agree that they will not knowingly, and with intent to defraud, provide inaccurate material and misleading or false information. The student represents and warrants that the content they supply does not violate these terms, and that the student will indemnify and hold Nash Community College and the Physical Therapist Assistant program harmless for all claims resulting from content they supply.

Students may not use social media during clinical hours or at any time on the clinical facilities' equipment or property. No photographic or video imaging is allowed within clinical facilities without the written permission of the clinical facility. Students must follow all policies and procedures related to the clinical facility.

The student acknowledges that Nash Community College and the Physical Therapist Assistant program do not pre-screen or regularly review posted content, but that it shall have the right to remove, in its sole discretion, any content that it considers to violate these terms or the terms of any other campus user agreements that may govern your use of the campus networks.

NASH COMMUNITY COLLEGE STUDENT RESOURCES

Click on the content for additional information

Academic Catalog

Nash Community College publishes an annual catalog to provide students and other interested persons with information about the College and its programs. Printed copies of the NCC College Catalog are available in Student and Enrollment Services, located in Building A. The electronic version of the catalog is available at the link above.

Accessibility Services

The College is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disability Act (ADA) and section 504 of the Rehabilitation Act of 1973. Course accommodations cannot be provided prior to the instructor receiving an Accommodation Letter. For more information or to schedule a meeting, contact the Director of Student Wellness or email ada@nashcc.edu.

Advising and Success Center

Visit the Advising and Success Center for assistance with degree and course planning. Located in Building A in Room 2034 across from Student Services. The Advising and Success Center hours are Monday - Thursday, 8 am-6 pm, and Friday, 8 am-1 pm. For electronic assistance with advising or to make an appointment, please email advising@nashcc.edu, and an advisor will respond.

Campus Store

Visit the Campus Store, centrally located on campus in Building B, for all your college needs, including textbook rentals and purchasing, online resource ordering, book buyback, and so much more. Online ordering for course materials is also available. Website: **www.nashcampusstore.com**

Career Center

Students can schedule an appointment with the Career Placement Coordinator, located in room 2001 in Building A, to assist with Career Assessment, Career Planning Inventories, Resume Writing, Mock Interviewing, Internships, Mentoring, Service Learning, Soft Skills Training and our Fall/Spring Career Fair. Students can visit Career Services Central regularly for local job opportunities.

Child Development Center

A Five-Star licensed center located on campus, providing early education to children from families within the College community and neighboring communities. The Center also serves as a demonstration program for early childhood educational programs through supervised internships, service learning, and instructional curricula extension.

CET Repair Shop

The CET Repair Shop troubleshoots computer and mobile device hardware and software issues for students enrolled at Nash Community College. Service and installation are provided at no cost; however, replacement components will be the financial responsibility of the student. Call (252) 428-7359 or stop by K116 in the Advanced Manufacturing Building. Email: ncccet@nashcc.edu

Digital Learning Center (DLC)

The Digital Learning Center (DLC) is a place where students can receive assistance with digital learning tools and software used in many NCC courses. Examples of assistance with digital learning and Moodle navigation needs include: Moodle Navigation and Moodle Tools, Uploading Assignments, Canva Projects, Basic Microsoft Word and PowerPoint Use, Gmail/GSuite Navigation, Video Software (video creation and YouTube upload), and/or Basic Computer Operations. The DLC is located inside the English Studio, room 4215, in Building D. The current hours of operation are Monday through Thursday from 10 am until 3 pm.

E-Support (Single Sign-on, Email, Moodle, Self-Service)

To access student Email, Moodle, or Self-Service, click on "MyNASH" on the College's homepage. For support or assistance with accessing College accounts (Email, Moodle, Self-Service), email **esupport@nashcc.edu.**

Financial Aid and Scholarships

The College makes every effort to provide financial assistance where need exists. Aid is available through several funding sources, including loans, work-study employment, grants, and scholarships. Located in Student & Enrollment Services, Building A. Email: **nccfinancialaid@nashcc.edu**

Fitness and Wellness

Nash Community College provides fitness and wellness resources to currently enrolled students, faculty, and staff. The multi-purpose, weight, and cardio rooms are located in the Continuing Education and Public Services Building. Refer to the Fitness and Wellness webpage link above for student access hours. All users must present their College ID and have signed a waiver form.

Additional activities and resources include intramural sports and the 2.5 LiveWell and Learn Trail.

Inclement Weather/Text Alert

Emergency and inclement weather announcements are communicated to students in several formats: College website, social media channels, and Email notifications. Additionally, students can opt to subscribe to receive voice and text alerts (**Nash Alerts**)

If the PTA student cannot attend a clinical experience because of inclement weather, contact the CI and the ACCE. Each student will be expected to make up missed clinical days at the discretion of the clinical faculty and ACCE.

Library

The NCC Library provides extensive print and digital resources to support academic success, professional development, life-long learning, and personal enrichment. Visit the Library webpage for hours and the array of collections and services available. Library email: **ncclibrary@nashcc.edu.**

Midway Café

The College provides meal services for breakfast and lunch. A student meal card can be purchased. Stop by the Midway Café, centrally located on campus in Building B.

MyNash Portal & Student Login

All NCC students have access to the MyNash student portal and a Gmail student email account. To access these accounts, please follow these steps.

**Additionally, students who plan to travel abroad should contact eSupport to discuss the possibility of log-in access in locations outside of the contiguous United States, as it may or may not be permissible. Connectivity is not guaranteed. Students must contact their instructors to discuss assignment submission details.*

NCWorks

NCWorks Online is North Carolina's workforce system, providing comprehensive career assistance for all North Carolinians with the following services: Career Services, Job Seeker Services, Education Services, Labor Market Services, Employer Services, and Workplace Training. For additional information, Rocky Mount NCWorks can be reached by phone at (252) 467-9312.

Placement Testing

The Course Readiness Assessment is a diagnostic approach to course placement for those who do not meet the multiple measures requirements for college English and math. Check out the website for helpful information and guides.

Safety/Security

The College is committed to maintaining a safe, healthy, positive work and learning environment. Campus security personnel are present during college operational hours and are composed of Nash County Sheriffs' Deputies, Nashville Police Officers, and Nash Community College Police.
Security Cell Phone: 252-903-5969. Location: Building D, Room 2149. Email: NCCSafety@nashcc.edu

SkillsUSA

SkillsUSA is a partnership of students, teachers, and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel by providing educational programs, leadership opportunities, events, and competitions that support career and technical education (CTE). The SkillsUSA Framework is a nationally created and recognized set of 17 skills that illustrates how students fulfill the mission of the organization. The skills are in 3 categories of personal, workplace, and technical skills grounded in academics to address technical and soft skill training. Each course offered at NCC has integrated SkillsUSA framework elements into the curriculum to help develop soft skills and prepare students for the workforce. For more information, contact the SkillsUSA Advisor Team at nccskillsusa@nashcc.edu.

Single Stop

Single Stop services include benefits screening for federal, state, and local programs, assistance with SNAP applications and recertification services, Medicaid/Affordable Healthcare applications, financial counseling, legal referrals, and access to do-it-yourself tax preparation services at no cost to students. Centrally located on campus in Building B, Room 2111 or email: **singlestop@nashcc.edu**

Student Clubs and Organizations

Clubs and organizations provide students and the College with regional, state, and national exposure via participation in respective chapter affiliations and campus social activities.

Student Government Association (SGA)

The SGA is the primary student organization responsible for providing activities and opportunities to enhance educational experiences. Through a democratic representative system of government, SGA exists to protect the rights and privileges of all students.

Student Wellness Center

Student Wellness Center Room 2111, Bldg. B Benvenue Hall**.** The Student Wellness Center provides confidential mental health services, including assessment and treatment for anxiety, depression, PTSD, Substance Use, Crisis Intervention, Safety Planning; Recovery Supports and a Collegiate Recovery Program, Veterans Supports, and Victim's Advocacy for survivors of sexual assault and/or domestic violence. Blue Love resources for emergency assistance are provided as well as referrals to community helping agencies for shelter, food, and childcare. All services are provided at no cost to students. Contact by email **swell@nashcc.edu** or by phone at **(252) 428-7363**.

Success Navigators

Nash Community College's Success Navigators are here to help connect students to resources within our Success Network as well as off-campus resources. Success Navigators help students with time management, study skills, test-taking skills, communication skills, etc. The Success Navigator's goal is to help students identify barriers and discover ways to overcome these barriers by advocating for themselves so students are successful in the classroom and beyond. For more information, please email successnavigators@nashcc.edu.

Tuition and Fees

The College's tuition and fees are set by the State Board of Community Colleges and are subject to change without notice. Common institutional costs associated with courses include tuition (a specific rate per credit hour) and fees (Student Activity Fee, Technology Fee, CAPS Fee, and Success Fee). Additional fees may be required for specific courses and/or curriculum programs. The College offers students affordable payment plan options.

Tutoring/Supplemental Instructional Support

Multiple tutoring and supplemental instructional services are available on campus and online. Visit the website and refer to the course syllabi for instructional assistance available to students.

Veteran's Affairs

Nash Community College is proud to serve our military-affiliated students. The College is proud of its relationship with veterans, is dedicated to providing support to student veterans, and recognizes the unique challenges that military-affiliated students experience. If you are a veteran, or the spouse or child of a veteran, then please visit www.nashcc.edu/va and email veterans@nashcc.edu to learn more information regarding VA benefits.

Victim's Advocacy

Victim's Advocacy provides information about the criminal justice process and victim rights, and provides referrals to other victim service programs. Located centrally on campus in the Student Wellness Center, Building B, Room 2112.

Watermark (AVISO)

Watermark (AVISO) is a Nash CC web-based tool that strengthens and streamlines student access to academic records and campus information. Students will use their same campus login to access Watermark (AVISO) and will be able to see courses, current grades, and attendance for each course, campus resources, as well as Watermark (AVISO) communications to and from instructors and success navigators. Watermark (AVISO) provides alerts to students for attendance and grades, as well as important events. Alerts will be seen as emails in the student's Nash CC email account. Students may log in to Watermark (AVISO) through the **MyNash** student portal

PROGRAM COSTS

Nash Community College tuition and fees are set by the State Board of Community Colleges and are subject to change without notice. College tuition and fees detailed at **Tuition-and-Fees**

Term	In stateTuition	College Fees	Textbooks student notes Program Expenses	Technical Tools Supplies Program Expenses	Clinical Education Program Expenses	Other Program Expenses	Total
Fall (General Ed)	$ 1,368.00	$ 215.00					$ 1,583.00
Spring I Technical	$ 1,368.00	$ 215.00	$ 490.00	$ 200.00	$ -	$ 10.00	$ 2,283.00
Summer	$ 760.00	$ 127.00	$ 210.00			$ 100.00	$ 1,197.00
Fall Technical	$ 988.00	$ 160.00	$ 405.00		$ 400.00	$ 10.00	$ 1,963.00
Spring II-graduation	$ 1,064.00	$ 171.00	$ 270.00		$ 50.00	$ 805.00	$ 2,360.00
Totals	$ 5,548.00	$ 888.00	$ 1,375.00	$ 200.00	$ 450.00	$ 925.00	$ 9,386.00

Term	Out Of StateTuition	College Fees	Textbook student notes Program Expenses	Technical Tools Supplies Program Expenses	Clinical Education Program Expenses	Other Program Expenses	Total
Fall (General Ed)	$ 4,824.00	$ 215.00					$ 5,039.00
Spring I Technical	$ 4,824.00	$ 215.00	$ 490.00	$ 200.00	$ -	$ 10.00	$ 5,739.00
Summer	$ 2,680.00	$ 127.00	$ 210.00			$ 100.00	$ 3,117.00
Fall Technical	$ 3,484.00	$ 160.00	$ 405.00		$ 400.00	$ 10.00	$ 4,459.00
Spring II-graduation	$ 3,752.00	$ 171.00	$ 270.00		$ 50.00	$ 805.00	$ 5,048.00
Totals	$ 19,564.00	$ 888.00	$ 1,375.00	$ 200.00	$ 450.00	$ 925.00	$ 23,402.00

PTA Program Specific Expenses in addition to college tuition & fees	**Amount**
HESI Admission Exam (prior to program acceptance)	$ 55.
Health Science Fee (included in tuition expenses)	$ 10. / semester
Books /student notes/apps (@ total for PTA Technical Courses)	$ 1400.
PTA Technical tools & supplies (@ total for PTA Technical Courses)	$ 200.
APTA Student Professional Membership (summer– third semester)	$ 90.
Background, Drug Screen check, immunization tracker, and Rotation Manager (fall technical – fourth semester)	$ 200.
Clinical Attire and equipment (fall technical – fourth semester)	$ 200.
PEAT (Practice Exam & Assessment (spring II – fifth semester)	$ 90.
Professional Licensure application (spring II – fifth semester)	$ 150. (NCBPTE application fee) $ 485. (FSBPT examination fee) $ 92. (Prometric testing site fee)

Please note: Information is intended for estimated cost only and is subject to change without notice**.** Additional costs for transportation, housing, and meals associated with clinical education experiences may be incurred and are the student's responsibility.

FINANCIAL AID

Nash Community College makes every effort to provide financial assistance, where need exists, for students whose primary goal is to acquire post-secondary education. The *Academic Catalog* details the Financial Aid process and types of aid available (accessed online at www.nashcc.edu). In an effort to encourage North Carolinians to pursue career opportunities in health, science, and mathematics disciplines, the General Assembly has appropriated funds for student loans. Also, several scholarships are available to qualified PTA students.

Financial aid awards are based upon many considerations, but primarily on the demonstrated financial need of the applicant. Aid is available through several funding sources and includes loans, work-study employment on campus, grants, and scholarships or a combination of the above. Grants and scholarships are awarded with no payback demand. More detailed information concerning financial aid is available from the College's Financial Aid Office, 252-428-7328 or nccfinancialaid@nashcc.edu. Some students may receive veterans' assistance for college. Please contact the Financial Aid Office or veterans@nashcc.edu for more information.

Department of Education regulations dictate to colleges what criteria must be met before financial aid awards from federal and state funds can be disbursed. One such criterion includes the requirement that late-starting classes have proper attendance documentation before funds can be disbursed. Distribution of financial aid awards will be adjusted for late start classes. **The PTA program of study has three (3) semesters where financial aid distribution is affected by late start classes: Spring I/2nd-semester, Fall II/4th-semester and Spring II/5th-semester.**

As a physical therapist assistant student, you also may qualify for the North Carolina Physical Therapy Association's (APTA-NC) Scholarship and Loan Program, which annually makes grants and loans available to students in physical therapy education who are members of the APTA. For more information, see the Program Director or visit their website at APTA North Carolina. The American Physical Therapy Association (APTA) may be another source for scholarships and loans. Please visit www.apta.org for details.

NASH COMMUNITY COLLEGE POLICIES

Academic Integrity:

Nash Community College upholds the integrity of the academic process. Academic dishonesty undermines that integrity. Academic dishonesty includes cheating and plagiarism.

Cheating is an attempt to use unethical or dishonest means to perform work for a course. These may include, but are not limited to, copying the work of others, bringing unapproved sources of information during tests or other work ("cheat sheets," the use of information stored on electronic devices, the use of others' work on out of class assignments, etc.), and any other covert means to complete work without the approval of the instructor. Cheating encompasses both those giving and receiving aid.

Plagiarism is the undocumented use of information or the work of others presented as one's own. Nash Community College recognizes two types of plagiarism - accidental plagiarism and deliberate plagiarism.

Accidental plagiarism occurs when a student attempts to cite their sources, but does so improperly or incompletely. Nash Community College treats accidental plagiarism as poor work, and it will be graded as such.

Deliberate plagiarism occurs when a student copies the work of others or purposefully uses information from sources with no attempt to document it and presents it as their own. Nash Community College treats deliberate plagiarism as academic dishonesty.

Academic dishonesty is dealt with as follows:

1. For a first offense within a course, the student will receive a zero for the work in question. The student will be counseled by the instructor. An Academic Dishonesty Report form will be forwarded to the Vice President for Curriculum and Chief Program Officer and maintained on file.

2. For a second offense within a course, the student will receive an F for the course. An Academic Dishonesty Report form will be forwarded to the Vice President for Curriculum and Chief Program Officer and maintained on file.

3. Repeated offenses may lead to the recommendation of additional actions and penalties, including suspension or expulsion from the College in accordance with the Student Dismissal, Suspension, or Expulsion Authority procedure.

Internet Use:

Use of the Internet must be in support of education and research and consistent with educational objectives as outlined by the College. Faculty, students, staff, and other authorized individuals shall be expected to exercise responsible, ethical behavior when using the Internet.

The use of the Internet is a privilege and can be revoked for violation of the College's Internet Policy or Guidelines. Inappropriate or illegal use of the Internet may also result in disciplinary or legal action up to dismissal, in accordance with all policies of the College.

Logging into campus resources or the use of college technology resources by students, visitors, and College employees signifies agreement to the guidelines below. All Internet users shall adhere to the following:

1. Transmission of any material in violation of any law, regulation, or Board policy is prohibited.
2. Users shall not create, access, display, download, or transmit any text file, picture (including video), graphics, or sound clip or engage in any conference that includes material which is obscene, libelous, indecent, vulgar, profane, lewd, or which advertises any product or service not permitted to minors by law.
3. Users are required to respect all copyright, trademark, and licensing agreements and laws, including seeking permission when required.
4. Electronic mail (email) is not guaranteed to be private. Messages that are in violation of Board and/ or College policy may be reported to the authorities.
5. Users shall not use the Internet in such a way as to disrupt the use of the network by other users.
6. Users are to perform a virus check on all downloaded files to avoid the spreading of viruses.
7. Vandalism will result in immediate cancellation of user privileges and will require restitution. Vandalism is defined as any deliberate attempt to harm or destroy data of another user, including, but not limited to, the uploading or creation of computer viruses.

Twelve (12) months after the end of a student's last enrolled semester, without exception, access to NCC student email, LMS materials, online storage, or any other technology resources provided to actively enrolled students will be revoked, and the account terminated and inaccessible. If an applicant does not register for courses for the semester indicated on their Admissions application, access to their NCC accounts will be revoked, and the account terminated and inaccessible after the close of registration for the semester.

Nash Knows Netiquette:

At Nash Community College, we believe faculty and students should practice proper and polite communication on the internet, otherwise known as netiquette. Netiquette is essential in all online contexts, including but not limited to online classrooms, email correspondence, and virtual platforms. For more information, please review the Nash Knows Netiquette guide.

Student Conduct Statement:

Students at Nash Community College are expected to conduct themselves as responsible adults in accordance with generally accepted standards of morality and decency at all times. The Conduct Code is printed in the Academic catalog. A violation of any of the listed behaviors will warrant immediate disciplinary action and may result in suspension from the College.

The Physical Therapist Assistant program expands on conduct and behaviors expected of health care professionals, which are located throughout the *Student Handbook* for respective class, lab, and clinical policy and procedures.

Campus Photo and Video Use

In accordance with policy, Nash Community College does not collect photographic/video release forms. The College does, however, use faculty, staff, and students as the best resource for marketing. All students and visitors should be advised that campus events are regularly photographed and videotaped. NCC cannot guarantee any individual will be excluded from media coverage. Additionally, as a public campus, NCC cannot be responsible for content obtained or disseminated by any individual or group.

Withdrawal

Official withdrawal from a required course may leave the student unable to continue in the program. Consult a faculty member about available options and potential consequences before withdrawing from any course.

PTA PROGRAM ACADEMIC POLICIES

In addition to the general institutional academic policies described in the *Academic Catalog*, the Physical Therapist Assistant program adheres to the following standards:

Academic Policies: Minimum Grade Achievement

1. A student must pass all general education or related courses with a minimum course grade of C (70%) or S (satisfactory) for credit acceptance in the PTA program.
2. A student must pass all PTA prefix courses identified in the Physical Therapist Assistant plan of study with a minimum course grade of B (80%) or S (satisfactory) for credit acceptance in the PTA program.
3. A course grade below **B** (80%) or **U** (unsatisfactory) on any PTA prefix course or failure to complete any general education courses or PTA prefix courses required after admission into the technical phase of the program is grounds for dismissal. Readmission at the point of interruption is not guaranteed. Refer to Readmission Policy for specific details.
4. The student must maintain a 2.00 or higher cumulative quality point average (GPA) from time of program application until completion to remain in satisfactory academic standing for progression through the program.

Grading Policies

1. The Physical Therapist Assistant Program utilizes the College's grading scale for academic coursework:
   A = 90 – 100%
   B = 80 – 89% **(A grade of 80.0% is required for PTA Program progression for all technical/professional courses - PTA prefix courses)**
   C = 70 – 79% (grade of **D** for PTA prefix courses)
   D = 60 – 69%
   F = 0 – 59%

2. The student must earn an 80.0% course grade to remain in the program. Grades are NOT rounded up; therefore, 79.9% is a "79" and will be recorded as a "**D**" for PTA Prefix courses. Please do not allow your grade to fall anywhere near the failing level, to avoid disagreeing over fractions of points.
3. A course grade below B (80%), a U (unsatisfactory), or failure to complete any courses required after admission into the program is grounds for dismissal. Readmission at the point of interruption is not guaranteed. The Readmission policy is found in the PTA Student Handbook
4. The Physical Therapist Assistant Program utilizes the following grading scale for clinical education coursework:

   <u>S = Satisfactory</u>

   A grade of S (Satisfactory) denotes successful completion of a course and/or associated clinical course objectives and no quality points. The grade is not included in computing GPA. Course hours are used for determining financial aid eligibility related to credit hours attempted and satisfactory academic progress.

   <u>U = Unsatisfactory</u>

   A grade of U (Unsatisfactory) denotes unsuccessful completion of a course and/or associated clinical course objectives and has no quality points. The grade is not included in computing GPA. Course hours are used for determining financial aid eligibility related to credit hours attempted and satisfactory academic progress.
5. The student must (S) satisfactorily meet performance expectations as explained in the course syllabus to complete the clinical education course and remain in or complete the PTA program.
6. The student must pass the comprehensive final examination with a minimum of 70.0% to pass the course and continue in the program, as well as earn an 80.0% course grade. Grades are NOT rounded up. If a student has a course average of 80.0% or above, but scores less than 70.0 % on the final examination, the student has failed the course.
7. To ensure student readiness for clinical education practice, all designated competencies must be demonstrated safely and effectively to satisfy the requirements for passing the course. A numerical grade will be assigned for each laboratory competency. A minimum grade of 80.0% must be scored for the competency to be considered satisfactorily passed. Grades are NOT rounded up. Areas identified as critical safety and critical performance criteria on a competency must be satisfactorily demonstrated to pass the competency, regardless of the overall competency grade. One attempt at remediation of a failed competency will be allowed.
8. Each PTA course syllabus will explain the grading formula for that course. Grading will be composed of any or all of the following: attendance, examinations, quizzes, classroom or laboratory assignments, laboratory competencies, participation, and clinical performance tools/assessments.

Incomplete Grades

An "Incomplete" in a Physical Therapist Assistant Program course must be removed before the student can continue in the program. Failure to act promptly and responsibly results in being unable to enroll for subsequent (required) classes. This policy applies to all required courses, not just those with the PTA prefix.

Professional Behavior Policy

In addition to the College's policy on Student Conduct (*Academic Catalog)*, students in the PTA program are expected to exhibit high standards of professional behavior while on campus, in off-campus activities, and during clinical experiences.

1. Unsatisfactory behavior is managed with initial redirection, next verbal warning, and progression to written warnings, with the ultimate consequence of course failure if other disciplinary actions fail to bring about the desired behavior. Some instances of unsatisfactory behavior may result in immediate dismissal from the PTA program (examples include, but are not limited to, evidence of harassment, assault, theft, or other actions that pose an increased safety risk to the campus or clinical communities).
2. Each student is expected to work with all other students, regardless of personal preferences, including race, color, national origin, sex, gender, sexual orientation, gender expression, gender identity, genetic information, disability, age, religion, or veteran status. Each student is expected to treat all other students, faculty, patients, patient family members, the College, and clinical personnel with respect during all interactions.
3. Unprofessional comments or gestures, whether positive or negative toward any individual, while on- or off-campus, will not be tolerated. Failure to follow this policy may result in dismissal from the classroom, laboratory, or clinical setting, with a written warning issued to the student. Repeated behavior will result in dismissal from the program due to continued unprofessional behavior.
4. Every student is expected to participate in class discussions and deserves the respect of all class members. Students will speak one at a time, so that everyone's questions, viewpoints, or opinions can be heard and respected. Any information gathered, assessed, or observed during the learning activity will remain confidential and is not to be shared with anyone outside the learning environment. The practice of health information privacy is required with patients, and will be practiced in the classroom with fellow students and faculty.
5. Much of the PTA Program time is spent in lab situations. Do not touch a fellow student unless they have given their permission (this is the law in the clinical environment and will be used in the lab setting for Informed Consent). All physical contact and visual inspection must be conducted in a non-offensive manner, specifically related to the learning experience, to promote competency with tests, measurements, and procedural interventions.
6. Students are expected to ask for help when it is necessary. Students are expected to help each other clarify confusing or difficult information as time permits in class.
7. It is expected that students will use unstructured lab and class time wisely, focusing on topics related to their PTA education. Not all labs or class activities have structured details or timeframes for completion. Partners or groups will be working together for most laboratory learning experiences, so work at a steady pace. If you or your group should complete the activity early, offer your assistance to other classmates, or spend the time reviewing related course materials or laboratory skills. Non-program-related conversations are to be kept to a minimum, and absolutely no "horseplay" or other similar inappropriate behavior will be tolerated.
8. Students are responsible for, and expected to adhere to, all policies and procedures stated in the *Academic Catalog* and program handbooks.
9. Students are expected to uphold the **APTA Professionalism in Physical Therapy: Core Values**

Attendance Policies:

1. Students are expected to attend classes regularly and promptly (on time) to facilitate professional behavior and accountability that mirrors the expectations of student performance on clinical experiences and professional employment. Tardiness is defined as arrival to the class or lab session after the scheduled start time. The student is expected to notify the instructor before any class or lab tardiness or absence.
2. Failure to attend classes may result in a point deduction from the final course grade or dismissal from the program. A student will fail to progress in the program when greater than (>) 15% of the class contact hours have been missed and are unexcused.
3. Excused hours must be approved by the instructor with proof of extenuating circumstances. Appropriate reasons for absence or tardiness may include death within the family, serious illness or injury, inclement weather, traffic, appointments that cannot be rescheduled or other reasons that may apply at the discretion of the instructor.
4. If the student is absent or tardy, the instructor is in no way obligated to review material or repeat lectures. The student is solely responsible for obtaining information or materials presented during a missed class.
5. In the event of an absence from an examination, the test will be taken without penalty only in cases where the instructor can determine that the absence is excusable or unavoidable. Supporting documentation for the absence may be requested. If the absence is deemed not to be excusable, a grade of "0" is recorded. Makeup tests will be scheduled at the instructor's convenience before the next class meeting, when possible, and may vary in content from the original exam. The student is responsible for arranging the make-up examination with the instructor.
6. Scheduled or unscheduled (pop) quizzes will only be given to students who are present when the instructor first distributes the quiz. In the event a student is absent for a quiz, a grade of "0" is recorded.
7. After 3 tardiness, the student will meet with the instructor to discuss the behavior and determine a compliance plan.

Classroom Policies:

1. Students are responsible for the material covered in lecture, labs, and all assigned readings, videos, and applications.
2. It is the student's responsibility to complete and submit assignments by deadlines.
3. Completed and returned work should be saved so that grade disputes can be supported. Work not returned to the student (examinations) will be maintained by the instructor for the same purpose.
4. Assignments are submitted to the college-approved learning management system as directed. Course-specific grades are available for review in the college-approved learning management system.
5. Each course in the physical therapist assistant curriculum builds upon those that come before. Thus, students are essentially responsible for and may be tested on all material that has been covered in previous program courses.
6. Cellular phones should be turned OFF (not merely on vibrate) and put away during class unless used for education purposes in collaboration with the instructor. Texting is not allowed. Computers and other Wi-Fi devices are only to be used to facilitate coursework and supplement the learning experience.

Laboratory Policies:

1. The use of PTA equipment is restricted to the faculty and students enrolled in the program.
2. Friends and family of students (this includes any non-PTA enrolled individual) are not allowed into the class or laboratory environment unless specific permission is granted by faculty based on a special class or laboratory activity.
3. Appropriate laboratory clothing and footwear must be available for every class session. Failure to be appropriately prepared and dressed for labs will result in a deduction from the final course grade. Repeated behavior after the implementation of an action plan for compliance may result in dismissal from the program due to unprofessional behavior. Refer to the **Personal Dress Policies** regarding laboratory clothing and footwear.
4. Students are expected to demonstrate safe, professional behavior during all classroom activities, including labs. Do not "touch" equipment or other students unless the skill has been reviewed by the instructor in regards to indications, contraindications, application techniques, safety precautions, and are performing the skill for the intended purposes.
5. Students are expected to participate in all class and laboratory activities and to work with all other students during the laboratory session as a demonstrator, model, subject, and in the PTA role.
6. Students will respect and maintain the confidentiality of all PTA students as if they were actual patients during clinical practice.
7. Students may sign out some laboratory equipment items. A student must notify the instructor to sign out the equipment. The student is responsible for any equipment that is broken, misplaced, or not returned to the classroom. When returning equipment, bring it to the attention of the instructor prior to placing it back on the shelf. Not all equipment is appropriate for sign-out.
8. Laboratory skill checks are incorporated into courses with laboratory components. These are often performed by the faculty in combination with the assigned laboratory activity; students may need to schedule faculty-observed skill checks at times in addition to normal class times. Laboratory skill checks are beneficial to both faculty and students. Faculty have the opportunity to assess, review, and provide feedback early in the student's learning process. Students have the opportunity to review skills with focused faculty attention to correct potential deficiencies before performing the skill in a graded competency format. To gauge a student's readiness for clinical education, the program uses skill checks and graded competencies. Students must demonstrate competence in all assigned course skills before entering comprehensive midterm and/or final examinations and competencies. Critical safety and performance criteria required for each assigned essential skill are provided on the skill check sheet and student notes.
9. Students should schedule supplemental lab sessions in accordance with faculty members' presence; however, students may also use the laboratory without the attendance of a core faculty member, but must first coordinate with an instructor
10. The following rules must be followed during student use of laboratory space without the presence of a faculty member
    - students must NOT use equipment in the laboratory that they are not familiar with through a lecture or demonstration
    - students are NOT authorized to use electric, mechanical, and thermal modalities; joint mobilization techniques, wheelchair righting, or wheelies without the presence of a faculty member in the lab
    - students shall always act in a safe, responsible manner and immediately alert a faculty member if an injury or unsafe situation arises. If a faculty member is not available (evening hours or weekends), alert campus security if an injury or unsafe situation arises.

11. Students are expected to conduct themselves as though they are in a clinical setting. Inappropriately loud conversations, inappropriate jokes, use of foul language, or other disruptive behaviors will be sufficient cause to dismiss the student from the lab session and will result in disciplinary actions
12. Food and beverages are **NOT** allowed in the laboratory space
13. If a student is unable to participate in lab activities, they must give prior notification to a core faculty member. The instructor will arrange for the student to receive alternative reasonable accommodations to gain practice/experience. Reasonable accommodations are temporarily granted on an individual basis.
14. All materials are to be used in the lab. Removal of material from the lab without permission from the instructor will result in loss of lab privileges.
15. Students are responsible for cleaning and returning all equipment/supplies to their original storage space at the end of each lab session
16. Refer to specific laboratory policies for individual PTA courses explained in the course syllabi.

Examination Policies

1. Each PTA course syllabus will describe the number and schedule of examinations. Individual PTA courses may incorporate any or all of the following examinations: unit exams, comprehensive midterm, and final examinations
2. In every academic PTA course, the student must pass the comprehensive final examination with a minimum of 70.0% to pass the course and maintain an 80.0% course average. Grades are NOT rounded up. If a student has a course average of 80.0% or higher, but scores less than 70.0% on the final examination, the student has failed the course.
3. Students are expected to achieve a grade of 80% or higher on each unit exam. Students receiving a grade less than 80% will be required to schedule a meeting with the instructor following the exam results for review within two scheduled classes. The student and instructor will review unit exam content and determine appropriate action for improved student performance

Laboratory Competencies

1. Competencies may be conducted in conjunction with written examinations or scheduled by the instructor and student as explained in the course syllabus.
2. All designated competencies must be demonstrated safely and effectively to satisfy the requirements for passing the course. A numerical grade will be assigned for each laboratory competency. A minimum grade of 80.0% must be scored for the competency to be considered satisfactorily passed. Grades are not rounded up. Additionally, areas identified as critical safety and performance criteria on a competency must be satisfactorily demonstrated to pass the competency, regardless of the overall competency grade. Critical safety and performance criteria are identified on the respective course syllabi and within the educational material related to the content covered in specific courses with laboratory contact hours.
3. Students should be aware that skills previously observed by faculty during skill checks may be randomly selected to be included on the graded laboratory competency.
4. One attempt at remediation of a failed competency or related critical safety or performance criteria is allowed. Retesting must be completed within one week of the original attempt and will be done at the instructor's convenience. The student is responsible for arranging the retest with the instructor. The retest may not be identical to the original.
5. The student must make an 80.0% or better on a remediation attempt or successfully demonstrate previously deficient critical safety or performance criteria; however, the original grade is not altered in calculating the course grade. If the competency or critical safety or performance criteria is not satisfactorily demonstrated, the student is considered to have failed to master the essential skill and receives a failing grade (F) for the course.

6. Failure to report for a lab competency within ten (10) minutes of the assigned time will result in the recording of a grade of "0" for the initial competency attempt, and will result in a failing grade (F) for the course for a remediation attempt in situations where the instructor can determine that the absence was not excusable or unavoidable.

Assignment/Work Policies:

1. Any published material read, or directly quoted, in preparation for a project or writing assignment must be referenced at the end of the project/assignment. Failure to do so may result in a failing grade for the project, with possible further consequences as stated in the *Academic Catalog* regarding cheating and plagiarism.
2. Projects and assignments are completed independently unless otherwise explained in the project or assignment. Any sharing of information is a violation of the College's policy on cheating and plagiarism. (i.e., after an examination is missed, the student contacts a fellow student about that examination, both students would be considered as cheating).
3. Each student will be allowed one item of work (related to projects or written assignments) submitted 24 hours late without loss of credit. All other late work will result in a 10-point reduction for 1st day late, a 20-point reduction 2nd day late, and a grade of "0" on the 3rd day.
4. The instructor must be able to easily read any written work submitted. If the material is not easily read, then the material will be counted as wrong information and deducted accordingly. All handwritten submitted work (including examinations and quizzes) should be completed in black or blue ink and only on the front face of the page unless otherwise indicated by your instructor.

LABORATORY GUIDELINES

The Program's requirements include laboratory experiences in which all students must participate (refer to previous policy). Given the nature of the physical therapy techniques that are demonstrated and/or practiced, observation and physical contact are often required. Such observation and contact will be limited to that which is considered to be within the parameters of acceptable professional conduct. Every effort is made to protect the dignity of laboratory participants. Students with concerns about this requirement or with comments regarding the actual conduct of laboratory sessions should contact the faculty at once.

Laboratories also require clothing that allows for freedom of movement and appropriate visual inspection. The instructor will provide more specific guidelines available in each course as necessary. As above, a student should communicate with the faculty if there are concerns regarding this requirement.

On occasion, representatives of the College may wish to photograph or videotape laboratory sessions for public relations purposes. A student has the option not to participate. It is the policy of this program to firmly protect the privacy and dignity of its participants. If a student feels uncomfortable with any aspect of the laboratory experience, please contact the program faculty. Each PTA student will be required to read and sign the "Use of Human Participant/Subject for Classroom and Laboratory Experiences Policy and Informed Consent Form" upon orientation to the program, to remain active while enrolled in the program, and to be maintained by the Program Director.

LABORATORY SAFETY

Students are informed of the safety rules and responsibilities for laboratory activities during program orientation. Faculty will review laboratory content safety elements at the beginning of each course that includes a laboratory component. The faculty will review the significance of the Assumption of Risk Form and how it relates to the current course prior to student signature. Students are responsible for reviewing and reporting if they have a contraindication to any/all procedures before lab activities. All electrical therapy equipment is inspected and calibrated on an annual basis, and the program maintains records of maintenance and repair. If a student ever experiences any technical problems involving the equipment, whether it is an electrical stimulator or a broken crutch, the student should immediately bring it to the attention of a faculty member. At the very least, remove the item from the "treatment area" and label it with a "DO NOT USE- out of Service" note until a faculty member can be notified.

If a student has ANY questions regarding the safety of a piece of equipment, whether in the laboratory or the clinic, the appropriate action is to communicate this to an instructor or supervisor AT ONCE. Safety is one of the most important goals of the Program.

A faculty member must be present during all informal open lab practice sessions to ensure safety when using electric, mechanical, and thermal modalities; joint mobilization techniques, wheelchair righting, and wheelies. Students should schedule lab sessions in accordance with faculty members' presence; however, students may also use the laboratory without the attendance of a core faculty member, but must first coordinate with an instructor.

the following rules must be followed:

- students must NOT use equipment in the laboratory that they are not familiar with through a lecture or demonstration
- unsupervised use of laboratory equipment is only allowed after proficiency has been demonstrated or observed by an instructor
- students are NOT authorized to use electric, mechanical, and thermal modalities; joint mobilization techniques, wheelchair righting, or wheelies without the presence of a core faculty member in the lab
- students shall always act in a safe, responsible manner and immediately alert a faculty member if an injury or unsafe situation arises. If the faculty member is not available (evening hours or weekends), alert campus security (# 252-903-5969) if an injury or unsafe situation arises
- Improper use of the equipment may be hazardous, and failure to comply with these guidelines is grounds for disciplinary intervention

Family and friends (or any individual who is not enrolled in the PTA program) are prohibited from the classroom, laboratory, and clinical environment unless special permission is granted by the faculty and/or clinical instructor. This means that PTA students must not invite non-PTA students into the class/lab environment to "practice" procedures or with equipment. It is recommended for PTA students to establish and schedule regular study groups while in the program.

CLINICAL EDUCATION

Clinical Education is a vital part of the PTA Program curriculum as it prepares students for entry-level Physical Therapist Assistant practice. The clinical experiences take the student out of the classroom and into a patient care setting. The student learns to apply his or her newly acquired knowledge and skills to patient care. The PTA students will learn and practice interventions carried out by a physical therapist assistant, follow a plan of care developed by a physical therapist, and learn responsibilities associated with working as part of a health care team during their three clinical experiences.

The PTA program requires two clinical learning experiences totaling 16 weeks in the second year of the program. Clinical facilities are located throughout central, northern, southern, and eastern North Carolina and involve travel to assigned health care facilities. Students are responsible for informing ACCE of any changes in residence location. Students can expect to have additional costs for uniforms, meals, travel, or housing to complete the required clinical education components of the PTA curriculum. **Reliable transportation is critical!**

Each student is designated a Clinical Instructor (CI) to evaluate their performance during the clinical experience using criteria established by the Program. Course grade determination is by knowledge of basic sciences, patient treatment skills, and effectiveness of interaction with clients, patients, their families, and other health care personnel. For a complete list of criteria and anticipated levels of performance, refer to the performance assessment instrument (provided to the student during the second technical semester - summer). Students training on the clinical assessment tool is completed during the second technical semester (summer).

Clinical facilities may have their own onboarding requirements for experiences, including medical examinations, vaccinations (including but not limited to Hepatitis B and seasonal influenza), urine drug testing and criminal background investigations (state and/or federal, which may also include fingerprint, National Sex Offender search, social security verification/trace, and health care fraud and abuse). Unwillingness or inability to conform to these expectations will risk the student's progression status in the program. Students will be responsible for completion and purchase of the necessary onboarding requirements through the college approved vendor and provide results to the clinical site.

There are NO "built in" off days during clinical assignments. Students should have contingency plans to handle situations such as car breakdowns, traffic, or sick children. In the event of illness or unavoidable delay, the student will inform the clinical instructor and the ACCE no later than the appointed starting time for that day. Failure to notify ACCE of absence (as specified) will result in a verbal warning. Students should expect to make up any absence from clinical experiences. It is the student's responsibility to confer with the CI and the ACCE if longer absences occur. Unexcused absences or failure to meet the contact hour requirements for the course may result in unsatisfactory clinical performance.

Students are required to follow the schedule of their assigned clinical instructor. The full-time schedule, approximately forty hours/week may range from 7:00 am – 7:00 pm, include weekends; college-recognized holidays, or student breaks. Students should contact the Program Director for specific dates that holidays and breaks are observed for PTA students should scheduling issues be of concern.

Students are expected to wear a nametag clearly stating the name of the student and their title as a "student physical therapist assistant". Students are to introduce themselves by their name and title as a student physical therapist assistant to patients, families, and other healthcare workers. Please remember that a patient or family may refuse to have a student participate in services provided. The student should not take offense or demonstrate any unprofessional behavior to a patient or family who makes such a request.

Clinical Eligibility: Students are assigned to facilities that have a current clinical education agreement with the PTA program at Nash Community College. If an assigned clinical facility prohibits a student in the PTA program from participating in or completing the clinical learning experience due to reasons related to the student, no alternative clinical experience will be arranged on behalf of the student. This will result in the student being unable to meet the curriculum requirements of the PTA program and ultimately being dismissed from the program. Examples (not inclusive) of situations which may lead to a clinical facility's decision to prohibit or terminate a student's clinical experience are:

1. Results of a background check or drug screen (including all forms listed in the Criminal Background Check and Drug Screen policy);
2. Inability to demonstrate current American Heart Association (AHA) Basic Life Support (BLS) Provider CPR certification, physical examination, health insurance, and required immunizations/vaccines (including but not limited to annual influenza and COVID-19);
3. Issues surrounding a student's previous employment at the facility;
4. Significant concerns or issues identified by representatives of the clinical facility relating to the unsafe, unethical, illegal, or generally unprofessional conduct of a student;
5. Non-adherence to the facility's personnel and dress code policies, which includes the appearance or visibility of body art and piercings.

If a clinical placement is cancelled or terminated due to no fault of the student, as determined by the ACCE, all attempts will be made by the program to assign the student to a supplemental site.

Clinical Policies: The student affiliate will:

1. Adhere to all professional, legal, and ethical regulations regarding the physical therapy profession (i.e., state scope of practice, patient confidentiality, Code of Ethics and Standards of Ethical Conduct for the PTA, Value-Based Behaviors of the PTA).
2. Adhere to facility policies and procedures (dress code, billing, emergency/fire, tobacco use, food/beverages, etc).
3. Avoid personal, non-emergency phone calls or texting (made or received) during clinical hours. Personal cell phones should not be present during the clinical learning experience. To avoid the appearance of inappropriate or unprofessional cell phone usage, please provide family and/or friends with the facility's phone number to best reach you in the case of an emergency.
4. Identify yourself by name and title during all interactions.
5. Students are expected to wear a name tag clearly stating the name of the student and their title as a "student physical therapist assistant". Students are to introduce themselves by their name and title as a student physical therapist assistant to patients, families, and other healthcare workers. Please remember that a patient or family may refuse to have a student participate in services provided. The student should not take offense or in any way demonstrate unprofessional behavior to a patient or family who makes such a request.
6. Report to the assigned area on time. It is recommended that students plan to arrive 15 minutes early to avoid situations that could result in tardiness.
7. Avoid chewing gum during all interactions within the clinical facility.
8. Accept assigned responsibilities within the physical therapy scope of practice. Students must use sound judgment regarding their ability to carry out a procedure or treatment they are unfamiliar with, and openly discuss concerns with the clinical instructor. A student shall never perform a procedure they are unsure of.

PROTECTED HEALTH INFORMATION

The Health Insurance Portability and Accountability Act (HIPAA) of 1996 mandates that any information regarding a patient is private and only entities directly involved in the care of the patient are entitled to protected health information. This includes all verbal and written communications. Students in the PTA program are required to adhere to HIPAA regulations during all clinical learning experiences or observations. Clinical facilities will provide students with their specific policies regarding protected health information (PHI) and the security of that information. More information regarding HIPAA and PHI is available at http://www.hipaa.com/. Failure to comply with all Federal, state, and institutional policies regarding protected health information may result in dismissal from the program.

STUDENT HEALTH

The College requires that all students involved in patient care activities receive a comprehensive medical examination before enrollment in the PTA program and on an annual basis thereafter. Students are not able to attend clinical education experiences without current and annual documentation of CPR, tuberculosis screening, physical examination, and flu vaccine. Students must meet all other clinical facility health requirements, including required vaccinations. Each student should receive the Hepatitis B vaccine as soon as possible. If the student elects to decline the Hepatitis-B vaccine, a waiver must be signed by established deadlines. Not receiving this vaccine may put the student's health at risk, as well as limit the available clinical experiences. Students should expect to receive the seasonal influenza vaccination to complete clinical experiences. Each student must maintain current

- American Heart Association (AHA) Basic Life Support Provider CPR certification
- Annual medical examinations
- TB testing (2-step TB skin testing or 1-step blood titer)
- Immunizations and vaccines required by the clinical site. Including but not limited to
    - Hepatitis B (series)
    - MMR
    - Tdap /Td
    - Varicella
    - COVID (recommended but not required at this time
    - Submit **copies (keep your originals)** of all health, immunization, and CPR forms to the Health Sciences Admissions Coordinator for review
- Upload all health, immunization, and CPR forms to the Vendor-approved document tracker
- The student, ACCE, and Health Sciences Admissions Coordinator are responsible for maintaining current health and immunization documentation
- The program utilizes the requirements identified by the North Carolina Consortium for Clinical Education & Practice. The elements as specified on the CCEP Clinical Passport document serve as the minimum requirements for health science student participation in a clinical setting of the participating agencies. This list represents the highest standards as evaluated by the CCEP Committee. Note that clinical agency contracts may specify additional requirements based on the areas in which students are placed, or regulations established by the agency or health system https://www.cdc.gov/vaccines/schedules/index.html
- Specific requirements on the part of the clinical facility should be included in the clinical education contract.

If a student is injured outside of Nash Community College or has a medical condition (new onset or history), including pregnancy, that may affect participation in classroom activities, laboratory skills, or clinical performance, the student will be required to present written documentation to continue and/or return to the classroom, laboratory, or clinical. Any time missed will result in an absence, and the attendance policy will be in effect. The student will be expected to meet the stated objectives that are required of all students.

Clinical Guidelines for Exposure to Blood and Body Fluids:

Students are at risk for exposure to blood and body fluids that may be contaminated with the hepatitis B virus, the hepatitis C virus, the human immunodeficiency virus (HIV), and other potentially harmful or contagious pathogens while in the clinical setting. Information about bloodborne pathogens and how to protect against associated risks of exposure is taught before the student's first clinical experience. The education on bloodborne pathogens and standard precautions will be reviewed annually and may be a part of the facility orientation. It is important for students to always follow standard precautions when working with patients in any type of clinical setting.

In the event of exposure to blood or body fluids, it is the responsibility of the student to arrange and pay for initial and post-exposure medical follow-up and care, and follow the College's "Student Accident Insurance" policy and procedures.

Following exposure to blood or body fluids, the student should take the following steps IMMEDIATELY**:**

1. Clean the area thoroughly, depending on the area exposed:
    a. Skin exposure with blood - Wash area with antimicrobial soap and water for at least 15 seconds.
    b. Contaminated needle stick or contaminated puncture or cut with sharp object - Wash area with antimicrobial soap and water for at least 15 seconds.
    c. Eye exposure - Rinse/flush eye with 1000 mL of water, sterile saline, eye irrigate for at least 15 minutes.
    d. Mucus membranes (mouth or nose) - Rinse/flush area with water.
2. Report the exposure to the clinical instructor immediately after taking the above preventative measures.
3. Determine the nature of the exposure and determine if there was exposure to body fluids. Assess the integrity of skin exposed to body fluids or blood.
4. Follow the agency policy for occupational exposure, testing, or post-exposure medications as indicated. If the clinical agency does not provide baseline testing and/or prophylaxis, the student will need to call his/her primary care provider or an urgent care facility immediately.
5. Complete appropriate incident reports or post-exposure reports with the assistance of the instructor or employee health nurse.
6. Further testing, medical follow-up, and post-exposure medications will be with the student's primary physician at the student's initial expense.
7. Notify the ACCE and/or Program Director for guidance on following the College policy for procedures and documentation required under the "Student Accident Insurance" policy.

STUDENT ACCIDENT INSURANCE

The *Academic Catalog* states that all students registered in "curriculum classes are insured for accidental injuries which may occur in class or on college property." This includes clinical education experiences for the PTA program. Injuries during commute to and from the campus or clinical facility are not included.

If a student is injured during the clinical experience, the CI and student should notify the SCCE, who will notify the ACCE. An incident report must be filed immediately and forwarded to the ACCE. If the facility policy prohibits the release of the incident report, the ACCE will complete the NCC incident report. All incident reports will be forwarded to the Campus Safety Director and appropriate personnel in Student and Enrollment Services. The student is responsible for maintaining and providing all documents needed that relate to services and costs for care received as a result of an injury.

Should the injury include exposure to an infectious disease, the student should follow the facility's infectious/communicable disease exposure policies (or the program's "Clinical Guidelines for Exposure to Blood and Body Fluids), in addition to the College's accidental health insurance policy, for emergent and follow-up care.

EXPULSION POLICY

The following policy clarifies the conditions that may lead to dismissal from the program. Conditions under which a student may re-enter the program following an interruption in enrollment are outlined in the Readmission Policy.

1. A student who receives a grade of C (79.9%) or lower in a technical/professional PTA course (PTA-prefix courses).
2. A student who receives a grade of D (69.9%) or lower in a non-PTA prefix course identified in the PTA Plan of Study.
3. A student who receives a D (69.9%) or lower on any comprehensive final examination in a technical/professional PTA course (PTA-prefix courses).
4. A student who receives less than B (80.0%) on laboratory competencies or fails to demonstrate competence on critical safety and performance criteria, and who fails to demonstrate competence after one remediation attempt.
5. A student who is found to be ineligible for clinical education placement owing to legal or other considerations as defined by the clinical agency (including, but not limited to, arrests, criminal background, and drug screen findings).
6. A student who receives a grade of U (unsatisfactory) for clinical education courses.
7. A student who is non-compliant with the College and program Student Conduct and Professional Behavior policies.

READMISSION POLICY

The following policy clarifies the conditions under which a student who exits the Program without satisfying all of its requirements may apply for readmission to resume progress towards the Associate in Applied Science in Physical Therapist Assistant degree.

1. A student who fails to complete the PTA program as scheduled may reapply to the program by meeting the admission criteria in effect at the time of reapplication.
2. A student will be required to proceed through the general selection and acceptance procedures along with all other candidates for the following year if a student demonstrated academic failure or withdrawal by the end of the first technical semester (PTA prefixed courses).
3. A student who reapplies for re-entry at the point of non-progression will be considered if less than three (3) years have passed. In situations where more than three (3) years have passed, the student will need to apply through the general application process and will be expected to start with the first technical semester of PTA-prefix courses.
4. A student must submit a written letter of intent for readmission to the Program Director describing reasons for leaving the program, desire for re-entering the program, a detailed plan of academic preparedness for future success, and the anticipated semester of re-entry. The written request must be received within 90 days of the anticipated semester start date.
5. A personal interview may be scheduled between the prospective student and an appropriate member of the PTA program.
6. Re-entry into the program is not guaranteed and will be considered on a case-by-case basis, considering the point of re-entry, space availability per the number of currently enrolled students at the point of re-entry, prior academic and clinical student performance, and the number of confirmed clinical education learning experiences.
7. A student will be required to demonstrate retention of knowledge and skills in PTA technical courses by successfully completing both a written proficiency examination and laboratory competency examination for each prerequisite course to the point of re-entry, regardless of an original passing grade for the course. A student must follow the same program course sequence and expected completion timeframe as currently enrolled students at the point of program re-entry.

8. A student will be required to meet all program policies and maintain satisfactory academic progress throughout the program.
9. A student dismissed from the program due to inappropriate internet use, misconduct or unprofessional behavior during on- or off-campus learning activities, failure to follow laboratory and clinical education policies, or serious concerns regarding safety, ethical, and legal standards in clinical settings will not be eligible for re-entry into the PTA program or for future admissions to any health sciences program at Nash Community College.
10. Any student is allowed only two (2) attempts to complete the PTA program.
11. A student will receive written notification of readmission status.

CRIMINAL BACKGROUND AND DRUG SCREEN DUE PROCESS

The following procedures have been established for students who feel information contained on the criminal background check or drug screen is false or inaccurate, resulting in the inability of the student to participate in a clinical education experience, and therefore dismissal from the program due to failure to progress:

1. Students will notify the Program Director, in writing, of their intent to initiate an investigation into the information they believe to be false or inaccurate within 24 hours of being notified of the dismissal.
2. The student will provide the Program Director with evidence that supports the information contained was false or inaccurate within one week (7 days), and which supports dismissal is not warranted based on the new information.
3. Students will sign a consent to release form allowing this new information to a clinical agency for their determination of eligibility to complete the clinical learning experience. Students must understand that the timeframe for the learning experience may be adjusted to reflect the contact hours needed to complete the experience.
4. Students who fail to provide this evidence within one week can follow the College's due process as stated in the *Academic Catalog*

COMPLAINTS

The Program has established policies and procedures to address written complaints regarding the Program that fall outside the scope of due process, as recommended by the U.S. Department of Education. The ACCE, Program Director, Chair, or other appropriate College administrative personnel, depending on the nature of the complaint, are responsible for responding to complaints determined to have merit. Clinical education faculties are informed in the *Clinical Education Handbook*.

CAPTE considers complaints about programs that are accredited. Information regarding filing a complaint about the Program's compliance with one or more of CAPTE's Evaluative Criteria or Standards and Required Elements is available at www.capteonline.org/Complaints.

POLICIES/PROCEDURES FOR PROCESSING COMPLAINTS

Where institutional policies and procedures exist to cover a particular complaint, those policies and procedures take priority over Program policies and procedures. Written complaints should be submitted to the Program Director or ACCE as described in policies. The Program Director or ACCE is responsible for consulting with appropriate individuals to develop a response to the complaint. A written response will be made to a signed written complaint within 15 working days of receiving the complaint. If the response is unsatisfactory, the complainant may contact the Health Sciences Department Chair and then the Associate Vice President of Instruction. Records of complaints will be maintained in the Director's office for a period of five years from the time of receipt.

1. Complaints regarding the PTA curriculum or its policies and procedures should be presented to the Program Director.
2. Complaints regarding the actions of a PTA program faculty member should be directed to the faculty member involved. If the complainant feels uncomfortable with this or has had an unsatisfactory resolution, the Program Director should be contacted. If the complaint concerns the Program Director, the student should contact the Health Sciences Department Chair.
3. If the complaint concerns the Health Sciences Department Chair, the student should contact the Associate Vice President of Instruction.
4. Complaints regarding actions of another student should be presented to the Program Director.
5. Complaints regarding clinical affiliations should be presented to the ACCE.
6. Complaints from individuals outside the Program should be presented to the Program Director or referred to the Student and Public Grievance/Complaint Procedure in the *Academic Catalog*
7. The PTA Program prohibits any form of retaliation against any party making a complaint against the program, its faculty or its students.

DUE PROCESS

The *College Catalog* explains the due process procedures for students who wish to appeal decisions made by the faculty. The PTA program encourages the student to appeal to begin with the instructor, and then proceed to the Program Director and the Health Sciences Department Chair before initiating the College's formal due process procedures. Refer to the *Academic Catalog* regarding "Student and Public Grievance/Complaint Procedures", "Academic Review Committee", and "Student Affairs Committee". Students should know that a 30-day limit is established to submit a complaint as part of these due process procedures.

GRADUATION REQUIREMENTS

To graduate with the Associate in Applied Sciences in the Physical Therapist Assistant Program, students must complete the graduation application found on the college's website by the published deadline. Each student must complete all required courses listed in the Physical Therapist Assistant Curriculum with a course grade of B or higher for the PTA prefix and General Education with a course grade of C or higher, and clinical education courses with a Satisfactory. Some general education requirements may be met via transfer credit or course substitutions. Students must have a minimum of 73 credit hours to graduate from the PTA program. Students who complete the requirements must also be recommended by the PTA faculty for graduation. The Office of the Registrar may withhold graduation if a student has outstanding financial obligations to the institution or has not returned any college property that has been borrowed. It is the student's responsibility to apply for graduation by the published deadline and to complete any exit activities before graduation. Delays or neglect in this area may translate into delays of transcripts/certificates of education and subsequent licensure application or processing

PERSONAL DRESS POLICIES

The guidelines described below apply to the classroom, laboratory, and clinical education experiences.

Classroom
Sleeved dress or casual blouse shirt (does not expose midriff or cleavage); must be long enough to "tuck-in" to slacks (oxford/polo style preferred)
Dress or casual slacks
no visible or exposed undergarments
Casual shorts are appropriate during warm weather months
Natural hair colors only (black, brown, blonde, red, grey, and white)
No exposed body art. No exposed piercing (other than lower ear lobe).
Professional clinical attire is required for all lab practical competencies

Lab Sessions
Tank top, sports bra, or bathing suit top (entire shoulder should be exposed);
Spandex/bike shorts, gym shorts, or bathing suit bottom
Safe and functional rubber-soled shoes. No open heels or open-toes Shoes should be conservative in appearance and condition. "Walking" or "running" shoes are generally acceptable but should not be garish in design (keep monochromatic). **No flip flops**
Rings should be limited to a wedding ring set. It is recommended that stones not be worn when possible.
No dangling earrings or necklaces. No exposed piercing (other than lower ear lobe).
No exposed body art. Watches should be fitted around the wrist.
Fingernails should not extend past the fingertips. Nails are to be smooth and unpainted. **No artificial acrylic nails**
Long hair should be secured back or braided in such a way that it does not fall over the shoulder or hang down the back. Head wraps or hairnets may be necessary to secure the hair based on the length/thickness. Natural hair colors only (black, brown, blonde, red, grey, and white)
Limit perfume or cologne
No hats or sunglasses
In all courses with laboratory components, the described laboratory clothing must be available every day
Appropriate laboratory attire is mandatory and determines a portion of the laboratory grade

Clinical Attire
The policies of clinical sites may differ from, and shall supersede, these policies.
College-approved PTA student name badge
Scrub tops and pants (wrinkle-free)
Dress slacks, khaki style with belt (wrinkle-free)
Dress shirt. Blouse. Polo shirt (wrinkle-free)
Safe and functional rubber-soled shoes. No open heels or open-toes Shoes should be conservative in appearance and condition. "Walking" or "running" shoes are generally acceptable but should not be garish in design (keep monochromatic).
Rings should be limited to a wedding ring set. It is recommended that stones not be worn when possible.
No dangling earrings or necklaces. No exposed piercing (other than lower ear lobe).
No exposed body art. Watches should be fitted around the wrist.
Fingernails should not extend past the fingertips. Nails are to be smooth and unpainted. **No artificial acrylic nails**
Long hair should be secured back or braided in such a way that it does not fall over the shoulder. Natural hair colors only (black, brown, blonde, red, grey, and white)
Limit perfume or cologne
No hats or sunglasses

Appendix A

NEW STUDENT ORIENTATION CHECKLIST

Please print your responses to the following questions:

Name:
Telephone Number/s:
Mailing Address:
Personal E-mail Address:

Work Experience Related to P.T.:

Special Areas of Interest in P.T.:

I have reviewed the following sections of the Nash Community College Physical Therapist Assistant Student Handbook, understand, agree to comply with, and have been allowed to have the information explained in further detail:

____ Consent Forms (Information Release and Criminal Background/Drug Screen)
___ Welcome, General Information
___ Career Opportunities, Professional Advancement
___ Program mission, philosophy, goals and graduate outcomes
___ Technical standards
___ Curriculum Sequence
___ Social Networking
___ Resources/Student Support Services/Inclement Weather
___ Program Costs/Financial Aid
___ Academic Integrity
___ Student Conduct
___ Campus Photo and Video use
___ Academic Policies (Grading, Professional Behavior, Attendance, Classroom & Laboratory and Exam)
___ Incomplete Grades, Withdrawal and Class Scheduling
___ Laboratory Guidelines and Safety
___ Clinical Education Policies
___ Protected Health Information
___ Student Health and Accident Insurance
___ Campus Safety
___ Expulsion and Readmission Policies
___ Due Process and Complaints Policies and Procedures
___ Personal Dress Policies

I hereby acknowledge by my signature below that I accept and understand the policies with which I must comply throughout my enrollment in the NCC Physical Therapist Assistant Program. I further acknowledge that I will comply with all policies outlined in this document and policies that are made known to me in other NCC or clinical affiliate site documentation, including handbooks and syllabi. I acknowledge that I affirmatively agree to each of the provisions of this document as indicated by my initials beside each section of this Consent Form.

_____
Student's Name (Print)

_____ _____
Student signature Date

Appendix B

Nash Community College
Physical Therapist Assistant Program

INFORMATION RELEASE CONSENT FORM

I, _____ am enrolled in the Physical Therapist Assistant Program at Nash Community College (NCC). I acknowledge receipt and understanding of the Nash Community College Student Physical Therapist Assistant Handbook. My signature indicates that I have read and understood this consent and release, and I have signed it voluntarily in consideration of enrollment in the PTA Program at NCC.

Place initials beside each section

I._____ I have reviewed the NCC Physical Therapist Assistant Program; Student Handbook, Clinical Education Handbook, online catalog, and agree to abide by the policies within. The PTA Student Handbook and the Clinical Education Handbook are available online on the PTA website. The Nash Community College Catalog is available on the Nash Community College website.

II._____ I hereby permit for the NCC PTA Program to release my name, address, date of birth, phone number, email address, information regarding my health insurance card and malpractice insurance policy, CPR course completion, and the results of my criminal background, and drug screen information to the clinical agency where I am assigned.

III._____ I hereby permit a copy of my current Health History and Physical and immunization records or information from that document to be submitted to clinical facilities or their designees where I am assigned. I understand that this information will be released only at the request of the clinical facility(s).

IV._____ I hereby permit any submitted material to be utilized by the faculty for curriculum evaluation and development. I understand that my name will not appear on the copy.

V._____ I hereby permit the NCC PTA program to release my name, address, date of birth, and additional personal information required by State and Federal Board agencies.

VI._____ I hereby permit the NCC PTA program to release my name, address, and phone number for professional and recruiting purposes (i.e., employment). I authorize educational instructors to answer all questions asked concerning my ability, character, reputation, and previous employment/educational record. I understand and acknowledge that my personal information (i.e., name, address, and phone number) may be confidential information in my educational record as protected by the Family Educational Rights and Privacy Act if I have requested that NCC not designate that data as directory information; however, I consent to its release by the NCC Health PTA program for the limited purpose of employer recruiting. I release all such persons from any liability or damages on account of having furnished such information.

_____

Signature Date

Appendix C

Nash Community College
Physical Therapist Assistant Program

CRIMINAL BACKGROUND and DRUG SCREEN CONSENT FORM

Criminal background checks and drug screens are not required for admission to the Physical Therapist Assistant (PTA) program. However, students can expect to submit to criminal background checks (state and/or federal, which may also include fingerprint, sex offender index, social security verification, and health care fraud and abuse) and drug screens to meet regulatory criteria of facilities participating in the clinical education component of the PTA program once admitted to the program. The PTA faculty recognizes and is fully supportive of clinical facilities mandating criminal background checks and/or drug screens on students in the program.

If a clinical facility prohibits a student in the PTA program from participating at the facility based on the results of the criminal background check and/or drug screen, the student will be dismissed from the PTA program. No alternative clinical experience will be arranged on behalf of the student, resulting in the inability of student to meet the curriculum requirements of the PTA program. Students are encouraged to follow the due process procedures outlined in the *PTA Student Handbook* and *Clinical Education Handbook,* should they feel ineligibility was determined as a result of false or inaccurate information.

Students can expect to absorb all costs related to criminal background checks and/or drug screens. Specific procedures will be provided to students in the PTA program upon acceptance and enrollment.

Students should also expect to submit to an FBI criminal background check and fingerprinting when seeking eligibility for licensure in North Carolina at the cost of student.

By signing below,

- I understand criminal background checks and/or drug screens are required of all NCC PTA 2nd year students to progress through clinical education courses.

- I will follow the program and/or clinical facility policies and procedures regarding criminal background checks and/or drug screens.

Student Name (print) Telephone Number

Signature Date

Appendix D

Standards of Ethical Conduct for the Physical Therapist Assistant

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 the patient or client's 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 the 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

Appendix E

Entry-Level Competencies/Skills

Adopted from APTA's *A Normative Model of Physical Therapist Assistant Education: (Version 2007*)

Entry-Level Physical Therapist Assistant Data Collection Skills (adopted from APTA's *A Normative Model of Physical Therapist Assistant Education: Version 2007*)

The ability of the student to measure, recognize, identify, describe, observe, administer, and/or inspect:

Aerobic Capacity and Endurance	• standard vital signs • response to positional changes or activities • thoracoabdominal movements and breathing pattern
Anthropometric Characteristics	• height, weight, length • edema
Arousal, Mentation, Cognition	• changes in arousal, mentation, and cognition
Assistive, Adaptive, Orthotic, Supportive, Protective Devices	• patient/caregiver ability to care for device • changes in skin condition associated with device • safety factors when using
Gait, Locomotion, Balance	• safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management, and mobility
Integumentary Integrity, Sensation, and Pain	• absent or altered sensation • normal and abnormal skin changes • standardized questionnaires, graphs, and scales • activities, positions, and postures aggravating or relieving pain or altered sensations • activities, positions, and postures that can produce associated skin trauma • viable versus nonviable tissue
Joint Integrity and Range of Motion	• normal and abnormal joint movement • functional range of motion • goniometric range of motion
Muscle Performance	• manual muscle testing, muscle mass, muscle length, muscle tone
Neuromotor Development	• gross and fine motor milestones • righting and equilibrium reactions
Posture	• alignment of trunk and extremities during static postures and dynamic activities
Self-care, Home Management, Community/Work Re-integration	• physical space/environment • safety and barriers in home, community or work environments • functional level in home, community or work environments • standardized questionnaires
Ventilation, Respiration, Circulation	• activities aggravating or relieving edema, pain, dyspnea, cyanosis, or other symptoms • chest wall expansion and excursion • cough and sputum characteristics

Entry-level Physical Therapist Assistant Intervention Skills (adopted from APTA's *A Normative Model of Physical Therapist Assistant Education: Version 2007*)

The ability of the student to demonstrate competence in selected procedural interventions, including:

Functional Training	• Activities of daily living • Assistive/adaptive devices • Body mechanics • Developmental activities • Gait and locomotion training • Prosthetics and orthotics • Wheelchair management skills
Infection Control Procedures	• Isolation techniques • Sterile technique
Manual Therapy Techniques	• Passive range of motion • Therapeutic massage
Physical and Mechanical Agents	• Athermal agents • Biofeedback • Compression therapies • Cryotherapy • Electrotherapeutic agents • Hydrotherapy • Thermal agents (superficial and deep) • Traction
Therapeutic Exercise	• Aerobic conditioning • Balance and coordination training • Breathing and coughing techniques • Conditioning/reconditioning • Posture awareness training • Range of motion exercises (assisted, active, resisted) • Stretching exercises • Strengthening exercises
Wound management	• Application and removal of dressings or agents (including precautions dressing removal

Appendix F

APTA's Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level

PTA Skill Category	Description of Minimum Skills for PTA
Plan of Care Review • **Review of physical therapy documents** • **Review of medical records** • **Identification of pertinent information** • **Identification of indications, contraindications, precautions, safety considerations, and expected outcomes** • **Access to relate(d literature** • **Match patient goals to selected interventions** • **Identification of the role in patient care** • **Identification of items to be communicated to the physical therapist**	1. Read all physical therapy documentation, including initial examination and plan of care. A. Note indications, contraindications, precautions and safety considerations for the patient. B. Note goals and expected outcomes. C. Seek clarification from physical therapist, as needed. 2. Review information n the medical record for changes in medical status and/or medical procedures. A. Monitor medical record for changes in medical status and/or medical procedures. B. Collect data on patient's current condition, compare results to previously collected data and safety parameters established by the physical therapist, and determine if the safety parameters have been met. C. Seek clarification from appropriate health professions' staff or unfamiliar or ambiguous information. 3. Identify when the directed interventions are either beyond the scope of work or personal scope of work of the PTA. 4. Communicate to the physical therapist when there are significant changes in the patient's medical status, physician referral, or when the criticality and complexity of the patient is beyond the knowledge, skills and abilities of the PTA. 5. Explain the rationale for selected interventions to achieve patient goals as identified in the plan of care.
Provision of Procedural Interventions • **Compliance with policies, procedures, ethical standards, etc** • **Risk management strategies** • **Protection of patient privacy, rights, and dignity** • **Competent provision of interventions, including:** **· Therapeutic exercise** **· Functional training** **· Manual therapy techniques** **· Application and adjustments of devices and equipment** **· Airway clearance techniques** **· Integumentary repair and protection techniques** **· Electrotherapeutic modalities** **· Physical agents and mechanical modalities** • **Assessment of patient response** • **Clinical problem solving** • **Ability to modify techniques**	1. Provide interventions compliant with federal and state licensing requirements, APTA standards documents (eg, Guide for Conduct for the PTA, Code of Ethics), and facility policies and procedures. 2. Assure safety of patient and self throughout patient care. A. Identify the need for and take action when safety of patient or self may be at risk or has been compromised. B. Utilize risk management strategies (eg, universal precautions, body mechanics) 3. Assure patient privacy, rights, and dignity. A. Follow HIPAA requirements and observe Patient Bill of Rights. B. Position/drape to protect patient modesty 4. Provide competent provision of physical therapy interventions, including: <u>Therapeutic exercise</u> A. Aerobic Capacity/Endurance Conditioning or Reconditioning 1. Increase workload over time 2. Movement efficiency and energy conservation training 3. Walking/wheelchair propulsion programs B. Balance, coordination, and agility training 1. Developmental activities training 2. Neuromuscular education or reeducation 3. Postural awareness training 4. Standardized, programmatic, complementary exercise approaches (protocols) 5. Task-Specific Performance Training (eg. Transfer training, mobility exercises, functional reaching) C. Body mechanics and postural stabilization 1. Body mechanics training 2. Postural stabilization activities 3. Postural awareness training D. Flexibility exercises 1. Range of motion 2. Stretching (eg, Passive, Active, Mechanical) E. Gait and locomotor training 1. Developmental activities training 2. Gait training (with and without devices) 3. Standardized, programmatic, complementary exercise approaches 4. Wheelchair propulsion and safety

F. Neuromotor development training
    1. Developmental activities training
    2. Movement pattern training
    3. Neuromuscular education or reeducation
G. Relaxation
    1. Breathing strategies (with respect to delivery of an intervention)
    2. Relaxation techniques (with respect to delivery of an intervention)
H. Strength, power, and endurance training for head, neck, limb, trunk, and ventilatory muscles
    1. Active assistive, active, and resistive exercises, including concentric, dynamic/isotonic, eccentric, isometric, diaphragmatic breathing, and low-level plyometrics (eg, kicking a gall, throwing a ball)

<u>Functional training in self-care and home management</u>

A. Activities of daily living (ADL) training
    1. Bed mobility and transfer training
    2. Activity specific performance training
B. Device and equipment use and training
    1. Assistive and adaptive device or equipment training during ADL
C. Injury Prevention or reduction
    1. Injury prevention education during self-care and home management
    2. Injury prevention or reduction with use of devices and equipment
    3. Safety awareness training during self-care and home management

<u>Manual therapy techniques</u>

A. Therapeutic Massage
B. Soft Tissue mobilization
C. Passive range of motion

<u>Application and adjustment of devices and equipment</u>

A. Adaptive devices
    1. Hospital Beds
    2. Raised Toilet Seats
B. Assistive devices
    1. Canes
    2. Crutches
    3. Long-handled reachers
    4. Walkers
    5. Wheelchairs
C. Orthotic and prosthetic devices
    1. Braces
D. Protective devices
    1. Braces
E. Supportive devices, such as:
    1. Compression garments
    2. Elastic wraps
    3. Soft neck collars
    4. Slings
    5. Supplemental oxygen

<u>Breathing strategies/oxygenation</u>

1. Identify patient in respiratory distress
2. Reposition patient to improve respiratory function
3. Instruct patient in a variety of breathing techniques (pursed lip breathing, paced breathing, etc)
4. Administration of prescribed oxygen during interventions

<u>Integumentary protection</u>

1. Recognize interruptions in Integumentary integrity
2. Repositioning
3. Patient education
4. Edema management

	<u>Electrotherapeutic modalities, such as:</u> 1. Electrotherapeutic delivery of medications 2. Electrical muscle stimulation 3. Electrical stimulation for tissue repair 4. Functional electrical stimulation 5. High-voltage pulsed current 6. Neuromuscular electrical stimulation 7. Transcutaneous electrical nerve stimulation <u>Physical agents</u> 1. Cryotherapy (eg, cold pack, ice massage, vapocoolant spray, hydrotherapy) 2. Ultrasound 3. Thermotherapy (eg, dry heat, hot packs, paraffin baths, hydrotherapy) <u>Mechanical modalities</u> 1. Compression therapies 2. Mechanical motion devices 3. Traction devices 5. Determine patient's response to the intervention: A. Interview patient and accurately interpret verbal and nonverbal responses B. Identify secondary effects or complications caused by the intervention C. Determine outcome of intervention (positive or negative), including data collection and functional measures 6. Use clinical problem solving skills in patient care. A. Determine if patient is safe and comfortable with the intervention, and, if not, determine appropriate modifications B. Compare results of interventions to previously collected data and determine if there is progress toward the expectations established by the PT or if the expectations have been met C. Determine if modifications to the interventions are needed to improve patient response 7. Modify interventions to improve patient response. A. Determine modifications that can be made to the intervention within the plan of care B. Communicate with physical therapist when modifications are outside the scope of work or personal scope of work of PTA C. Select and implement modification D. Determine patient outcomes from the modification
.**Patient Instruction** • **Application of principles of learning** • **Use of variety of teaching strategies** • **Methods to enhance compliance** • **Clarity in instructions** • **Assessment of patient response**	1. Apply principles of learning using a variety of teaching strategies during patient instruction. 2. Provide clear instructions (eg, verbal, visual). 3. Apply methods to enhance compliance (eg, handouts, reporting forms). 4. Determine patient response/understanding of instruction.
Patient Progression • **Competent patient progression** • **Communication of pertinent information** • **Relationships of psychosocial factors to progress** • **Clinical problem solving**	1. Implement competent patient progression. A. Identify the need to progress via data collection. B. Determine what progression can be made within the plan of care. C. Identify possible progressions that will continue to advance patient response. D. Select and implement the progression of the intervention. E. Determine outcomes of the intervention. 2. Communicate pertinent information. A. Identify changes in patient response due to intervention. B. Describe adjustments to intervention within plan of care. C. Describe response to change in intervention.

	3. Recognize when other variables (psychosocial, social, cultural, etc) appear to be affecting the patient's progression with the intervention. 4. Determine if patient is progressing toward goals in plan of care. If no, determine if modifications made to the intervention are required to improve patient response.
Data Collection • **Competent data collection** • **Interview skills** • **Accurate and timely** • **Clinical problem solving** • **Ability to modify techniques** • **Documentation and communication**	1. Provide accurate, reproducible, safe, valid, and timely collection and documentation of data to measure the patient's medical status and/or progress within the intervention as indicated in the following categories: <u>Anthropometric characteristics</u> 1. Measure body dimensions (eg, height, weight, girth, limb length). <u>Arousal, attention, and cognition</u> 1. Determine level of orientation to situation, time, place, and person. 2. Determine patient's ability to process commands. 3. Determine level of arousal (lethargic, alert, and agitated). 4. Test patient's recall ability (eg, short term and long term memory). <u>Assistive and adaptive devices</u> 1. Measure for assistive or adaptive devices and equipment. 2. Determine components, alignments and fit of device and equipment. 3. Determine patient's safety while using the device. 4. Monitor patient's response to the use of the device. 5. Check patient or caregiver's ability to care for device and equipment (maintenance, adjustment, cleaning). <u>Body mechanics</u> 1. Determine patient's ability to use proper body mechanics during functional activity. <u>Environmental barriers, self-care, and home management</u> 1. Identify potential safety barriers. 2. Identify potential environmental barriers. 3. Identify potential physical barriers 4. Determine ability to perform bed mobility and transfers safely in the context of self-care home management. <u>Gait, locomotion, and balance</u> 1. Determine patient's safety while engaged in gait, locomotion, balance, and mobility. 2. Measure patient's progress with gait, locomotion, balance, and mobility, including use of standard tests. 3. Describes gait deviations and their effect on gait and locomotion. <u>Integumentary integrity</u> 1. Identify activities, positioning, and postures that may produce or relieve trauma to the skin. 2. Identify devices and equipment that may produce or relieve trauma to the skin. 3. Observe and describe skin characteristics (eg, blistering, continuity of skin color, dermatitis, hair growth, mobility, nail growth, sensation, temperature, texture, and tugor). 4. Observe and describe changes in skin integrity, such as presence of wound, blister, incision, hematoma, etc. 5. Test for skin sensation and describe absent or altered sensation. <u>Muscle function</u> 1. Perform manual muscle testing. 2. Observe the presence or absence of muscle mass. 3. Describe changes in muscle tone. <u>Neuromotor function</u> 1. Identify the presence or absence of developmental reflexes, associated reactions, or abnormal tone. 2. Identify performance of gross and fine motor skills.

	<u>Orthotic and prosthetic devices and equipment</u> 1. Check components, ensure alignment and fit of orthotic devices, braces, and/or splints. 2. Determine effectiveness of components (Is it working or not?), alignment, and fit of orthotic devices, braces, and splints during functional activities. 3. Determine patient/caregiver's ability to don/doff orthotic device, brace, and/or splint. 4. Determine patient/caregiver's ability to care for orthotic device, brace, or splint (eg, maintenance, adjustments, and cleaning). <u>Pain</u> 1. Define location and intensity of pain. <u>Posture</u> 1. Determine postural alignment and position (static and dynamic, symmetry, deviation from midline). <u>Range of motion</u> 1. Perform tests of joint active and passive movement, muscle length, soft tissue extensibility, tone and flexibility (goniometry, tape measure). 2. Describe functional range of motion. <u>Sensory response</u> 1. Perform tests of superficial sensation (course touch, light touch, cold, heat, pain, pressure, and/or vibration). 2. Check peripheral nerve integrity (sensation, strength). <u>Vital Signs</u> 1. Monitor and determine cardiovascular function (eg, peripheral pulses, blood pressure, and heart rate). 2. Monitor and determine physiological responses to position change (eg, orthostatic hypotension, skin color, blood pressure, and heart rate). 3. Monitor and determine respiratory status (eg, pulse oximetry, rate, and rhythm, pattern). 2. Provide timely communication to the physical therapist regarding findings of data collection techniques. 3. Recognize when intervention should not be provided or should be modified due to change in patient status.
Documentation • **Select relevant information** • **Accuracy** • **Ability to adapt**	1. Document in writing/electronically patient care using language that is accurate, complete, legible, timely, and consistent with institutional, legal, and billing requirements. 2. Use appropriate grammar, syntax, and punctuation in communication. 3. Use appropriate terminology and institutionally approved abbreviations. 4. Use an organized and logical framework to document care. 5. Identify and communicate with physical therapist when further documentation is required.
Safety, CPR, and Emergency Procedures • **Safety** • **Initiate emergency response system** • **CPR**	1. Ensure safety of self and others in the provision of care in all situations. 2. Initiate and/or participate in emergency life support procedures (simulated or actual). 3. Initiate and/or participate in emergency response system (simulated or actual). 4. Maintain competency in CPR. 5. Prepare and maintain a safe working environment for performing interventions (eg, clear walkways, equipment checks, etc).
Healthcare Literature	1. Reads and understands healthcare literature.
Education • **Colleagues** • **Aides, volunteers,**	1. Instruct other members of the health care team, using established techniques, programs, and instructional materials, commensurate with the learning characteristics of the audience.

peers, coworkers • **Students** • **Community**	2. Educate colleagues and other health care professionals about the role, responsibilities, and academic preparation and scope of work of the PTA.
Resource Management • **Human** • **Fiscal** • **Systems**	1. Follow legal and ethical requirements for direction and supervision of other support personnel. 2. Select appropriate non-patient care activities to be directed to support personnel. 3. Identify and eliminate obstacles to completing patient related duties. 4. Demonstrate efficient time management 5. Provide accurate and timely information for billing and reimbursement purposes. 6. Adhere to legal/ethical requirements, including billing. 7. Maintain and use physical therapy equipment effectively.
Behavioral Expectations • **Accountability** • **Altruism** • **Compassion and Caring** • **Cultural Competence** • **Duty** • **Integrity** • **Social Responsibility**	<u>Accountability</u> 1. Adhere to federal and state legal practice standards and institutional regulations related to patient care and fiscal management. 2. Act in a manner consistent with the *Standards of Ethical Conduct for the Physical Therapist Assistant* and *Guide of Conduct of the Physical Therapist Assistant*. 3. Change behavior in response to understanding the consequences (positive and negative) of the physical therapist assistant's actions. <u>Altruism</u> 1. Place the patient/client's needs above the physical therapist assistant's self-interests. <u>Compassion and Caring</u> 1. Exhibit compassion, caring, and empathy in providing services to patients; promote active involvement of the patient in his or her care. <u>Cultural Competence</u> 1. Identify, respect, and act with consideration for the patient's differences, values, preferences, and expressed needs in all physical therapy activities. <u>Duty</u> 1. Describe and respect the physical therapists' and other team members' expertise, background, knowledge, and values. 2. Demonstrate reliability in meeting normal job responsibilities (eg, attendance, punctuality, following direction). 3. Preserve the safety, security, privacy, and confidentiality of individuals. 4. Recognize and report when signs of abuse/neglect are present. 5. Actively promote physical therapy. <u>Integrity</u> 1. Demonstrate integrity in all interactions. 2. Maintain professional relationships with all persons. <u>Social Responsibility</u> 1. Analyze work performance and behaviors and seek assistance for improvement as needed.
Communication	<u>Interpersonal Communication</u> 1. Develop rapport with patients/clients and others to promote confidence. 2. Actively listen and display sensitivity to the needs of others. 3. Ask questions in a manner to meet the needs of the audience, demonstrating respect for the knowledge and experience of others. 4. Modify communication to meet the needs of the audience, demonstrating respect for the knowledge and experience of others. 5. Demonstrate congruence between verbal and non-verbal messages. 6. Recognize when communication with the physical therapist is indicated. 7. Initiate and complete verbal and written communication with the physical therapist in a timely manner. 8. Ensure ongoing communication with the physical therapist for optimal patient care. 9. Recognize role and participate appropriately in communicating patient status and progress with the health care team.

	<u>Conflict Management/Negotiation</u> 1. Recognize potential for conflict. 2. Implement strategies to prevent and/or resolve conflict. 3. Seek resources to resolve conflict when necessary.
Promotion of Health, Wellness, and Prevention	1. Demonstrate health promoting behaviors. 2. Recognize opportunities to educate the public or patients about issues of health, wellness, and prevention (eg, benefits of exercise, prevention of falls, etc) and communicate opportunity to the physical therapist. 3. Educate the public or patients about issues of health, wellness, and prevention (eg, benefits of exercise, prevention of falls, etc.). 4. Recognize patient indicators of willingness to change health behaviors and communicate to the physical therapist.
Career Development	1. Engage in self-assessment. 2. Identify individual learning needs to enhance role in the profession. 3. Identify and obtain resources to increase knowledge and skill. 4. Engage in learning activities (e.g., clinical experience, mentoring, and skill development). 5. Incorporate new knowledge and skill into clinical performance.

Minimum Required Skills of Physical Therapist Assistant Graduates at Entry Level
(Re-formatted from APTA's BOD G11-08-09-18, 12/5/08)

Appendix G

Value-Based Behaviors of the Physical Therapist Assistant (Self-Assessment)

APTA
American Physical Therapy Association

VALUES-BASED BEHAVIORS FOR THE PHYSICAL THERAPIST ASSISTANT SELF-ASSESSMENT TOOL

The Values-Based Behaviors is a concise document that describes those values that most significantly influence PTAs providing patient/client care as a member of the physical therapy team. The Values-Based Behaviors were developed in 2010 by the Advisory Panel of PTAs, reviewed and adapted by numerous stakeholder groups, and approved by APTA's Board of Directors in January 2011. A complete history on the development and approval of this document is included in the introduction section of the Values-Based Behaviors document.

This self-assessment tool accompanies the Values-Based Behaviors and is intended to increase the physical therapist assistant's (PTA's) *awareness* of the Values-Based Behaviors for the PTA and to *self-assess* the frequency with which he or she demonstrates the eight values listed and defined in the first column. The second column provides sample indicators or examples of actions that a PTA who has adopted the Values-Based Behaviors would choose to take in a variety of situations. And the third column is for scoring the frequency with which one chooses to demonstrate the described behavior or action.

Complete the Self-Assessment

Review each sample indicator and rate the frequency with which you display that behavior on a daily basis. It is not expected that one will rate himself or herself as 5 (always) or 1 (never) on every item. Be candid in your response as this is a self-assessment process with an opportunity for identification of areas of strength and opportunities for growth.

Analyze the Completed Self-Assessment

Once you have completed the Self-Assessment, you may want to reflect as an individual or group on the following questions:

- On what sample indicators did you or the group consistently score yourself/themselves on the scale at the 4 (frequent) or 5 (always) levels?
- Why did you or the group rate yourself/themselves higher in frequency for demonstrating these sample behaviors?
- On what sample indicators did you or the group score yourself/themselves on the scale at level 3 or below?
- Why did you or the group rate yourself/themselves lower in frequency for demonstrating these sample behaviors?
- Identify, develop, and implement approaches to strengthening the integration of the values-based behaviors within your clinical environment. Seek out mentoring in this area from your supervising physical therapist or other experienced clinicians.
- Establish personal goals for increasing the frequency with which you demonstrate specific sample behaviors with specific values-based behaviors.
- Conduct periodic re-assessment of your values-based behaviors to determine the degree to which your performance has changed in your growth personally and as a PTA.

Questions about the self-assessment tool or the Values-Based Behaviors should be directed to APTA's PTA Services Department at pta@apta.org.

VALUES-BASED BEHAVIORS FOR THE PHYSICAL THERARPIST ASSISTANT (PTA)

For each values-based behavior listed, a definition is provided and a set of sample indicators that describe what one would see if the PTA were demonstrating that behavior in his/her daily work. For each of the sample indicators listed, check the box that best represents the frequency with which you demonstrate the behavior where:
1 = Never; 2 = Rarely; 3 = Occasionally; 4 = Frequently; and 5 = Always.

Values-Based Behavior with Definition	Sample Indicators	Self-Assessment Rating				
		1 Never	2 Rarely	3 Occasional	4 Frequent	5 Always
Altruism Altruism is the primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the PTA's self-interest.	1. Providing patient/client-centered interventions.	1☐	2☐	3☐	4☐	5☐
	2. Readily offering to assist the physical therapist in providing patient/client interventions.	1☐	2☐	3☐	4☐	5☐
	3. Generously providing the necessary time and effort to meet patient/client needs.	1☐	2☐	3☐	4☐	5☐
	4. Placing the patient/client's needs ahead of one's won, as evidenced by willingness to alter one's schedule, delay other projects or tasks, etc.	1☐	2☐	3☐	4☐	5☐
	5. Contributing, as able, to the provision of physical therapy services to underserved and underrepresented populations.	1☐	2☐	3☐	4☐	5☐
Caring and Compassion 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.	1. Actively listening to the patient/client and considering the patient/client's needs and preferences.	1☐	2☐	3☐	4☐	5☐
	2. Exhibiting compassion, caring, and empathy in providing services to patients/clients.	1☐	2☐	3☐	4☐	5☐
	3. Demonstrating respect for others and considering others as unique and of value.	1☐	2☐	3☐	4☐	5☐
	4. Considering social, emotional, cultural, psychological, environmental, and economic influences of the patient/client (e.g., learning styles, language abilities, cognitive abilities and adapting approach accordingly.	1☐	2☐	3☐	4☐	5☐
	5. Recognizing and refraining from acting on one's social, cultural, gender, and sexual biases; i.e. demonstrate a nonjudgmental attitude.	1☐	2☐	3☐	4☐	5☐

Continuing Competence Continuing competence is the lifelong process of maintaining and documenting competence through ongoing self-assessment, development, and implementation of a personal learning plan, and subsequent reassessment.	1.	Identifying strengths and limitations in knowledge, skills, and behaviors through self-assessment and feedback from physical therapists and others, and developing and implementing strategies to address the limitations.	1☐	2☐	3☐	4☐	5☐
	2.	Maintaining continuing competence using a variety of lifelong learning strategies (e.g., continuing education, reflective journals, journal clubs, and working with a mentor).	1☐	2☐	3☐	4☐	5☐
	3.	Seeking further education in the use and delivery of interventions based on new evidence as it becomes available.	1☐	2☐	3☐	4☐	5☐
	4.	Developing and implementing a career advancement plan based on interests, opportunities, and career aspirations.	1☐	2☐	3☐	4☐	5☐
Duty Duty is the commitment to meeting one's obligations to provide effective physical therapy services to individual patients/clients, to serve the profession, and to positively influence the health of society.	1.	Demonstrating behaviors, conduct, actions, attitudes, and values consistent with the roles, responsibilities, and tasks of the PTA.	1☐	2☐	3☐	4☐	5☐
	2.	Facilitating each patient/client's achievement of goals for function, health, and wellness, as directed in the plan of care.	1☐	2☐	3☐	4☐	5☐
	3.	Preserving the safety, security, and confidentiality of individuals in all patient/client contexts.	1☐	2☐	3☐	4☐	5☐
	4.	Participating in quality assurance/quality improvement activities in physical therapy care.	1☐	2☐	3☐	4☐	5☐
	5.	Promoting the profession of physical therapy.	1☐	2☐	3☐	4☐	5☐
	6.	Providing student instruction and mentoring other PTAs.	1☐	2☐	3☐	4☐	5☐
Integrity	1.	Adhering to applicable laws regarding scope of work, payment policies and guidelines, institutional policies and procedures, and APTA policies, positions, and guidelines to ensure optimal patient/client care and fiscal management.	1☐	2☐	3☐	4☐	5☐
	2.	Adhering to the highest standards of the profession for the PTA, including the Standards of Ethical Conduct for the Physical Therapist Assistant, Guide for Conduct of the Physical Therapist Assistant, state practice acts, and payment requirements.	1☐	2☐	3☐	4☐	5☐
	3.	Demonstrating the ideals of the values-based behaviors of the PTA.	1☐	2☐	3☐	4☐	5☐
	4.	Demonstrating honesty and trustworthiness in all interactions and relationships.	1☐	2☐	3☐	4☐	5☐
	5.	Choosing employment situations that are congruent with ethical principles and work standards.	1☐	2☐	3☐	4☐	5☐
	6.	Identifying ethical and legal concerns and initiating actions to address the concern, when appropriate.	1☐	2☐	3☐	4☐	5☐

PT/PTA Collaboration The PT/PTA team works together, within each partner's respective role, to achieve optimal patient/client care and to enhance the overall delivery of physical therapy services.	1.	Educating the PT as needed about the roles, responsibilities, and appropriate utilization of the PTA in the PT/PTA team using available resources (e.g., state licensure/practice rules and regulations, PTA clinical problem-solving algorithm, PTA direction and supervision algorithms, Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level).	1☐	2☐	3☐	4☐	5☐
	2.	Promoting a positive working relationship within the PT/PTA team.	1☐	2☐	3☐	4☐	5☐
	3.	Demonstrating respect for the roles and contributions of both the PT and PTA in achieving optimal patient/client care, including the PT's responsibility for the PTA's performance in patient/client interventions.	1☐	2☐	3☐	4☐	5☐
	4.	Seeking out opportunities to collaborate with the PT to improve outcomes in patient/client care.	1☐	2☐	3☐	4☐	5☐
	5.	Working with the PT in educating consumers and other health care providers about physical therapy.	1☐	2☐	3☐	4☐	5☐
Responsibility Responsibility is the active acceptance of the roles, obligations, and actions of the PTA, including behaviors that positively influence patient/client outcomes, the profession, and the health needs of society.	1.	Identifying strengths and limitations in knowledge and skill, and working within limitations of personal ability.	1☐	2☐	3☐	4☐	5☐
	2.	Completing patient/client care and other tasks in a timely and efficient manner.	1☐	2☐	3☐	4☐	5☐
	3.	Identifying, acknowledging, and accepting responsibility for actions and, when errors occur, following error reporting processes.	1☐	2☐	3☐	4☐	5☐
	4.	Communicating in a timely manner with others (e.g., PTs, patients/clients, and others).	1☐	2☐	3☐	4☐	5☐
Social Responsibility Social responsibility is the promotion of a mutual trust between the PTA, as a member of the profession, and the larger public that necessitates responding to societal needs for health and wellness.	1.	Advocating for patient/client needs in the clinical setting.	1☐	2☐	3☐	4☐	5☐
	2.	Demonstrating behaviors that positively represent the profession to the public.	1☐	2☐	3☐	4☐	5☐
	3.	Promoting a healthy lifestyle, wellness, and injury prevention strategies in the community.	1☐	2☐	3☐	4☐	5☐
	4.	Serving the profession and the community, including activities occurring in conjunction with work or outside of work (e.g., community health fairs, National Physical Therapy Month events, APTA service).	1☐	2☐	3☐	4☐	5☐
	5.	Advocating for changes in laws, regulations, standards, and guidelines that positively affect physical therapy and patient/client services.	1☐	2☐	3☐	4☐	5☐

Date Completed:
Comments:

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