



MENDOCINO COLLEGE

Physical Therapist Assistant Program

Student Handbook

2023-2024

Accreditation Statement

The Physical Therapist Assistant Program at Mendocino College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: (703) 706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please email Program Specialist Aura Weis at PTA@mendocino.edu or call (707) 467-1057.

Welcome to Mendocino College's PTA Program

Welcome to the Physical Therapist Assistant Program at Mendocino College. You have chosen a field that you will find challenging and rewarding. We are pleased that you have chosen the PTA Program at Mendocino College to pursue your career.

The next five semesters will be busy and eventful for both students and faculty. This handbook has been designed to provide students with information about the program and its specific policies and procedures. It will also be helpful to familiarize yourself with Mendocino College's Board Policies and Administrative Procedures, which can be found on the following Mendocino College website:

<https://www.mendocino.edu/about/mlccd/leadership/board-trustees/board-policies-and-administrative-procedures>

We encourage you to contact us if you have any questions, concerns, or difficulties that are interfering with your performance in the program. We will also be looking to you for feedback as we continually work to develop and improve the program.

Thank you,

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I. Academic Information and Standards

1.1 Institutional History and Accreditation

Mendocino College is a part of the California Community Colleges System (CCCS). The California Community Colleges is a postsecondary education system consisting of the Board of Governors of the California Community Colleges and 72 community college districts. Mendocino College is a part of the Mendocino-Lake Community College District and is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC).

The Mendocino-Lake Community College District was formed in September 1972 by vote of the citizens of the Anderson Valley, Laytonville, Potter Valley, Round Valley, Ukiah, and Willits unified school districts. Planning for the development of the initial offerings of the College occurred in the spring of 1973, with the first classes offered in July 1973.

Expansion of the District to include the Lake County Districts of Upper Lake, Kelseyville, and Lakeport occurred by vote of the citizens on November 5, 1974. The new District boundaries, established in July 1975, encompasses 3,200 square miles of service area. In 1981 the name of the District became Mendocino-Lake Community College District to better reflect the geographical area being served.

Mendocino College's main campus in Ukiah, California is home to the Physical Therapist Assistant Program. Approval was sought and granted for this program through the California Community Colleges Chancellor's Office in December 2017. Approval through the ACCJC was granted October 24, 2018.

1.2 Program Summary

The Physical Therapist Assistant (PTA) Program at Mendocino College is a five-semester program with four semesters of core PTA coursework. One semester of prerequisite courses is required to ensure preparedness of students for the Program. Graduates will receive an Associate of Science degree at the completion of the Program and be prepared to sit for the national licensure exam. The Program curriculum includes courses in general education and basic science as well as technical physical therapy coursework. The program integrates clinical education throughout the curriculum to prepare students for the field of physical therapy. Students will be introduced to direct patient care through full-time clinical education experiences in semesters three and four.

1.3 Statement of Nondiscrimination

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, immigration status, sexual orientation, marital status, physical or mental disability, pregnancy, or military and

veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Superintendent/President shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy, and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, immigration status, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or because of his/her association with a person or group with one or more of these actual or perceived characteristics.

1.4 Program Mission Statement

The Mendocino College Physical Therapist Assistant Program provides a comprehensive educational experience to prepare a diverse student population for contemporary practice as entry-level Physical Therapist Assistants able to work under the direction and supervision of a Physical Therapist. High quality, innovative instruction and individual attention in an inclusive and accessible learning environment enables students to achieve their educational goals. Graduates will serve the community by providing competent, ethical, and compassionate healthcare in contemporary physical therapy practice while understanding the value of evidence-based practice and lifelong learning.

1.5 Program Values

Student Success: We are committed to helping students achieve their educational goal of becoming a licensed Physical Therapist Assistant.

Collaboration: We participate in our communities and professional organizations to become informed about and engaged in local and global healthcare issues. We work and communicate collegially, both on campus and in our communities.

Respect: We recognize the worth of individuals by encouraging active participation, open exchange of ideas and collaborative decision making.

Integrity: We maintain public trust by being honest, fair and equitable, and by honoring our commitments to our students, staff and communities.

Diversity: We respect the dignity of each individual; we value the creativity and insight that emerge from individual differences; and we recognize the importance of diversity in achieving our goals.

Continuous Improvement: We work to integrate the best practices in Physical Therapist Assistant education and to ensure progress toward achieving our goals by operating in a culture of evidence.

Sustainability: We embrace sustainable practices and recognize our responsibility as global citizens.

1.6 Program Goals

Goal 1. Prepares graduates for positions as competent, entry-level Physical Therapist Assistants able to work under the direction and supervision of a physical therapist.

Goal 2. Program faculty will provide an inclusive and accessible learning environment, a curriculum consistent with contemporary physical therapy practice, and feedback from program stakeholders.

Goal 3. Promote the importance of continuing personal and professional development through life-long learning opportunities and membership in professional organizations.

Goal 4. PTA Program graduates will appropriately express effective verbal, nonverbal, and written communication skills in a culturally competent manner with patients, family members and other health care providers.

1.7 Program Objectives

Graduates of the Physical Therapist Assistant Program will be able to:

Objective 1. Work under the supervision of a Physical Therapist in an ethical, legal, and competent manner.

Objective 2. Demonstrate the ability to promote optimal outcomes for patients by competently performing assessment techniques and treatment interventions from within the Physical Therapist's plan of care.

Objective 3. Recognize the relationship between concepts learned from liberal arts and basic science coursework, and physical therapy knowledge and skills.

Objective 4. Demonstrate effective oral, written, and nonverbal communication in a culturally competent manner with patients and their families, colleagues, and other health care providers.

Objective 5. Demonstrate a commitment to professional growth and life-long learning.

1.8 Program Curriculum

Required Pre-requisite Courses	Semester Units
BIO 230 – Human Anatomy	5
BIO 231 – Human Physiology with a lab -OR- BIO 202 and 202L – Human Biology and Human Biology Lab	5 4
HLH 104 – Medical Terminology	3
KIN 100 – Introduction to Physical Therapy	1
TOTAL	13 or 14

Semester One Courses	Semester Units
PTA 101 – Physical Therapy Practice for the PTA	2
PTA 102 – Pathology	3
PTA 103 – Patient Care Skills Theory	2
PTA 103L – Patient Care Skills Lab	1
PTA 104 – Clinical Kinesiology Theory	2
PTA 104L – Clinical Kinesiology Lab	1
English 200 – Reading and Composition (degree requirement)	3
TOTAL	14

Semester Two Courses	Semester Units
PTA 105 – Therapeutic Exercise Theory	2
PTA 105L – Therapeutic Exercise Lab	1
PTA 106 – Therapeutic Agents Theory	2
PTA 106L – Therapeutic Agents Lab	1
PTA 118 – Clinical Development	3
COM 210 – Interpersonal Communications (degree requirement) OR COM 203 – Introduction to Public Speaking (degree requirement)	3
PSY 205 – Introductory Psychology (degree requirement) OR PSY 210 – Life Span Development Psychology (degree requirement) OR CDV 200 – Psychology of Development: Infancy through Adolescence (degree requirement)	3
TOTAL	15

Semester Three Courses	Semester Units
PTA 107 – Orthopedic Management Theory	2
PTA 107L – Orthopedic Management Lab	1
PTA 108 – Neurology and Development Theory	2
PTA 108L – Neurology and Development Lab	1
PTA 121 – Clinical Practicum 1	6
American Institutions GE course *(see institutional requirements for list)*	3
Math GE course (see institutional requirements for list)*	3
TOTAL	18

Semester Four Courses	Semester Units
PTA 109 – Neurologic Management Theory	2
PTA 109L – Neurologic Management Lab	1
PTA 110 – Advanced Procedures Theory	2
PTA 110L – Advanced Procedures Lab	1
PTA 111 – Professional Integration	2
PTA 122 – Clinical Practicum 2	6
Humanities GE course *(see institutional requirements for list)*	3
TOTAL	17

	Total Units
PTA Core Courses	46
Total for Associate's Degree	77-78

*NOTE: Mendocino College graduation requirements also include a **Studies in Culture course**. This can be fulfilled through specific Humanities and American Institutions courses.

**It is recommended that a GE course is chosen that will fulfill both requirements.

1.9 Course Descriptions

Required Pre-Requisite Courses

BIO 230 – Human Anatomy

This course will cover an introduction to human cytology and cellular organization, fundamental tissues and organ systems, and appropriate laboratory study of basic human anatomy.

BIO 231 – Human Physiology with a lab

This course will cover the study of human organ systems and the associated physiological principles with appropriate practical experimentation in the laboratory.

-OR-

BIO 202 – Human Biology and BIO 202L – Human Biology Lab

These two courses will introduce the student to the characteristics, structure, and processes of the human body as they relate to personal health, society, and the environment. These courses are also designed for those students who need a review of the fundamentals of the human body before taking science courses required for the allied health sciences.

HLH 104 – Medical Terminology

This course will introduce the student to the fundamentals of medical word building as well as terms related to specific body systems. Emphasis is placed on pronunciation and spelling as well as anatomical, pathological, surgical, and diagnostic terminology. This course is designed for pre-nursing students, EMTs, health care clerical support staff, nursing assistants, and others in the health-related professions.

KIN 100 – Introduction to Physical Therapy

This course will introduce students to careers related to the field of physical therapy. It will outline job descriptions, educational background, labor market and practice settings for the different jobs related to physical therapy.

Required Semester 1 Courses

PTA 101 – Physical Therapy Practice for the PTA

This course will introduce the students to the profession of Physical Therapist Assistant by covering the history, laws, and ethics of the profession. Introduction to professional/medical documentation and quality assurance issues will be presented. Students will also study communication techniques, interpersonal relationships, and psychosocial considerations in healthcare.

PTA 102 – Pathology

This course will introduce the pathophysiology of all major organ systems of the body. The etiology, signs, symptoms, diagnosis, prognosis, and interventions related to common diseases and disorders seen in the physical therapy setting will be covered.

PTA 103 – Patient Care Skills Theory

This course will introduce students to the theory of basic patient care skills performed by the physical therapist assistant including positioning, monitoring vital signs, infection control techniques, transfer training and gait training. Students will also be introduced to the assessment and treatment processes of the physical therapist assistant.

PTA 103L – Patient Care Skills Lab

This course will provide practical training in basic care skills performed by the physical therapist assistant including position, monitoring vital signs, infection control techniques, transfer training and gait training. Students will also begin assessment and intervention techniques for the physical therapist assistant in this laboratory course.

PTA 104 – Clinical Kinesiology Theory

This course will cover kinesiology and anatomy of the musculoskeletal and neuromuscular systems. Emphasis will be on musculoskeletal anatomy and physiology including arthrokinematics, static and dynamic movement systems, and associated clinical applications. Principles of goniometry and manual muscle testing will also be introduced.

PTA 104L – Clinical Kinesiology Lab

This course will consist of the laboratory component of PTA 104 Clinical Kinesiology. Students will apply kinesiology and biomechanics principles of PTA 104 Clinical Kinesiology in a practical setting. Assessment of joint range of motion, muscle strength, posture and gait will be performed. Surface palpation skills will also be developed in this laboratory course.

Required Semester 2 Courses

PTA 105 – Therapeutic Exercise Theory

This course will cover the use of exercise as a preventative and rehabilitative modality for the treatment of pathological conditions. Emphasis is placed on the physiologic effects of exercise as well as the design and application of exercise programs to improve strength, flexibility, posture and balance. This course will also address exercise specific to cardiac rehabilitation, aquatic physical therapy and work hardening.

PTA 105L – Therapeutic Exercise Lab

This course will provide practical training for the use of exercise as a preventative and rehabilitative modality for the treatment of pathological conditions. It is the laboratory component of PTA 105 Therapeutic Exercise Theory and will allow for application of concepts taught in that course. Therapeutic exercise principles will be illustrated through practice for strength, flexibility, posture and balance. More specific programs of therapeutic exercise for cardiac rehabilitation, aquatic therapy and work hardening will also be covered.

PTA 106 – Therapeutic Agents Theory

This course will cover the use of physical agents in the treatment of common conditions seen in the physical therapy setting. Various thermal, mechanical, and electromagnetic agents will be presented with corresponding indications and contraindications. Evidence based rationale for use of physical agents will also be addressed.

PTA 106L – Therapeutic Agents Lab

This course will instruct students in the safe and effective use of physical agents in the treatment of common conditions seen in the physical therapy setting. Students will learn correct set up and application of thermal, mechanical, and electromagnetic agents. This course is the laboratory course that corresponds with PTA 106 Physical Agents Theory.

PTA 120 – Clinical Development

This course will provide students with the opportunity to observe patient treatment on campus performed by faculty. Students will observe treatment during scheduled class time on campus as well as develop professional skills for clinical education experiences during semesters 3 and 4. This course will also familiarize students with the Clinical Performance Instrument to prepare them for future clinical education experiences in the program.

Required Semester 3 Courses

PTA 107 – Orthopedic Management Theory

This course will focus on dysfunction, disease, and trauma of the musculoskeletal system. Concepts of tissue healing, signs and symptoms of orthopedic dysfunctions, surgical interventions and physical therapy interventions will be addressed. Students will be expected to integrate knowledge and skills from previous PTA coursework to the orthopedic patient.

PTA 107L – Orthopedic Management Lab

This course will provide practical training for assessment and treatment of the orthopedic conditions seen in the physical therapy setting. It is the laboratory component of PTA 107 Orthopedic Management and will focus on application of concepts taught in that course. Treatment strategies for disorders of the spine, upper extremity and lower extremity will be covered. Students will be expected to integrate knowledge and skills from previous PTA coursework and apply it to the orthopedic patient.

PTA 108 - Neurology and Development Theory

This course will cover basic neuroanatomy and neurophysiology with a focus on human growth and development from birth to the aged adult. It will cover the physical, cognitive, social, and emotional changes with aging and their impact on functional movement. The process of motor development through motor control and motor learning will be addressed and applied to treatment of neurologic conditions through the lifespan.

PTA 108L – Neurology and Development Lab

This course will provide practical training for the assessment and treatment of normal and abnormal neurodevelopment. It is the laboratory component of PTA 108 Neurology and Development and will focus on neurodevelopmental treatment techniques for pediatric patients. Fundamentals of treatment for neurological conditions in adults and general treatment strategies related to geriatric patients will also be covered.

PTA 121 – Clinical Practicum 1

This course will provide students with the opportunity to observe and participate in patient care as directed by a clinical instructor. Students will be placed in a clinical setting for a full-time (40 hrs/wk), eight-week clinical experience where they will apply knowledge and skills learned in semesters one,

two and three of the PTA Program. Students will provide care as directed by a licensed physical therapist or physical therapist assistant for uncomplicated and complicated patients with a degree of supervision and guidance based on the patient and the environment. Students are expected to be operating at an intermediate by the end of this clinical experience.

Required Semester 4 Courses

PTA 109 – Neurologic Management Theory

This course will cover physical therapy interventions for common neurologic conditions. Additionally, assessment, medical management, environmental barriers, adaptive equipment, psychosocial issues and effective interdisciplinary management will also be covered as it applies to the patient with a neurologic condition. Students will apply neuroanatomy and developmental concepts learned in PTA 108 Neurology and Development to adult patients with a neurologic condition.

PTA 109L – Neurologic Management Lab

This course will cover the practical training for the assessment and treatment of common neurologic conditions by the physical therapist assistant. It is the laboratory component of PTA 109 Neurologic Management Theory and will apply principles of patient management taught in that course. It will incorporate treatment principles and progression from previous courses using case studies.

PTA 110 – Advanced Procedures Theory

This course will cover physical therapy care for unique patient populations including patients with respiratory dysfunction, women's health patients, oncology patients, amputees, patients with vestibular dysfunction, chronic pain patients and those with complex multi-system pathology. Topics include diagnoses, medical and physical therapy interventions, special considerations, and equipment needs for these patient populations.

PTA 110L – Advanced Procedures Lab

This course will provide the practical training for physical therapy care for unique patient populations including patients with respiratory dysfunction, women's health patients, oncology patients, amputees, patients with vestibular dysfunction, patients with chronic pain and those with complex multi-system pathology. This is the laboratory portion of PTA 110 Advanced Procedures Theory. The focus of this course will be the application of concepts and interventions to patient treatment scenarios.

PTA 111 – Professional Integration

This course will cover issues related to practice management and encourage problem solving skills to integrate all knowledge and skills learned throughout the PTA Program. The course will be discussion-based and focus on learning through case studies. This course will also prepare students for licensure as a PTA and include a comprehensive exam covering all information taught in the PTA Program.

PTA 122 – Clinical Practicum 2

This course will provide students with the opportunity to observe and participate in patient care as directed by a clinical instructor. Students will be placed in a clinical setting for a full-time (40 hrs/wk), eight-week clinical experience where they will apply knowledge and skills learned in semesters one through four of the PTA Program. Students will provide care as directed by a licensed physical

therapist or physical therapist assistant for uncomplicated and complicated patients with a degree of supervision and guidance based on the patient and the environment. Students are expected to provide patient care and fulfill the role of the physical therapist assistant by the end of this clinical experience.

Required General Education Courses

Language Requirement

ENG 200 – Reading and Composition

This course will fulfill the requirements of the first semester of freshman composition at the university level. All sections are both writing and reading intensive. Topics covered include thesis development and support, writing essays in various rhetorical modes, close reading, and completion of a thorough, properly cited research paper.

Communication Requirement

COM 203 – Introduction to Public Speaking

This course will introduce students to the theories and techniques of public speaking in a democratic society. Discovery, development, and criticism of ideas in public discourse through research, reasoning, organization, composition, presentation, and evaluation of various types of speeches including informative and persuasive speeches will be explored.

OR

COM 210 – Interpersonal Communications

This course will introduce the student to interpersonal communication theories, rational dialogue, and cooperative analysis of communicative events. Students will study communicative interactions, their symbolic processes, reasoning and advocacy, and the effects of communication on people and society.

Behavioral Science Requirement

PSY 205 – Introductory Psychology

This course will introduce the field of psychology, defined as the scientific study of all human behaviors, including observable actions, emotions, and thinking processes. The approach of the course offers students a foundation for applying the principles of psychology to daily life, understanding the self and others, enhancing interpersonal relationships, and preparing for further study in psychology. Topics include the psychology-biology connection, learning, memory, mental processes, emotions, motivation, human development, mental illness, psychotherapy, human interaction, and methods used in psychological research.

OR

PSY 210 – Lifespan Developmental Psychology

This course will explore the predictable behavioral changes humans experience throughout their lifetime, from birth to aging and death.

OR

CDV 200 – Psychology of Development: Infancy through Adolescence

This course will examine the major physical, psychosocial, and cognitive/language developmental milestones for children both typical and atypical from conception through adolescence. There will be an emphasis on interactions between maturational process and environmental factors. While studying

developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

Mathematics Requirement

See list of possible courses in the Mendocino College Catalog

American Institutions Requirement*

See list of possible courses in the Mendocino College Catalog

Humanities Requirement*

See list of possible courses in the Mendocino College Catalog

*The **Studies in Culture** requirement can be fulfilled through specific Humanities and American Institutions courses. It is recommended that a GE course is chosen that will fulfill both requirements.

*All students should meet with a Mendocino College counselor to review graduation requirements.

1.10 Knowledge of Program and College Policies and Procedures

The PTA Program abides by Mendocino College policies. The most current board policies and administrative procedures can be found here: <https://www.mendocino.edu/about/mlccd/leadership/board-trustees/board-policies-and-administrative-procedures>

Students are expected to have a working knowledge of the content of the Mendocino College PTA Student Handbook, which is provided annually at the start of the fall semester. After reviewing the policy and procedure manual, students will sign and date the “PTA Student Handbook Agreement”, which is an agreement where the student states they understand the content of the handbook and agree to abide by the policies and procedures set forth during their tenure as a Physical Therapist Assistant student.

The PTA Program Student Handbook is reviewed and revised annually by program faculty. To ensure all program policies are consistent with those of the College, the manual is reviewed annually by the Dean of Career Education. Program faculty will consider input for manual revisions from students, college administration, PTA Program advisory committee members, and college staff. When changes are made after the initial publication of each year’s PTA Student Handbook, PTA Program students and Mendocino College administration will be notified of the updates. The manual available on the program website will also be updated.

1.11 Course Grading

All lecture/lab and clinical education courses must be taken in sequence. A minimum grade of “C” is required in all general education and technical courses within the PTA Program Curriculum. GPA calculation is consistent with Mendocino College policy. The grading scale that will be used in the PTA Program is as follows:

90% -100% = A

80% -89.99% = B

70% -79.99% = C

60% -69.99% = D

0% -59.99% = F

For each PTA technical course, students must achieve a minimum of 75% for each mid-term and final examination to successfully pass the course, regardless of non-examination grades. If a minimum of 75% is not achieved on an exam, one re-take will be allowed for that exam that must score 75% or higher. Regardless of a score greater than 75% on a re-take exam, 75% will be the highest score recorded for that exam. All examinations to successfully pass the course, regardless of non-examination grades.

For the clinical education courses within the program curriculum, pass (P) or no pass (NP) grades are given. Please refer to the Clinical Education Handbook regarding grading for these courses.

All course assignments must be turned in on time and must be college-level work. Faculty have the right to not accept late assignments, and/or deduct points for late or unacceptable work.

1.12 Criteria for PTA Program Probation and Dismissal

A student enrolled in the PTA Program will be placed on program probation and subject to dismissal under the following circumstances:

1. Individuals not meeting the satisfactory academic progress established by section 1.15 Academic Progress of this document will be placed on academic probation.
2. The instructor may place a student on probation if the student attendance has not met the program Attendance Policy outlined in section 3.4.
3. The student disciplinary procedure will be initiated due to substandard, unethical, or inappropriate conduct at the discretion of the PTA Program Director in consultation with the PTA Program faculty. Program probation or dismissal may result for any of the following reasons:
 - a. Possession or use of alcohol, or any mood-altering chemical, on the premises of Mendocino College or clinical education sites. This includes attending class or clinical education while intoxicated.
 - b. Unexcused and/or excessive absenteeism and/or falsification of sick time. Please refer to the attendance policy (section 3.4) in this manual.
 - c. Grossly unethical or unprofessional behavior.
 - d. Gross carelessness in regard to safety of patients or colleagues.
 - e. Dishonesty, cheating, plagiarism, or theft.
 - f. Release of confidential information regarding patients, and/or clinical education site personnel or activities
4. Because the Professional Behaviors reflect behaviors necessary for success as a physical therapist assistant in the clinical environment, failure to demonstrate progress in the Professional Behaviors, or failure to meet the specific behavior levels by the defined target dates (outlined in section 3.1), may result in program probation or dismissal.

1.13 Disciplinary Procedure – Sequence for Behavioral Reasons

1. Upon determination of a student's inappropriate conduct, the faculty member who was involved will meet with the student to discuss the matter and inform the student of the specific conduct that is deemed inappropriate. A verbal warning concerning the inappropriate behavior will be given to the student and a written record of the behavior will be placed in the student's program file.
2. If the student's conduct and behavior does not improve, the instructor involved will meet or speak a second time with the student, at which time a written warning is given with documentation of specific actions needed to improve performance. A copy of the documentation will be placed in the student file with a copy sent to the Dean of Applied Academics. There will be a deadline given for definite measurable improvement to be demonstrated by the student.
3. If satisfactory improvement is not demonstrated before the deadline, the PTA Program Director may place the student on PTA Program probation or dismiss the student from the program.

1.14 Academic Integrity Policy

The PTA Program abides with the Mendocino College's Academic Honesty Guidelines outlined in the Mendocino College Board Policies and Administrative Procedures. Academic dishonesty or cheating includes, but is not limited to:

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

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

1.15 Academic Progress

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

All PTA Program general education and technical courses must be completed with a grade of “C” or higher (or “pass” for pass/no credit courses). If students do not obtain a minimum grade of “C” in any course within the PTA Program curriculum, the student will be dismissed from the program.

Students must achieve a minimum of a 75% competency on each lab practical examination within a course in order to achieve a passing grade in that course. Failure of any critical safety elements results in a re-take of the practical examination. Students must successfully pass the practical exam before beginning the subsequent clinical education experience. If a student obtains a score above 75% on a re-taken practical examination, a maximum score of 75% will be used for final grade calculation. Students will be allowed a maximum of one re-take for a failed practical examination.

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

Ten specific Professional Behaviors (see section 3.1 and Appendix) are assessed throughout the PTA Program curriculum. PTA program faculty will assess the Professional Behaviors once per semester with students also performing a self-assessment once per semester. Students are required to meet the following criteria:

Expected Professional Behavior levels are:

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

A student is allowed to be on PTA program probation a maximum of two times while enrolled in the PTA program. A student will be dismissed from the program if they are placed on PTA program probation a third time.

1.16 Remediation

If a student is placed on probation for any reason, they will meet with the Program Director to make a Plan of Action to set goals to regain good standing within the program.

Students will be allowed one retake on any exam if a failing grade is received. If a practical exam is retaken, two instructors will be present.

If a clinical education experience needs to be remediated, the student will be given the opportunity to complete a remediation clinical experience prior to the beginning of the next semester. See the Clinical Education Handbook for more details.

1.17 Academic Grievance

It is the policy of the Mendocino College Physical Therapist Assistant Program to work with students in finding a fair and just solution to problems that may arise, including grievances, questions, misunderstandings, discrimination or the appeal of a grade. Should a grievance occur the following steps are to be followed:

1. Initial Level – Meet and confer with the person whom you have a grievance within ten working days of the incident.

2. Director Level – If the grievance is not resolved at the initial level, the matter is to be taken to the PTA Program Director within ten working days of the incident.
3. Dean of Applied Academics Level – If the problem is not resolved by the PTA Program Director, appeal to the Dean of Applied Academics within 10 working days of the incident. The Dean will render a decision in writing within ten working days.
4. If the matter has not been resolved by the informal conferences listed above (1-3), the student may submit a signed written grievance within three working days after the decision made by the Dean to the Vice President of Education and Student Services specifying the time, place and specific college procedures that have been violated, a summary of the facts and the requested action to be taken.

The Vice President of Education and Student Services may render a final decision or refer grievances to the Academic Review Committee (academic grievances) or to the Student Appeals Committee (nonacademic grievances). A formal hearing and decision will be made within ten working days. The decision or recommendation will then be reported back to the student.

Student complaints regarding the program should be first addressed to the PTA Program Director. Unresolved complaints or complaints about the PTA Program Director should be directed to the Dean of Applied Academics. All complaints will be documented, including the projected outcome, and kept on file at the program facility. Complaints regarding Accreditation of this program should be addressed to the Commission for Accreditation for Physical Therapy Education. This Commission is located at 3030 Potomac Ave., Suite 100, Alexandria, Virginia, 22305-3085.

1.18 Withdrawal and Refund

Students considering withdrawal from the program should discuss the matter with the PTA Program Director and/or their academic advisor. Mendocino College refund policies can be found in Administrative Procedures 5030.1.

1.19 Conditions for Readmission to the PTA Program

1. Students must meet all college and program admission requirements.
2. The student must request readmission to the program in writing.
3. Program faculty will determine the appropriateness for readmission on a case- by-case basis, considering factors such the student's status at the time of exit from the program, reason for program withdrawal, justification for readmission, adequacy of program space and staffing levels.
4. The student must follow the policies and procedures of the program which are consistent with the academic year he/she is readmitted.
5. All courses in the PTA curriculum must be completed within a three-year period from date of entry into the program.
6. If the content of any course is different from when the student initially took the course prior to withdrawal from the program, the student will be required to complete all course syllabi objectives and goals, pass all skill checks, quizzes, and exams for the new information. PTA faculty will develop appropriate materials to meet the new or revised objectives.

7. The student is responsible for maintaining the ability to satisfactorily perform all previously learned skills. Demonstration of satisfactory performance of skills will be required prior to readmission into the program.

8. A student is eligible for readmission into the PTA program one time only.

1.20 Graduation Criteria

Upon successful completion of the following criteria, Mendocino College will grant an Associate of Science degree with a major of Physical Therapist Assistant.

1. Credit Courses: Students are required to complete all program general education and technical coursework with a minimum grade of “C” for each course.
2. Clinical Education: Students are required to pass all clinical education courses.
3. Comprehensive Exam: Students are required to pass a comprehensive examination during PTA 111 Professional Integration. If a student does not obtain a passing score, they are allowed up to two additional attempts to pass the exam, although a different version of the exam will be given. The interval between exam attempts will not be less than one week to allow students adequate time to prepare. Students will not be able to complete the program until the comprehensive exam is passed.
4. Professional Behaviors: Students are required to be at entry level in all ten areas.

“Graduation” from the PTA Program will be defined as the end of the final semester of the program in December. In order to participate in the Mendocino College commencement ceremony in May, a student must have met all PTA Program requirements, all the requirements for the Associates of Science degree, and be in good academic standing.

1.21 Transfer into PTA Program

A student may transfer from a professional physical therapy program or another PTA Program provided that the student meets the following criteria:

1. The Mendocino College and PTA Program application and registration procedures are completed.
2. All Mendocino College courses must be taken in their entirety even if students have successfully completed units of the course in another PT or PTA Program with the exception of courses taken in the Shasta College PTA Program. Courses completed while enrolled in the PTA Program at Shasta College will be transferable to the Mendocino College PTA Program following review by the Mendocino College PTA Program Director.
3. A plan to introduce a student from a PT program to the PTA role will be developed by the PTA Program faculty and the student. This plan may include self-study, or an on-site visit with a PTA in the community.

1.22 Audit

A student may be able to audit a PTA Program course which has been previously completed depending on availability of space in the course. A plan must be discussed and approved by the PTA Program Director before registering to audit the course. Program graduates and program clinical faculty who are PTA's will also be allowed to audit program courses depending on course enrollment.

1.23 Licensure

Graduates of accredited PTA Programs are eligible to sit for the National Physical Therapy Examination. Most states, including California, require licensure to work as a PTA.

1.24 Career Center

The Mendocino College Career Center is committed to providing resources and career information that will assist students in selecting and preparing for a career. The goal is to connect students with employment agencies, teach job seeking skills, and provide online resources.

PTA 111 Professional Integration will provide PTA students with education regarding resume writing to assist students with preparation for seeking employment opportunities.

1.25 Field Trips

At times within the PTA Program, students and faculty may travel off campus for departmental related field trips. The following procedures apply for field trips:

1. All Mendocino College and PTA Program Policies and Procedures are applicable during the field trip.
2. Students participating in field trips are required to sign the "Waiver of Liability Assumption of Risk, and Indemnity Agreement – On/Off Campus Activities" form prior to the activity. This will be signed at the beginning of each semester for program activities. This Waiver is located in the Appendix.
3. PTA Program faculty will accompany and supervise students participating in all off-campus program experiences except for full-time clinical experiences.

1.26 Student Retention

Due to the number of program faculty and clinical education sites, it is necessary to limit the number of students accepted annually into the program to 24. If a PTA student is having any difficulty academically, they are encouraged to talk to the PTA Program faculty to seek guidance and assistance. Services for tutoring as well as academic and personal counseling are available on campus. The PTA Program faculty want all students to succeed and are more than willing to help.

1.27 Program Costs

Estimated Program Costs*

Course fees based on the 2023/24 academic year for **in-state** residents and are subject to change. These numbers are only cost estimates and more accurate information is available at the Admissions and Records Office.

Tuition - Year 1 (includes pre-requisite and GE courses): \$2,162

Tuition - Year 2 (includes GE courses): \$1,610

Books and supplies: \$50-\$1,500 (*most textbooks are available in the college library)

Physical exam and immunizations: \$0-\$250

Drug screen and background check: \$0-100

CPR and first aid training: \$100

Malpractice Insurance \$100

Mendocino College fees \$0-\$68

PTA licensure exam \$650

PTA license application \$350

Total:

\$5,022-\$6,890

*Cost estimates do not include student living expenses or any costs associated with travel or housing during required clinical practicum courses.

II. Facilities and Services

2.1 Clinical Laboratory

Room PE 810 is utilized for lab work. There are open lab times scheduled each week where faculty will and will not be in attendance. Open labs can be used for practicing PTA skills, for peer skill checks, and for skill checks with faculty. Open lab time hours will be posted each semester.

During open lab time when faculty are not present, students may use equipment with the exception of any modality, electrical device, and/or traction. Use of modalities, electrical devices, and traction is limited to class time and open lab hours with faculty present. Electrical equipment can be used, but not plugged in, during unsupervised lab practice if the student has passed their faculty skill check with that piece of equipment.

It is the PTA Program's expectation that the lab will be maintained in a safe and orderly fashion. Out of respect and as a professional responsibility to faculty and students who use the lab, everyone must:

1. Replace equipment in its proper location

2. Fold and put away linens and pillows
3. Put refuse in available receptacles

By taking a few minutes to do the above, the learning environment of the lab will be enhanced for all.

2.2 Study Areas

The library is a quiet place for individual or group study. Group study rooms, located in the library, may also be reserved by students. The PTA lab may be used for group study when classes are not being held with PTA faculty permission or during open lab time.

2.3 Student Records and Exam Copies

The PTA Program maintains files that include department/student forms, consent forms, waivers of liability, contracts, and correspondence. These files are maintained for all students and are stored in either password protected electronic files or a locked file cabinet in the DCE's office for clinical education information and the PTA Program Director's office for all other information. Students may review the contents of their file during the DCE or PTA Program Director's respective posted office hours. Information will be maintained for one year after graduation to assist faculty in providing employment references for students. After one year the files will be destroyed.

Copies of completed midterm and final exams will be kept in password protected electronic files or locked file cabinets in faculty offices. Students will not be allowed to keep copies of completed midterm or final exams. Prior to final exams, faculty will schedule a review session for students during which student test files will be available for review. This review will be proctored by a faculty member and students will not be allowed to leave the room with their exam.

2.4 Learning Center

The Learning Center serves as a resource for students who want to improve their academic performance. The Learning Center provides a variety of student services including individual, group and online tutoring and is located on the first floor of the library in room 4110, and the phone number is (707) 468-3046.

2.5 Disabilities

The Disability Resource Center (DRC) provides instructional support services for Mendocino College students with a verifiable disability. Learning Skills Labs are offered through the DRC to qualifying students. The DRC also hosts Study Skills Workshops which are available to all students at Mendocino College each semester to improve study skills and help students reach their educational goals.

The DRC is located on the first floor of the library in room 4130 and should be contacted at (707) 468-3031 for more information regarding the application process.

2.6 Library

The Mendocino College library is the hub for the main campus in Ukiah, giving students, faculty, and staff access to over 36,000 library materials, 142,000 eBooks, millions of full-text articles, computer access, study rooms, current periodicals, a copy center, and study tables.

The Mendocino College library has a variety of holdings related to the PTA Program. Online access to many physical therapy and other medical journals is available through EBSCO.

The library has on reserve a copy of all PTA program textbooks available for students to use within the library, for check-out, and/or digitally via eBooks. Visit the library for more information on how to access these books.

2.7 Computer Use

Computer access is available in the library and in other computer labs throughout the college. Owning a laptop is not a requirement of the PTA Program, however due to the online nature of many courses it is highly recommended. Students are required to take online exams on a computer with a camera for the use of Proctorio. Please refer to the Mendocino College Board Policies and Administrative Procedures for appropriate computer use guidelines.

2.8 Resources

Program faculty may allow students to borrow books and other materials from their personal libraries. Students should follow borrowing procedures set up by the individual faculty member and return the materials promptly.

2.9 Equipment

Students are often given assignments that require the use of equipment or computers without direct faculty supervision. This use may occur in the PTA lab, the library, or in another location at Mendocino College. Care of this equipment is essential, and students are requested to leave the equipment in good repair. If problems arise during the use of equipment, it should be reported immediately to a PTA Program faculty member. Students may not remove equipment from Mendocino College under any circumstances.

III. Program Policies and Procedures

3.1 Professional Behaviors

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

1. Professional Behaviors (Appendix)

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

Expected Professional Behavior levels are:

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

PTA faculty will provide both oral and written feedback regarding professional behaviors each semester. Copies of this feedback will be placed in the student’s file. Students are expected to change unsatisfactory behaviors after receiving feedback from faculty. If a student is not demonstrating professional behaviors at an appropriate level, students may develop a plan for improvement with faculty. Any serious deficits in professional behavior with no improvement may result in program academic probation or dismissal.

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

3.2 Professional Appearance

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

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

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

3.3 Food and Beverages

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

3.4 Attendance Policy

The Mendocino College PTA Program faculty members have a responsibility to assure that all PTA students have adequate training and competence in technical skills. The faculty must ensure that each student is able to utilize these skills and knowledge in a safe, competent, and professional manner. Learning experiences in the PTA Program are arranged sequentially to ensure that new information, knowledge, and skills are integrated with previously introduced material. In addition, the curriculum includes opportunities for collaborative learning where interaction between and among students and faculty are critical components of the students' learning. Therefore, these learning experiences cannot be repeated, and attendance is a professional responsibility.

Mendocino College expects that students will participate in all scheduled classes, laboratories, and clinical education experiences. Students are expected to participate in all portions of online courses offered through Canvas and to be in laboratory classes on time and prepared to participate. If a student has more than one unexcused absence in a laboratory course, the student may be dropped from the class. If a student is dropped from a class, they will be unable to continue in the program. If absence is anticipated, it is the student's responsibility to notify the instructor, in person or by phone/email prior to the scheduled class in order to have the absence excused.

An absence would be excused for a personal or family medical emergency or a death in the family. Vacations are not routinely excused absences. The course instructor has the right to not approve the student's reason for being absent from class.

Students are responsible for making up the work missed during any absence. If it becomes necessary to add/drop a course or withdraw from a course, it is the student's responsibility to complete the college's approved withdrawal process as outlined in current Mendocino College policy. Students must schedule general education courses, so they do not interfere with PTA courses, labs, and clinical education experiences.

If the student does not initiate course withdrawal with their academic advisor and instructor, the student will be considered an enrolled student in the course and will receive a grade appropriate for what grade was achieved while enrolled.

Students absent from an examination, laboratory practical, or other graded activity will receive a "0" grade for the examination unless other arrangements are made with the individual instructor before the graded activity is conducted. It is the responsibility of the student to contact the appropriate instructor to arrange to make up the examination. This arrangement should be performed in person or by telephone. If the instructor is not available, a message should be left with another member of the PTA faculty. The instructor will decide the time and method of make-up examinations on an individual

basis. Messages sent by other students are not acceptable. The student is responsible for notifying the instructor of the reason for the absence.

A student may request a leave of absence from the program. The student must document their request in writing at least eight weeks ahead of time if possible and submit their request to the PTA Program Director. A leave of absence is limited to one year after which the student must petition to be readmitted to the program.

3.5 Rescheduling of Classes

On occasion classes may need to be rescheduled. Efforts will be made to reschedule at a time the majority of students can attend.

In the event a faculty member must cancel a class session, it is the faculty member's responsibility to notify the Program Director. The Program Director will post a class cancellation notification for students outside the scheduled classroom. The Program Director or other faculty members will notify the class via email if there is sufficient time. If the class session is to be made up, it is the responsibility of the faculty member to schedule the make-up session in communication with those involved (students, room scheduler, etc.)

3.6 Lab Protocol

1. All lab sessions will begin promptly at the scheduled start time. Students should change into lab attire before class starts. Students will be given time at the end of class to dress.
2. Changing areas are the respective Men's/Women's locker rooms located near the PTA Program Lab.
3. Lab attire must be worn for lab classes. If lab attire does not need to be worn on a specific day, PTA faculty will let students know in advance. Appropriate lab attire consists of loose-fitting shorts and shirts for men; loose-fitting shorts and swimsuits (open back), sports bras, or open back halter top under shirts for women. Warmer clothes (sweat suits to wear over lab clothes) are also appropriate. Patient gowns will be available to students if they forget their lab clothes.
4. During lab sessions, students will role play either patients or PTAs during practice sessions. STUDENTS SHOULD BE PREPARED TO EXPOSE THE ENTIRE TREATMENT AREA. Privacy will be respected, and modesty will be retained as appropriate using draping methods.
5. Students should be prepared for lab class by bringing appropriate texts, equipment, and course notes.
6. The lab should always be kept clean. Dirty linens and equipment used should be properly stored before leaving. Treatment tables and chairs should be returned to their proper place.
7. Students who know that they will miss a lab section must contact the course instructor in advance. The student should also make arrangements to make up work with a lab partner.
8. No food or beverages are allowed in the PTA Program Laboratory, during class or during open lab time except for closeable beverage containers.

3.7 Program Safety and Security

1. All PTA program equipment is property of Mendocino College and is not for personal use. Students are expected to exercise safety and good judgment when using all college equipment.
2. Unsafe performance in any course, practical examination, or on any skill check may result in a failing grade in a course even if adequate points for passing the course, practical exam, or skill check were earned.
3. The use of program electrical equipment or the practice of skills involving electrical equipment can only be performed with faculty supervision. Electrical equipment can be used, but not plugged in, during unsupervised lab practice if the student has passed their faculty skill check with that piece of equipment.
4. All lab equipment and supplies must be returned to their proper place of storage after use. No equipment may leave the lab without faculty approval.
5. PTA Program students must maintain up-to-date adult, child, and infant CPR certification for health care providers prior to the start of the second semester of the program. Students must submit a two-sided copy of their CPR certification card to the PTA Program DCE. This copy must include the expiration date, the student's name, student's signature, and instructor's signature. PTA Program faculty will also maintain current adult, child, and infant CPR.
6. Students will follow college policies in the event of a building evacuation. These policies can be found in the MC Emergency Plan. A copy of this plan will be kept in room 810, the PTA Program Laboratory.
7. PTA Program students are expected to notify academic faculty (and clinical faculty when participating in clinical education experiences) of any medical condition(s) and/or medication(s) taken that could potentially impair or alter the student's safe and effective performance or function of all program educational experiences. Students contracting an infectious disease during the time they are enrolled in the PTA Program must report that fact to program faculty and follow appropriate medical guidelines to minimize the risk of transmission.
8. Cost and liability of travel to and from off-campus clinical experiences, including, but not limited to field trips, off-campus lab sessions, clinical education experiences, and service-learning projects, are the responsibility of the student.
9. Equipment user manuals are kept in the PTA Program Laboratory.
10. Students are to alert faculty and stop use immediately if there is any damage to equipment or malfunction in equipment.

3.8 Skill Checks

A skill check is an assessment of a student's ability to demonstrate competence in a PTA skill. Skill check assessments are done in two different ways. First, two peer skill checks must be completed with two different lab partners. The results of the peer skill checks must be documented on the skill check form. Students will then have the opportunity to work on any problem areas prior to being tested by a course instructor. Faculty skill checks performed by an instructor will be performed during regular or open lab. Skill checks will be graded Pass/Fail and can be retaken as many times as needed.

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

Students must successfully pass a skill check prior to taking the practical exam which contains the skill check content area. It is the student's responsibility to make sure all skill checks have been completed prior to practical exams. Students must pass all skill checks and practical exams to progress to clinical education experiences.

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

3.9 Practical Exams

Practical Exams are used to assess a student's ability to effectively and safely integrate course material and perform a patient treatment following a Physical Therapist's plan of care. Practical exams integrate content from current and prior program courses. Practical exams must be passed with a score of at least 75% and can be retaken one time if a 75% score is not achieved. If a student obtains a score above 75% on a re-taken practical examination, a maximum score of 75% will be used for final grade calculation. Two PTA Program faculty members will be present for the practical exam if a practical examination retake is required. Students must demonstrate a 75% on either the initial practical exam or during an exam retake to pass the course.

Practical exams contain critical safety elements of PTA skills that must be completed in order to pass the practical exam. If a student fails any critical safety element, they automatically fail the practical exam.

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

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

Students must pass all practical exams and skills checks to progress to clinical education experiences.

3.10 Health and Professional Liability Insurance

Mendocino College and clinical affiliation sites do not provide health insurance to students. It is advised that students carry their own health insurance during the program including all full-time clinical education experiences. Some clinical sites require students to carry health insurance while performing a clinical experience at their facility. Mendocino College does provide a secondary accident insurance policy as mandated by the California Education Code. This fee is included in the student fees at the time of registration.

Students must submit proof of Professional Liability Insurance (malpractice), with the coverage of \$1,000,000.00 for each occurrence, \$3,000,000.00 aggregate. Malpractice insurance can be inexpensively purchased at www.hspo.com or other such agencies. Malpractice insurance must be obtained prior to the onset of clinical education experiences and remain current throughout the program. No student is allowed in clinical practicums without insurance in place. Failure to obtain insurance in a timely manner may prevent the student from accumulating the required number of clinical hours which may result in the student being dismissed from the program. Proof of malpractice insurance must be submitted to the Director of Clinical Education prior to the first clinical education experience.

3.11 Immunizations and Health Screening

To protect the health of students, patients, employees, and others, and to comply with standards established by the affiliated healthcare providers, Mendocino College requires all students enrolled in the PTA Program to be up to date on immunizations and tuberculosis (TB) screening. Immunizations and TB screening must be completed prior to entering the program. Waivers may be available for COVID and flu vaccines, depending on the requirement of public health and individual facilities.

On the Health Screening Form, students will provide dates of current immunization against flu, COVID-19, tetanus-diphtheria, rubella, and rubella/mumps; evidence of chickenpox immunity; and the dates of their hepatitis B immunization series, if completed. A hepatitis B vaccine declination waiver is located on the back of the Health Screening Form for students who have either not completed the hepatitis B vaccine series or do not plan on going through the hepatitis B vaccine series.

The College will follow procedures for maintaining these immunization and health screening records as private educational data in accordance with federal and state privacy laws. The student immunization record will be maintained for five years from the date of graduation or last date of attendance.

3.12 PTA Program Equipment Testing

All electrical equipment owned and used by the Mendocino College PTA Program will be annually inspected and labeled by qualified biomedical personnel.

A qualified biomedical engineer will be scheduled to visit annually before the start of spring semester. The following will be performed at that time: equipment testing and calibration, labeling that verifies testing and calibration, documentation of testing results, repair as needed.

Non-electrical equipment (treatment tables, wheelchairs, crutches, etc.) will be inspected annually by the PTA Program Faculty prior to the start of the fall semester. Repairs will be made or arranged by the program as needed.

Any real or potential equipment safety concerns discovered by faculty or students will be labeled and taken out of use until repaired or replaced.

3.13 Personal Property and Valuables

Mendocino College and the PTA Program do not accept responsibility for loss of personal items. Theft may occur on campus and students should secure their valuables accordingly. Lockers are available on campus for daily student use.

3.14 Medical Emergency in the Classroom

Students are expected to respond quickly to an emergency. Universal methods of treatment common to most emergencies are:

1. If someone else is in the room, ask him/her to report the emergency to a faculty member or college staff. If appropriate, call for medical assistance (911) or have someone else call.
2. Assess vital signs and begin CPR if appropriate.
3. A first aid kit is located in the PTA Program Laboratory.
4. An automated external defibrillator (AED) is located in the hallway near the Sports training room.

3.15 Financial Aid

The Financial Aid Office offers free financial aid assistance with Grants, Work Study, Loans, and the California College Promise Grant. Information is available on the Mendocino College Portal or Website or at the Financial Aid Office, MacMillan Hall, Room 1130, Ukiah Campus, 707-468-3110. Financial Aid information is also available at the North County, Lake, and Coast Centers.

3.16 Confidentiality/Data Privacy

Mendocino College has designated that certain data is considered public or private data. Please see the Mendocino College Board Policies and Administrative Procedures for details on this policy.

In keeping with Mendocino College's privacy policies, the PTA Program will maintain privacy/confidentiality in the following manner:

1. Grades will be posted using the online Canvas system, which requires students to sign in using an individual password.
2. All exams, quizzes, and assignments will be returned in a manner that does not expose the grade.
3. Feedback is provided after skill checks and practical exams with only the student and instructor(s) present. When necessary or helpful, instructors will obtain permission if they would like to provide feedback in front of other students.
4. Clinical faculty must follow the data privacy policies of Mendocino College and the PTA Program
5. Requests for student information from any government agency will be referred to the Registrar's Office

6. Students will sign a confidentiality agreement which applies to maintaining the privacy and confidentiality of patients during all clinical experiences and with patient volunteers in the laboratory courses.

7. During the first semester of the PTA program, students are instructed in basic HIPPA (Health Insurance Portability and Accountability Act) policies and procedures for proper use and handling of confidential patient/client information.

3.17 Standard Precautions

Information on “Standard Precautions” will be provided in the 1st semester of the program in PTA 102 Pathology and PTA 103 Patient Care Skills Theory. Content includes but is not limited to:

- a. HIV
- b. Hepatitis B
- c. Universal Precautions/Infection Control
- d. Chain of Infection
- e. Proper Hand Washing Technique

All students must demonstrate satisfactory understanding of this information by passing a test which includes content on standard precautions during PTA 103 Patient Care Skills Theory.

3.18 OSHA Regulations

A listing of all hazardous substances found at Mendocino College can be found at:

<https://msdsmanagement.msdsolnline.com/?ID=39ABD836-72E5-4CED-92C9708731CAFC19>. MSDS forms for all hazardous substances used in the PTA lab are kept in a marked binder in the lab.

3.19 Laundry Usage

To keep laundry costs at a minimum, students should conserve laundry by doing the following in lab courses:

1. Place towels, pillowcases, and sheets that have come in contact with hair and skin in the dirty laundry bin.
2. Towels, pillowcases, and sheets that were used for positioning may be folded and returned to the laundry cart to be used again.
3. Place any towels, pillowcases, or sheets that are soiled with dirt, sweat, or other body fluids, mineral oil, alcohol, ultrasound gel, or e-stim gel in the dirty laundry bin.
4. Towels used to wrap a paraffin hand which is enclosed in plastic wrap may be used again if clean.

3.20 Electronic Devices

All cell phones and other electronic devices that may disrupt the classroom must be turned off (or silenced if you need one on due to childcare, etc.) during class. Cell phones and other electronic devices must be turned off during off campus labs and during field trips. You will have opportunities to check your phone for messages during scheduled breaks or between classes. If you have an emergency situation where you are waiting for a call, let the instructor know this before class. Calculators may be allowed for specific quizzes/tests/exams. Tablets, phones or other internet, recording, or messaging devices of any kind are not allowed during testing. Audio or video recording of laboratory sessions or reproduction of online course material, etc. may only be performed with the expressed permission of the instructor.

3.21 Informed Consent

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

Any human subject/patient volunteers in laboratory courses will also sign a General Waiver of Liability and consent form prior to participating in a lab course.

3.22 Photography/Videotaping

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

3.23 Background Check

A clear criminal background check is required prior to beginning the Mendocino College PTA Program due to the California Health and Safety Code.

3.24 Drug Policy and Screening

Mendocino College PTA Program has a no tolerance drug policy. Health care facilities, which include hospitals, skilled nursing facilities, outpatient facilities and private practices, do not allow employees or students to be under the influence of alcohol or drugs when providing care. Patient safety is an overriding principle in the delivery of physical therapy. For the healthcare professional to provide safe

care, the healthcare professional must be able to make sound judgments. Thought processes and decision making can be adversely affected by the use of any drugs and/or alcohol. Impaired by the aforementioned factors, the healthcare professional can easily make unsafe decisions and, therefore, jeopardize patient safety. The student whose thought processes and decision-making ability is impaired by the use of drugs and/or alcohol will be considered unsafe to provide physical therapy services and will be removed from the clinical setting and the program.

Students accepted into the program must have a 10-panel drug screen prior to the first day of Spring Semester in January. Students who do not complete the required drug screen may be dropped from the program. Based on the policies of clinical sites, students cannot participate in the program with cannabis in their system. This includes the use of medical marijuana **regardless of having a medical marijuana card.**

A second drug screen may be required before the first clinical education experience in the third semester. With the student's permission drug screen results will be distributed to the clinical facility to which the student is assigned. Students will be responsible for the fees associated with these screens.

If a student is suspected to be under the influence of drugs or alcohol during a clinical education experience, the following procedure will be followed:

- a. The Clinical Instructor will remove the student from the area to discuss the issue with the student.
- b. The Clinical Instructor will determine the immediate action to be taken, such as:
 1. The student will be allowed to remain in the clinical setting.
 2. The student will be sent home to remedy the issue and be allowed to return to clinical.
 3. The student will be removed from the clinical setting.
- c. The Clinical Instructor will contact the DCE immediately. The Program Director and Dean will be informed of the incident within one workday.
- d. The DCE will then order a drug test if the student is suspected to be under the influence of drugs or alcohol which must be completed within two hours if they are removed from the clinic.
- d. The student will meet with the core faculty to receive counseling and directed towards resources in the community and on campus to address the issue.
- e. Removal from clinical/class constitutes short term probation and then the core faculty and administration will discuss further actions to follow which ultimately may result in removal from the program.

3.25 Lab Infection Control

To ensure a clean laboratory environment and to facilitate infection control, the following policies will be in effect:

1. Plinths, mats, and other treatment surfaces will be cleaned using a bactericidal agent at least once a week
2. Soiled linen will be placed in the linen hamper located in the lab. If a bag is full, place a new bag in the hamper.

3. The hydrocollator will be cleaned a minimum of every six months, per the hydrocollator cleaning procedure located in the lab.
4. PTA faculty members are responsible for assuring the infection control policies are enforced in their labs.

3.26 Online Courses

The program is a hybrid of on campus lab courses and online theory courses. All theory courses in the program are taught 100% online through Canvas Learning Management System. Curriculum in online courses is comparable in rigor to traditional classroom courses.

3.27 Online Course Proctoring

Online courses will have written exams which will be proctored through the use of Proctorio, a comprehensive learning integrity platform. Students will be required to take their exams from a computer equipped with a camera which will be used to monitor students during the exam. The camera can monitor the screen content and the room, asking randomly and when noises are heard to do a 360-degree room sweep with the camera. Proctorio locks the web browser on the computer so students cannot look up answers in another browser during the exam. The system is also password protected when students log into their Canvas account to ensure that only the student with authorization can gain access to the exams.

IV. Crisis Policies Related to Covid-19 Pandemic

4.1 Face to Face Lab Infection Control

If necessary, the structure of MC PTA laboratory courses may be adjusted to provide a safe learning environment for students and instructors. Screening protocols may be observed prior to entering lab including taking temperature and filling out a symptom/contact questionnaire. Students may need to maintain social distance, when possible, in the lab setting. When less than 6 feet from another student PPE must be worn in accordance with current CDC policy. Students and instructors are to sanitize hands upon entering the lab and before and after any contact with another student or instructor in lab. All lab surfaces will be disinfected between each lab session and all linens washed between lab sessions.

4.2 Online Pre-Requisite Coursework

Classes and methods of teaching and delivery of class information may change on a daily basis due to COVID 19 or other health crises. The District has decided to give credit for the science laboratory pre-requisite coursework being offered in an online format in the same way as they have in the past when they have been face to face.

The MC PTA program typically requires on ground laboratory coursework for the science pre-requisite courses. However, until further notice, online laboratory courses will be accepted as pre-requisites for the program.

4.3 COVID Clinical Policy

Due to COVID-19 there may be an increased risk to students during clinical education experiences.

Because of the uncertainty surrounding the virus and its symptoms, students in a facility with a large cohort of positive cases may be removed from the clinical site by the SCCE, Clinical Instructor(s) and/or DCE. If a student has concerns about their safety, they are to contact the DCE to discuss options.

Students exposed to COVID-19 are to follow current CDC guidelines for exposure. Students who are removed from a clinical site due to COVID 19 exposure or concern will complete the missed clinical hours in an alternate format. Optional formats include simulations, case studies, journal reviews, or placement in another facility if the student has not reached the minimum criteria on the CPI for that clinical education experience.

Appendix

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

Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life.

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

Standards

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

1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

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

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

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

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

2D. Physical therapist assistants shall protect confidential patient/client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

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

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

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

3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.

3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.

3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

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

4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients/clients, students, supervisees, research participants, or employees).

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

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

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

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

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

5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.

5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

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

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

6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.

6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

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

7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.

7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.

7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.

7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients/clients

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

8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.

8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapy services.

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

Professional Behaviors Assessment Tool

Name _____ Date: _____

- Directions:
1. Read the description of each professional behavior.
 2. Become familiar with the behavioral criteria described in each of the levels.
 3. Self-assess your performance continually, relative to the professional behaviors, using the behavioral criteria.
 4. At the end of each semester, complete this form.
 - a. Using a Highlighter pen, highlight all criteria that describes behaviors you demonstrate in Beginning Level (column 1), Intermediate Level (column 2), or Entry Level (column 3).
 - b. Give at least one specific example of a time when you demonstrated a behavior from the highest level highlighted.
 - c. Place an "x" along the visual analog scale to indicate the level (B, I, or E) at which you primarily function in each ability. This should be based on your highlighted areas, the specific example, and feedback from your CI.
 5. Share your self-assessment with your clinical instructor, specifically seeking his/her feedback.
 6. Sign and return to Program Director

1. Critical Thinking: The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.

Beginning Level:

Raises relevant questions; Considers all available information; Articulates ideas; Understands the scientific method; States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e., methodology and conclusion); Recognizes holes in knowledge base; Demonstrates acceptance of limited knowledge and experience

Intermediate Level:

Feels challenged to examine ideas; Critically analyzes the literature and applies it to patient management; Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas; Seeks alternative ideas; Formulates alternative hypotheses; Critiques hypotheses and ideas at a level consistent with knowledge base; Acknowledges presence of contradictions

Entry Level:

Distinguishes relevant from irrelevant patient data; Readily formulates and critiques alternative hypotheses and ideas; Infers applicability of information across populations; Exhibits openness to contradictory ideas; Identifies appropriate measures and determines effectiveness of applied solutions efficiently; Justifies solutions selected

Specific Example:

Place an "x" on the visual analog scale

B I E

<p>2. <u>Communication:</u> The ability to communicate effectively (i.e., verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.</p>		
<p><i>Beginning Level:</i></p> <p>Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting; Recognizes impact of non-verbal communication in self and others;</p> <p>Recognizes the verbal and non-verbal characteristics that portray confidence; Utilizes electronic communication appropriately</p>	<p><i>Intermediate Level:</i></p> <p>Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences; Restates, reflects and clarifies message(s); Communicates collaboratively with both individuals and groups; Collects necessary information from all pertinent individuals in the patient/client management process; Provides effective education (verbal, non-verbal, written and electronic)</p>	<p><i>Entry Level:</i></p> <p>Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups; Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing; Maintains open and constructive communication; Utilizes communication technology effectively and efficiently</p>
<p>Specific Example:</p>		<p>Place an “x” on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>

<p>3. <u>Problem Solving:</u> The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</p>		
<p><i>Beginning Level:</i></p> <p>Recognizes problems; States problems clearly; Describes known solutions to problems; Identifies resources needed to develop solutions; Uses technology to search for and locate resources; Identifies possible solutions and probable outcomes</p>	<p><i>Intermediate Level:</i></p> <p>Prioritizes problems; Identifies contributors to problems; Consults with others to clarify problems; Appropriately seeks input or guidance; Prioritizes resources (analysis and critique of resources); Considers consequences of possible solutions</p>	<p><i>Entry Level:</i></p> <p>Independently locates, prioritizes and uses resources to solve problems; Accepts responsibility for implementing solutions; Implements solutions; Reassesses solutions; Evaluates outcomes; Modifies solutions based on the outcome and current evidence; Evaluates generalizability of current evidence to a particular problem</p>
<p>Specific Example:</p>		<p>Place an “x” on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>

4. Interpersonal Skills: The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

<p><i>Beginning Level:</i> Maintains professional demeanor in all interactions; Demonstrates interest in patients as individuals; Communicates with others in a respectful and confident manner; Respects differences in personality, lifestyle and learning styles during interactions with all persons; Maintains confidentiality in all interactions; Recognizes the emotions and bias that one brings to all professional interactions</p>	<p><i>Intermediate Level:</i> Recognizes the non-verbal communication and emotions that others bring to professional interactions; Establishes trust; Seeks to gain input from others; Respects role of others; Accommodates differences in learning styles as appropriate</p>	<p><i>Entry Level:</i> Demonstrates active listening skills and reflects back to original concern to determine course of action; Responds effectively to unexpected situations; Demonstrates ability to build partnerships; Applies conflict management strategies when dealing with challenging interactions; Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them</p>
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<p>Specific Example:</p>	<p>Place an “x” on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>
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5. Responsibility: The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

<p><i>Beginning Level:</i> Demonstrates punctuality; Provides a safe and secure environment for patients; Assumes responsibility for actions; Follows through on commitments; Articulates limitations and readiness to learn; Abides by all policies of academic program and clinical facility</p>	<p><i>Intermediate Level:</i> Displays awareness of and sensitivity to diverse populations; Completes projects without prompting; Delegates tasks as needed; Collaborates with team members, patients and families; Provides evidence-based patient care</p>	<p><i>Entry Level:</i> Educates patients as consumers of health care services; Encourages patient accountability; Directs patients to other health care professionals as needed; Acts as a patient advocate; Promotes evidence-based practice in health care settings; Accepts responsibility for implementing solutions; Demonstrates accountability for all decisions and behaviors in academic and clinical settings</p>
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<p>Specific Example:</p>	<p>Place an “x” on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>
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6. Professionalism: The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

<p>Beginning Level:</p> <p>Abides by all aspects of the academic program honor code and the APTA Code of Ethics;</p> <p>Demonstrates awareness of state licensure regulations; Projects professional image; Attends professional meetings; Demonstrates cultural/</p> <p>generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers</p>	<p>Intermediate Level:</p> <p>Identifies positive professional role models within the academic and clinical settings; Acts on moral commitment during all academic and clinical activities; Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making; Discusses societal expectations of the profession</p>	<p>Entry Level:</p> <p>Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary; Provides patient & family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity; Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development; Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices; Discusses role of physical therapy within the healthcare system and in population health; Demonstrates leadership in collaboration with both individuals and groups</p>
<p>Specific Example:</p>		<p>Place an “x” on the visual analog scale</p> <p>_____</p> <p>B I E</p>

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

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

8. Effective Use of Time and Resources: The ability to manage time and resources effectively to obtain the maximum possible benefit.

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

9. Stress Management: The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

<p><i>Beginning Level:</i> Recognizes own stressors; Recognizes distress or problems in others; Seeks assistance as needed; Maintains professional demeanor in all situations</p>	<p><i>Intermediate Level:</i> Actively employs stress management techniques; Reconciles inconsistencies in the educational process; Maintains balance between professional and personal life; Accepts constructive feedback and clarifies expectations; Establishes outlets to cope with stressors</p>	<p><i>Entry Level:</i> Demonstrates appropriate affective responses in all situations; Responds calmly to urgent situations with reflection and debriefing as needed; Prioritizes multiple commitments; Reconciles inconsistencies within professional, personal and work/life environments; Demonstrates ability to defuse potential stressors with self and others</p>
<p>Specific Example:</p>		<p>Place an “x” on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>

10. Commitment to Learning: The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

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

Mendocino College
Physical Therapist Assistant Program
Essential Functions for Physical Therapist Assistant Students

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

- Regularly participate in distance education courses and attend lab approximately 10-15 hours a week or perform 40 hours a week of clinical education, depending on the stage of the program curriculum
- Computer literacy is required due to the distance education courses within the program
- Complete all assignments on time
- Participate in online classroom and laboratory discussions
- Perform or instruct others in the following procedures (learned in class) in a timely manner: transfers, gait training, physical agents, activities of daily living, therapeutic exercises or activities, and data collection procedures
- Use sound judgment and safety precautions (exposure to blood- borne pathogens and/or infectious disease may occur as part of the educational experience). Students are trained in safety/infection control and are expected to follow these guidelines to avoid contracting or transmitting disease
- Meet class standards for successful course completion
- Use critical thinking when making decisions
- Follow standards stated in PTA Program Policy and Procedure Manual and the PTA Program Clinical Education Handbook
- Address problems or questions to the appropriate person at the appropriate time.
- Maintain classroom, work area, equipment, supplies, personal appearance and hygiene conducive to a professional setting as appropriate
- Behave in a competent, professional manner

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

- Use a computer/electronic device to complete distance education coursework
- Stand 1-6 hours with lab time blocks up to 4.5 hours
- Lift up to 60 pounds
- Push/pull up to 50 pounds of force exerted at waist level
- Squat or stoop
- Use auditory, tactile, and visual senses to assess physiological status of an Individual
- Demonstrate good standing and unsupported sitting balance
- Demonstrate good finger dexterity
- Coordinate verbal and manual instructions
- Communicate effectively with a variety of people through written verbal, and nonverbal methods
- Use hands repetitively
- Shift weight in sitting or standing

- Demonstrate the ability to use a firm grasp while using physical therapy equipment and while performing physical therapy interventions
- Reach above shoulder level
- Kneel, kneel-stand, and half kneel
- Use equipment that emits electrical, ultrasonic, and thermal energy
- Physically move and transfer patients

Students who have concerns about the ability to perform any of these functions should contact the PTA Program Director at (707) 467-1062. Individuals with disabilities may request reasonable accommodations or information by calling the Mendocino College Disability Resource Center at (707) 468-3031.

Statement of Nondiscrimination

Unlawful discrimination in the workplace and in all programs and activities of the Mendocino-Lake Community College District is prohibited.

Neither the District, nor any individual who represents the District, shall engage in unlawful discrimination in employment, or in educational access or educational programs, or in the conduct of official District activities.

Unlawful discrimination is defined as discrimination on the basis of race, ethnic group identification, color, religion, sex (including sexual harassment), gender, gender identity, gender expression, ancestry, marital status, national origin, age, physical or mental disability, medical condition, genetic information, sexual orientation, or Vietnam-era Veteran status. No person shall be subjected to discrimination on the basis of one or more of these characteristics or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. This policy also includes as improper discrimination and retaliation against an individual for filing a discrimination complaint, an individual participating in the investigation of a discrimination complaint, or any witnesses.

**Mendocino College
Physical Therapist Assistant Program
Essential Functions Verification Form**

Essential Function Student Signature Page to be completed before program entry.

I have read and I understand the Essential Functions relative to the Physical Therapist Assistant Program.

Yes No

I am able to meet the Physical Requirements of the PTA Program as specified and do not require any reasonable accommodation to meet these requirements at this time.

Yes No

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

<hr/>	<hr/>	<hr/>
Student name (print)	Student signature	Date

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Mendocino College
Physical Therapist Assistant Program
PTA Program Student Conduct Agreement

Ethical and professional conduct is a critical part of success in the field of physical therapy. As a PTA student at Mendocino College students are expected to abide by the principles set forth in the APTA Standards of Ethical Conduct for the PTA, as well as strive to exhibit all ten of the professional behaviors outlined in the Professional Behaviors Assessment Tool.

The need to consistently use ethical and professional behaviors applies to both the classroom and clinical settings within the program. For example, students of the program should be honest at all times, turn in all work on time, be on time to class and to clinical practicums, take responsibility for their actions, be realistic about time management, be prepared for lab and clinical practicum activities, be actively involved in the learning process in lab and clinical practicums, and show respect to all instructors, classmates and patients at all times. Please review the APTA Standards of Ethical Conduct and the Professional Behaviors Assessment Tool for more details and examples of expected behaviors.

Graduation requirements are based not just on academic success, but successful completion of clinical experiences and demonstration of all professional behaviors. If at any time during the program, faculty feel a student is struggling in any of these areas, the student will be asked to meet with one or both members of the core faculty and may be put on academic probation until behaviors have improved.

I, _____, agree to make my actions consistent with the APTA Standards of Ethical Conduct for the PTA and the behaviors outlined in the Professional Behaviors Assessment Tool during my time in the MC PTA program.

Student Signature

Date

Mendocino College
Physical Therapist Assistant Program
PTA Program Handbook Agreement

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

_____	_____
Student Name (print)	Date

_____	_____
Student Signature	Date

Mendocino College
Student Statement of Understanding and Release
Physical Therapist Assistant Program

I, _____ am a student at Mendocino College who is enrolled in the Physical Therapist Assistant Program.

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

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

Student Name _____ Date _____
(Please Print)

Student Signature _____ Date _____

Instructor Signature _____ Date _____

RELEASE OF LIABILITY, WAIVER OF RIGHT TO SUE, ASSUMPTION OF RISK AND INDEMNITY AGREEMENT

MENDOCINO COLLEGE

PHYSICAL THERAPY ASSISTANT PROGRAM

Class, activity, or event (the "Activity"): _____ PTA Program _____

Date and Time: _____ Location: Ukiah campus and clinical sites _____

Release of Liability and Waiver: In return for being permitted to participate in the above activity or program (the "Activity"), including any associated use of the premises, facilities, staff, equipment, transportation, and services of the Mendocino-Lake Community College District, I, for myself, heirs, personal representatives, and assigns, **do hereby release, waive, discharge, and promise not to sue** Mendocino College, the Board of Trustees, directors, officers, employees, and agents (collectively the "District"), from liability **from any and all claims, including the negligence of the District**, resulting in personal injury (including death), accidents or illnesses, and property loss, in connection with my participation in the Activity and any use of District premises and facilities.

Assumption of Risks: I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other's actions, inaction, or negligence; conditions related to travel; or the condition of the Activity location(s). Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to, from and during the Activity.

Indemnification and Hold Harmless: I also agree to **indemnify and hold the District harmless** from any and all claims, actions, suits, procedures, costs, expenses, damages and liabilities, including attorney's fees, arising out of my involvement in the Activity, and to reimburse it for any such expenses incurred.

Medical Certification and Consent: I certify that I am physically capable and that I have no medical condition which would endanger me or others or interfere with my ability to safely participate. If I need medical treatment, the District is authorized to obtain medical treatment for me. I will be financially responsible for any costs of such treatment.

Governing Law and Severability: I understand that this document is written to be as broad and inclusive as legally permitted by the State of California and agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms. I agree this Agreement shall be governed by the laws of the State of California, and any disputes arising out of or in connection with this Agreement shall be under the exclusive jurisdiction of the Courts of the State of California.

Understanding and Acknowledgement: I have read all previous paragraphs, including the release of liability and waiver, assumption of risk, and indemnity agreement, know, fully understand its terms, acknowledge these and other risks that are inherent to the Activity, and **understand that I am giving up substantial rights, including my right to sue. I acknowledge my participation is voluntary, that I knowingly assume all such risks**, and that I am signing the agreement freely and voluntarily and intend by my signature to be a complete and unconditional release of all liability to the extent allowed by law. No other representations concerning the legal effect of this document have been made to me.

I am 18 years or older. I have read this document and fully and completely understand the potential risks that may be associated with the Activity. I am signing this document freely.

Participant's Name: _____ Signature: _____

Date: _____

INSTRUCTIONS TO COMPLETE RELEASE, WAIVER, ASSUMPTION OF RISK AND INDEMNITY TEMPLATE

1. The Release of Liability, Waiver of Right to Sue, Assumption of Risk and Indemnity Agreement should be used for the following circumstances:
 - a. Students
 - i. High-Risk Field Trip/Excursion
 - ii. Out-of-state Field Trip/Excursion
 - iii. Volunteering to participate in events, excursions or activities
 - iv. Club events, excursions or activities
 - v. Intramurals
 - b. Employees
 - i. Participating in District sponsored events, excursions or activities wholly separate and apart from work-related duties and tasks
 - c. Community (NOT students or employees)
 - i. Alumni events (e.g., alumni football games)
 - ii. Recruiting Activities (e.g., rock-climbing wall, overnight dorm visit)
 - iii. Field Trips to Campus (consider site of visit, e.g., lab, construction site etc.)

Note: The above list is not exhaustive, and Member Districts should consult with legal counsel and risk management if they have questions about events/classes/activities not included above.

- 2.
3. Before distributing the release, insert the time, location and description of the activity. Be very detailed.
 - a. For example, if the activity involves two or more locations, write down each location such as “the Museum of Modern Art in San Francisco and Memorial Stadium in Berkeley.”
 - b. If the event consists of two or more activities, include each activity such as “swimming, biking and mountain climbing.” Providing more details allows participants to better understand the risks involved and provides additional protection.
 - c. The recommendation is that releases should be signed on an event-by-event basis. In certain limited circumstances, participants may sign for multiple events over a period of time so long as each event is mentioned and described in the release and the risks presented by each event are similar.
4. Do not change the format of the document in any way. **Releases cannot be included as the “fine print” in a larger publication such as a brochure.** They must be printed and viewed as a separate document. This separation makes it harder for participants to claim that they did not know what they were signing. If the Member believes a change is necessary, contact counsel or the District’s risk manager prior to making the change.
5. General language is included to inform the participant of the types of losses that may occur. Any additional information the Member wishes to furnish about an activity such as expected weather conditions or any specific risks in addition to bodily injury, damage to property, liability to others, and/or damage to property of others associated with the activity should be presented separately from the release.
6. Anyone who refuses to sign a release shall not be allowed to participate in the activity. The opportunity to participate is exchanged for the agreement to release the District from liability for injury or property damage that may result from participation. Do not make any representations to those signing the release concerning the legal effect of signing the document.
7. Occasionally someone signs the release after crossing out certain portions that they do not like or adding words to modify the release. The District cannot accept an altered release.
8. Releases must be stored for at least three years after an activity ends. Releases signed by a parent or guardian on behalf of a minor must be retained for at least three years after the activity ends or until the minor turns 20, whichever is longer.