



METROPOLITAN
COMMUNITY COLLEGE

Physical Therapist Assistant Program

Student Handbook

Classes Beginning Fall 2026 and Spring 2027

Accredited by:



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Physical Therapist Assistant Program Student Handbook

1. Introduction and Program Overview

Introduction

Welcome to the Penn Valley/HSI Physical Therapist Assistant (PTA) Program. You are now part of a professional learning community committed to preparing skilled, compassionate, and ethical healthcare providers. Physical therapist assistants play a vital role in today's healthcare system by working under the direction and supervision of licensed physical therapists to help individuals restore function, reduce pain, and improve quality of life.

As you begin this program, we encourage you to embrace the challenges and opportunities ahead. The curriculum is rigorous, but your dedication, perseverance, and commitment to excellence will prepare you for a rewarding career in physical therapy. Our faculty and staff are here to support you and provide the guidance you need to achieve your academic and professional goals.

Program Overview

The Physical Therapist Assistant Program at MCC--Penn Valley is designed to prepare graduates to enter the workforce as competent, entry-level physical therapist assistants capable of providing safe and effective care. The program blends classroom instruction, laboratory practice, and clinical experiences to foster the development of knowledge, technical skills, critical thinking, and professional behaviors.

Key features of the program include:

- **Curriculum Design:** Coursework integrates foundational sciences, clinical skills, therapeutic interventions, and professional practice standards.
- **Hands-On Learning:** Laboratory sessions provide opportunities to practice and refine techniques in a supportive environment.
- **Clinical Education:** Students complete supervised clinical rotations in a variety of healthcare settings, gaining real-world experience and exposure to diverse patient populations.

- **Accreditation Standards:** The program follows the guidelines established by the Commission on Accreditation in Physical Therapy Education (CAPTE) and meets all state licensure requirements for PTAs.
- **Graduate Outcomes:** Upon successful completion of the program, graduates are eligible to sit for the National Physical Therapy Examination for Physical Therapist Assistants (NPTE-PTA).
- **The Mission** of the Metropolitan Community College is to prepare students, serve communities and create opportunities. Consistent with this mission, the Physical Therapist Assistant Program's mission is to serve as a resource for physical therapy and the community and educate effective, compassionate individuals in contemporary practice as a physical therapist assistant that embraces the core values of physical therapy.
- *To achieve this mission, the program will:*
 - Recruit qualified students from diverse backgrounds
 - Provide instruction in a supportive learning environment utilizing a variety of teaching methods
 - Clearly delineate role expectations of an effective physical therapist assistant to enhance student learning and retention.
 - Provide effective instruction and experience in physical therapy to graduate physical therapist assistants that:
 - A. Demonstrate the ability to effectively and safely carry out the plan of care as established by the physical therapist, understanding their scope of practice and supervisory relationships
 - B. Communicate effectively using verbal, written, and non-verbal communication
 - C. Possess skills which allow them to practice in a managed care environment
 - D. Demonstrate the ability to evaluate personal strengths and weaknesses and implement professional development
 - E. Reflect the core values of the physical therapy profession: accountability, altruism, compassion and caring, cultural competence, duty, integrity, and social responsibility.
 - Encourage an environment of excellence founded on the principles of continuous quality improvement and lifelong learning.
 - Foster relationships within the college and community that promote the goals of the PT profession, college mission or provide community service

1.1 Message from the Program Director

On behalf of the Physical Therapist Assistant Program faculty, I extend my sincere congratulations on your acceptance into the Physical Therapist Assistant (PTA) Program. Your selection reflects both your academic achievements and your commitment to pursuing a career dedicated to improving the lives of others through physical therapy.

The faculty of the PTA Program is committed to fostering excellence in education and professional development. We take great pride in supporting each student's growth and hold high expectations for your performance, conduct, and dedication throughout the program.

The PTA Program is both academically rigorous and personally rewarding. As you begin this journey, you are expected to:

1. **Commit to academic excellence.** Devote the necessary time and effort to mastering course material, recognizing that your future patients deserve the highest standard of care you can provide.
2. **Demonstrate professionalism.** Exhibit the qualities essential to effective participation in a health care team, including punctuality, a willingness to learn, respectful and effective communication, and personal accountability.
3. **Embrace lifelong learning.** Approach your studies with the goal of developing into a competent and reflective practitioner, rather than focusing solely on achieving specific grades.

This handbook has been prepared to clearly outline the program's and college's expectations, policies, and procedures. By entering the program, you affirm your commitment to the academic and professional standards required of a Physical Therapist Assistant student. We look forward to guiding you through this challenging and rewarding experience as you prepare to enter the physical therapy profession.

Respectfully,

A handwritten signature in black ink that reads "Dr Randy Leighton". The signature is written in a cursive, flowing style with a large, stylized "L" at the end.

Randy Leighton, PT, PhD

PTA Program Coordinator

1.2 Purpose of the Handbook

The Physical Therapist Assistant (PTA) Program Student Handbook is a comprehensive guide designed to support students throughout their educational journey by clearly communicating program-specific expectations, academic and clinical requirements, professional standards, and available resources. It provides a framework for students and faculty to work together beyond general college-wide policies, outlining the standards of conduct, responsibilities, and procedures that ensure student success, foster professional growth, and maintain compliance with institutional, state, federal, and accreditation requirements. By engaging with the handbook, students commit to meeting the rigorous academic, clinical, and ethical demands of the program as they prepare for a rewarding career as healthcare professionals.

1.3 Program Accreditation Information

The MCC- Penn Valley PTA Program is fully accredited by:

the Commission on Accreditation in Physical Therapy Education (CAPTE),

3030 Potomac Ave., Suite 100,

Alexandria, Virginia 22305-3085.

Call: 703.706.3245; email: accreditation@apta.org; website: capteonline.org.

You may contact CAPTE for any comments or questions regarding this accreditation.

This program meets the educational requirements for national board certification and licensure for Missouri and Kansas.

1.4 Description of the Program and Areas of Study

Program Description

The **Physical Therapist Assistant (PTA) Program at Metropolitan Community College (MCC)** leads to the **Associate in Applied Science (A.A.S.) degree** and prepares students to serve as competent, ethical health care providers who work under the direction and supervision of a licensed physical therapist.

The program provides a comprehensive educational experience that integrates classroom instruction, hands-on laboratory practice, and supervised clinical education. Students develop the knowledge, skills, and professional behaviors required to deliver safe, effective, and patient-centered care. The curriculum emphasizes evidence-based practice, communication, and critical thinking while promoting lifelong learning and professional growth.

Graduates of the program are eligible to apply for state licensure or certification as a Physical Therapist Assistant upon successful completion of the **National Physical Therapy Examination (NPTE)** for PTAs and fulfillment of all state-specific requirements.

The PTA Program admits approximately **22 qualified traditional students each fall** and **14 qualified web-based students each spring**, representing a diverse range of educational and cultural backgrounds.

Areas of Study

The curriculum combines general education and technical coursework designed to prepare students for contemporary physical therapy practice. Major areas of study include:

- **Anatomy and Physiology:** Structure and function of the human body with emphasis on systems relevant to physical therapy.
- **Kinesiology and Biomechanics:** Analysis of human movement and posture as a foundation for therapeutic interventions.
- **Pathophysiology:** Common medical conditions and their implications for physical therapy treatment.
- **Therapeutic Exercise:** Principles and application of exercises to improve strength, endurance, balance, and functional mobility.
- **Therapeutic Modalities:** Safe and effective use of heat, cold, ultrasound, and electrical stimulation for pain management and tissue healing.
- **Patient Care Skills:** Foundational techniques such as transfers, gait training, patient positioning, and infection control.
- **Neurological and Orthopedic Rehabilitation:** Application of therapeutic interventions for individuals with neurological or musculoskeletal impairments.
- **Cardiopulmonary and Integumentary Rehabilitation:** Interventions designed to improve respiratory and cardiovascular function and promote wound healing.
- **Clinical Education:** Supervised clinical experiences in a variety of health care settings where students apply learned skills in real-world patient care.

Professionalism and Ethics: Legal, ethical, and professional standards of practice, including communication, cultural competence, and accountability.

1.5 Program Objectives and Learning Outcomes

The Physical Therapist Assistant Program at Metropolitan Community College strives to maintain the highest academic and professional standards. The following objectives guide the ongoing development and assessment of the program:

1. **Admissions and Diversity:**

Admit approximately 22 qualified traditional students each fall and 14 qualified web-based students each spring, representing diverse backgrounds and experiences.

2. **Program Policies and Student Success:**

Ensure that program policies and prospective student information are reviewed annually, are effective in achieving the mission and goals of the program, facilitate student success and retention, and meet standards of equal opportunity, confidentiality, safety, and due process.

3. **Graduation Rates:**

Maintain program graduation rates that meet or exceed accreditation thresholds.

4. **Program Resources:**

Ensure that facilities, equipment, technology, and faculty resources are adequate to educate students effectively in contemporary physical therapy practice.

5. **Graduate Competence:**

Educate graduates who demonstrate the competencies required by the **Commission on Accreditation in Physical Therapy Education (CAPTE)**, including the ability to:

- Communicate effectively using verbal and nonverbal methods to establish rapport and exchange information.
- Complete health care documentation consistent with professional and legal standards.
- Demonstrate behavior consistent with the **Core Values of Physical Therapy**.
- Adhere to the **APTA Standards of Ethical Conduct for the Physical Therapist Assistant**.
- Explain and comply with laws and regulations governing physical therapy practice.
- Demonstrate understanding of the physical therapy plan of care and perform assigned components appropriately.
- Perform data collection and therapeutic interventions within the scope of the PTA role.
- Modify interventions appropriately in response to patient needs within the plan of care.
- Recognize when consultation with the supervising physical therapist is required.
- Interact effectively with others to achieve organizational goals.
- Contribute to organizational evaluation, planning, and operational activities.
- Provide accurate information for billing and reimbursement purposes.

6. **Quality Improvement:**

Implement an annual quality improvement process each spring semester to assess and enhance the effectiveness of administrative, didactic, and clinical components of the program. This includes an on-going faculty development plan aligned with the mission and objectives of the program.

7. **Community and Professional Engagement:**

Ensure that core faculty participate in college and community activities that promote awareness of physical therapy and advocate for public health issues. Activities may include hosting continuing education opportunities, participating in Physical Therapy Month events, engaging in recruitment activities to promote diversity, and serving on college committees.

8. **Accreditation Compliance:**
Maintain full compliance with all **Commission on Accreditation in Physical Therapy Education (CAPTE)** standards and criteria.
9. **Licensure Examination Performance:**
Achieve two-year average NPTE pass rates that meet or exceed accreditation thresholds.
10. **Employment Outcomes:**
Maintain graduate employment rates that meet or exceed accreditation thresholds following successful licensure examination completion.

1.6 Career Pathways and Professional Opportunities

Graduates of the **Metropolitan Community College Physical Therapist Assistant Program** are prepared for employment in a wide range of health care settings that provide physical therapy services under the direction and supervision of a licensed physical therapist. Physical therapist assistants (PTAs) work collaboratively with physical therapists and other health professionals to assist patients in restoring mobility, reducing pain, and improving functional independence.

Common Career Settings Include:

- **Hospitals and Acute Care Facilities:** Providing interventions to improve mobility, strength, and functional recovery for patients with medical or surgical conditions.
- **Outpatient Physical Therapy Clinics:** Assisting in the treatment of orthopedic, sports, and neuromuscular conditions across diverse patient populations.
- **Rehabilitation Centers:** Supporting patients recovering from injury, illness, or surgery in inpatient or subacute rehabilitation environments.
- **Skilled Nursing and Long-Term Care Facilities:** Delivering physical therapy interventions to older adults and individuals with chronic health conditions.
- **Home Health Care:** Providing therapy services in patients' homes to promote safety, independence, and mobility within the home environment.
- **Pediatric and School-Based Settings:** Assisting in the care and mobility development of children with congenital, developmental, or acquired conditions.
- **Hospice and Palliative Care Settings:** Supporting patient comfort and functional ability near the end of life.
- **Industrial and Occupational Health Settings:** Participating in injury prevention, ergonomic education, and return-to-work programs.
- **Fitness and Wellness Facilities:** Promoting health and physical activity through exercise instruction and community wellness initiatives.

Professional Opportunities and Advancement:

Graduates who obtain licensure as Physical Therapist Assistants may pursue continued professional growth through advanced certifications, specialization, and participation in professional organizations such as the **American Physical Therapy Association (APTA)** and the **Missouri Physical Therapy Association (MPTA)**. Opportunities for advancement include roles in:

- Clinical instruction and education of PTA students.
- Program coordination or supervisory positions in clinical settings.
- Engagement in research, quality improvement, or administrative functions within health care organizations.
- Continued education toward a bachelor's degree or other allied health or health science-related fields.

The employment outlook for Physical Therapist Assistants remains strong, with consistent demand across various settings due to an aging population, increased emphasis on rehabilitation, and growth in outpatient and home-based services.

2. Admission and Enrollment

Vaccinations and Other Compliance Requirements

- Metropolitan Community College (MCC) does not currently require proof of vaccination for attendance in classes or for admission into the Physical Therapist Assistant (PTA) Program.
- However, prior to participation in the **clinical education** portion of the program—and as a condition for **successful program completion**—students are required to complete the following compliance steps:
 - Successfully **pass a criminal background check**.
 - Successfully **complete a drug screening**, which must include a **negative result for THC**.
 - Provide documentation verifying that they are **current on required immunizations**, including but not limited to **Measles-Mumps-Rubella (MMR)**, **Tetanus-Diphtheria-Pertussis (T-DAP)**, **Varicella (chickenpox)**, and **seasonal influenza**.
- **COVID-19 vaccination** is **recommended but not required** for participation in the program.
- Please note: Individual clinical education sites may impose additional health or immunization requirements beyond those noted. Students must comply with all site-specific requirements to participate in clinical rotations.

2.1 Program Eligibility Requirements

Step 1: Verify Eligibility to Apply

Eligible applicants must meet the following criteria:

All Physical Therapist Assistant degree plan courses below must be completed with a minimum grade of “C”:

A. Prerequisite Coursework:

- **General Education Requirement (minimum of one of the following completed)**
 - **ENGL 101** Composition & Reading (3 credits) (*JCCC: ENGL 121, 3 credits*)
 - **PSYC 140** General Psychology (3 credits) (*JCCC: PSYC 130, 3 credits*)

- **SPDR 100** Fundamentals of Speech (3 credits) (*JCCC: SPDR 121, 3 credits*)
- **HIST 120, HIST 121, or POLS 136** (3 credits)

- **A Biological or Physical Science course** (minimum 3 credits; 4–6 credits required for graduation)
- **BIOL 150** Medical Terminology (2–3 credits) (*HIM 100; JCCC: HC 130, 3 credits*)
- **PTHA 151** Introduction to Physical Therapy (2 credits) (*offered only at MCC–Penn Valley*)

Note: Applications submitted without completion of PTHA 151 will be evaluated; however, applicants who have completed all prerequisite courses will be given priority consideration.

C. Academic Standing

Applicants must have a minimum **GPA of 2.5** calculated from the courses required for the PTA program.

D. Reading Comprehension Requirement

All applicants must submit a valid reading comprehension score (taken within the last 3 years) regardless of educational background:

Native English Speakers:

- **ACT, COMPASS, or ACCUPLACER** score
- Applicants scoring below 85 (COMPASS) or 256 (ACCUPLACER Next Gen) must complete **READ 100** with a grade of “C” or higher prior to application review.

Non-Native English Speakers:

- Minimum cutoffs: ACT – 18 | ESL COMPASS – 86 | ACCUPLACER ESL – 110
- Applicants scoring below these thresholds must complete required ESL READ courses and **READ 100** prior to eligibility.

Transcript Submission:

Applicants who have completed coursework at other institutions prior to the application deadline must submit **official transcripts** to:

MCC–Penn Valley Student Data Center
3200 Broadway, Kansas City, MO 64111

Additionally, students with course work not yet evaluated by MCC should submit a student copy of all transcripts with their application.

-
- [6.10013 DP Transfer Credit](#)

- [6.10014 DP Academic Forgiveness](#)
- [6.10015 DP Credit for Prior Learning](#)

2.2 Program Application Process

Application Deadlines:

- **Land-Based Program:** June 10 (annually)
 - **Web-Based Program:** October 1 (annually)
-

Step 2: Complete the Application Packet

Applications must be filled out **exactly as directed** and include the following components:

A. Student Application Form

Currently found as a pdf on the program website.

Complete all sections accurately and legibly.

B. Clinical Observation Requirement

- Complete **two separate four-hour observations** in physical therapy settings:
 - One **inpatient** facility (hospital, rehabilitation center, or skilled nursing facility)
 - One **outpatient** facility
- Obtain verification signatures from the supervising PT or PTA on the **Observation Verification Form found in the packet.**
- Submit a **typed, one-page reflection** summarizing your combined observation experiences. Include:
 - What you observed
 - How your perception of physical therapy may have changed
 - How these experiences influenced your decision to pursue a PTA career

Do not include your name on the reflection. Staple it to a separate cover page containing your name.

C. Curriculum Checklist

Highlight or mark all courses you have completed with the grade earned. Available in the application packet.
[\(APPENDIX V\)](#)

D. Transcripts

Have **official transcripts** sent directly from all prior institutions to:

Student Data Center

3200 Broadway, Kansas City, MO 64111

Include a **student copy** of each transcript in your application packet.

E. Professional References

Submit **two reference questionnaires** completed by individuals who know you in a **professional capacity** (e.g., supervisor, instructor, or employer). References should send the completed forms directly to the PTA Program Office to the address below in Step 3.

F. Policy & Permission Statements

Review, sign, and include all required forms with your application.

Note: Although only 3 hours of science coursework are required for application, a **minimum of 4 hours** of science is required for **graduation**, in addition to **Medical Terminology** and **Anatomy & Physiology**.

Step 3: Submit the Application

Submit the **completed application packet** by the applicable deadline to:

Physical Therapist Assistant Program

Attn: Dr. Randy Leighton

Metropolitan Community College – Penn Valley

3444 Broadway

Kansas City, MO 64111-2764

Applications may be **mailed or hand-delivered** to **Suite 410, of the Health Science Institute at the address above**.

Step 4: Interview and Selection Process

Qualified applicants will be contacted **within two (2) weeks** of the application deadline via **email** to schedule an interview.

Accepted applicants will be required to attend a **mandatory orientation and enrollment session** held in:

- **July** for the Land-Based Program
- **November** for the Web-Based Program

Step 5: Clinical Education Requirements

The PTA Program includes **680 hours of supervised clinical education** conducted over **18 weeks** at four distinct clinical sites.

- Students must have **reliable transportation** and may be required to travel **up to 70 miles** from the college for clinical assignments.

Placement Testing and Academic Requirements

All applicants, regardless of prior educational background, must complete the **reading comprehension** section of one of the following placement assessments within **three (3) years** of application:

- **ACT, COMPASS, or ACCUPLACER** (including **ACCUPLACER ESL**, if applicable).

Scores must be submitted to the **MCC Student Data Center**. The ACCUPLACER may be taken **at no cost** at any MCC Testing Center, and scores may be transferred from another approved testing location.

Applicants who do not achieve the **minimum reading score** established by MCC Student Advising must successfully complete **READ 100** prior to application review and evaluation.

Transcript Submission

Official transcripts from **all previously attended colleges and universities** must be submitted directly to the **MCC Student Data Center**. Transcripts must be received **before the start of the application period** for which the applicant is applying.

Advising and Contact Information

For questions regarding placement testing, score requirements, or general college information, please contact the **MCC Academic Advising Office** at:

(816) 604-1000

3. Faculty and Staff Directory and other Key Offices

3.1 Instructor Contact Information:

Program Coordinator

Randy Leighton, MSPT, PhD

Health Science Institute, 410 I

Phone: 816-604-4808

Email: Randy.leighton@mcckc.edu

Academic Coordinator of Clinical Education

Samantha Satterfield, PT, DPT

Health Science Institute, Office 410 B

Phone 816-604-4909

Email: Samantha.Satterfield@mcckc.edu

Faculty

Katherine Link, MS PT

Health Science Institute, Office 410 B

Phone 816-604-4665

Email: Katherine.Link@mcckc.edu

Division Chair

Dr. Nicole Fuller

Health Science Institute 413

Phone (816) 604-1228

Dean of Health Science and Site Administrator

Health Science Institute 413

Phone (816) 604-1228

3.2 Staff Contact Information

The Allied Health Administrative Assistant is Susan Michaud (816) 604-4232

3.3 Contact Information for Key Offices

MCC-PV Campus Operator	(816) 604-1000
PTA Program Administrative Assistant	(816) 604-4232
Financial Aid	(816) 604-4067
Records Office	(816) 604-4100
Bookstore	(816) 604-4189
Library	(816) 604-4080
Security Emergency	(816) 604-1200
Non-emergency	(816) 604-1111
Allied Health Student Advisor	
An Academic Advisor can be reached at:	(816) 604-1000
	Fax (816) 759-4161
HRC room 206	HRC Coordinator 816.604.4804
Career Services	Campus Center room 200F (816) 604-4155
Transcripts	Contact your Student Advisor or https://mcckc.edu/transcripts/index.aspx

4. Student Support Services

4.1 Advising

A Student Success Advisor will work to help you reach your goals and limit roadblocks along the way. **Your Student Success Advisor may help you with:**

- Understanding the PTA specific degree requirements
- [Enrolling in classes](#) and planning your class schedule
- Setting your educational goals and creating a [plan to fund your education](#)
- Solving academic problems
- [Transferring](#) credit to and from other colleges
- Accessing campus and community resources

The Physical Therapist Assistant Program has a dedicated advisor with specific knowledge of the PTA program and its requirements. Please contact the program coordinator for contact information.

4.2 Career Services

MCC offers a variety of career services. [Career Center](#). Including mock interviews, networking strategies, LinkedIn workshops, and resume and cover letter review.

The PTA program has an alumni Facebook page we encourage all PTA students to join. This page allows networking, job posting and a place to learn from your peers.

4.3 Counseling Services

Metropolitan Community College has partnered with BetterMynd, an online therapy platform for eligible MCC students to have greater access to a wide range of mental health resources, including:

- individual counseling sessions, with options for evenings and weekends
- a 24/7 on-demand emotional support and crisis line at **1.844.BTR.MYND** (1.844.287.6963)
- well-being workshops on a variety of topics, such as anxiety, relationship concerns, and stress management
- With a large network of licensed mental health professionals, BetterMynd provides students with the flexibility to select counselors with specialties, demographics, identities, lived experiences or a language that matches their preferences. Eligibility for BetterMynd credits is contingent on continued MCC enrollment.

[Wolf Wellness](#)

4.4 Tutoring and Academic Support

[MCC Tutoring at Penn Valley](#)

- [7.40020 DR Academic Intervention](#)

4.5 Financial Aid and Scholarship Opportunities

[MCC Financial Aid Page.](#)

[Military Services](#)

[A+ Information](#)

- [7.25020 BP Satisfactory Academic Progress of Financial Aid Recipients](#)
- [7.25020 DP Satisfactory Academic Progress of Financial Aid Recipients](#)
- [7.25050 DP Satisfactory Academic Progress of Veterans Benefits Recipients](#)
- [7.30000 BP Student Financial Aid](#)

5. Academic Policies and Expectations

5.1 Academic Integrity and Code of Conduct

Professionalism

The physical therapist assistant student is expected to act in a professional way while a student at Metropolitan Community College-Penn Valley or its clinical sites. The student will be required to self-evaluate their performance in this area at the mid-term of second semester and meet with a faculty advisor to discuss the evaluation and any need for improvement. Self-evaluation will include qualities such as tact, communication, responsibility for behavior, learning, dress, etc. (See [Appendix J](#) for Self-Evaluation form)

Ethics

All physical therapist assistants are expected to abide by the Guide for Conduct of the Physical Therapist Assistant as outlined in the American Physical Therapy Association Document located above

Academic Honesty

Cheating is an act of deception which will not be tolerated in the classroom, laboratory or clinic.

Evidence of cheating on any given project, lab activity or examination may result in a “0” grade being recorded in the grade book for the activity or failure of the course. If there is evidence of cheating more than once, a student will be dismissed from the PTA program. A significant act of dishonesty may result in immediate expulsion from the program or college.

Unilateral Instructor Action: The “Code of Student Conduct” states that all forms of academic dishonesty, including but not limited to the following are prohibited:

- Plagiarism, including self-plagiarism.
- Cheating during an exam (including but not limited to written, computerized or demonstrative) by copying from another student, speaking to students that have completed exams, quizzes, practical demonstrations or by using information in the form of unauthorized aids, electronic or otherwise.
- Submission as one’s own work, an assignment, or test, prepared by another.
- Submitting coursework from a previous or concurrent course without instructor’s prior approval.

If the instructor feels that a more severe action is appropriate, the complaint may be referred to the division chair and the Dean of Instruction. The Dean has the authority to recommend an action to the president, or the student may request a hearing.

Test Taking Procedures

During an exam students:

- will spread out as much as possible
- will work with a cleared desk (except for items provided by the instructor)
- keep all papers on the table
- will not wear forward facing billed hats
- will not talk during exams
- If a student is late for an exam they will be considered tardy with appropriate point deductions at the instructor’s discretion

- A tardy student will not receive extra test taking time, minutes tardy will be deducted from the exam time.
- All cell phones, smart watches and smart devices will be placed on the instructor's desk
- All other materials including water will be placed in an area designated by the instructor
- A student may have a writing utensil, eraser and approved scratch paper

As an Allied Health student and member of the professional community, it is expected that all students will:

- Demonstrate honesty, integrity, high ethical standards, and behave in a manner consistent with that of a professional nurse.
- Take full responsibility for personal actions before, during, and after testing.
- Always remain in the recorded area until testing is complete.
- Neither give nor receive unauthorized assistance during testing.
- Will not store, receive, and/or access course materials (lecture notes, textbooks, or learning aids) by any means during testing. All study materials will be placed where they are inaccessible during testing.
- Not copy any portion of the test by any method.
- Abide by the exam policies listed in the course syllabus and Student Handbook, including late entry, exam times, penalties, rescheduling exams, absences, etc.
- Support the highest academic standards and not intentionally or knowingly engage in any activities supporting academic dishonesty.
- Be held accountable for any violation of academic honesty, including actions up to failure of the exam and/or course and including potential dismissal from the program.

Continuing with all testing in the Program indicates acknowledgment by the student of the above guidelines/expectations and agrees to abide by the statements contained therein.

- [6.10010 BP Academic Standards](#)
- [6.10011 DP Grading Standards, Coursework and Final Examination](#)
- [6.10012 DP Grade Change](#)
- [6.10014 DP Academic Forgiveness](#)
- [7.20000 BP Student Rights and Responsibilities](#)
- [7.35010 BP Code of Student Conduct](#)
- [7.35010 DP Code of Student Conduct](#)
- [7.40010 BP Freedom Due Process and Disciplinary Action](#)

5.2 AI Usage

Artificial Intelligence (AI)

Artificial Intelligence (AI) tools such as ChatGPT, Grammarly, Google Gemini, and others can offer valuable support in learning and productivity. However, unless specifically instructed otherwise, the use of AI tools for any portion of assignments, projects, quizzes, or exams is not permitted in this program.

This includes—but is not limited to—using AI to:

- Draft or edit written responses
- Generate code or solve problems
- Paraphrase or summarize source material
- Brainstorm or outline ideas
- Create images, data sets, or visual aids

Any use of AI tools must be explicitly authorized by the instructor.

If an assignment permits or encourages AI use, clear guidelines will be provided.

Violations of this policy will be treated as academic dishonesty and addressed according to the institution's *or* program's academic integrity policy.

If you are unsure whether AI use is allowed on a particular assignment, ask your instructor before proceeding.

5.3 Student Attendance and Participation Expectations

Attendance Policy

The program faculty believes that consistent and timely attendance at class and clinicals is mandatory. Acquiring notes from classmates in most instances does not adequately replicate the information provided by the instructor. Promptness and attendance at clinicals is imperative to assure continuity of patient care.

In the discussion of **EXCUSED ABSENCES** below, the following definitions will be used:

“A student’s serious illness” shall mean a condition such as pneumonia, surgery, hospital confinement, or valid medical reason. A physician’s note verifying illness shall be presented by the student to the instructor.

“Death in the immediate family” shall be interpreted to mean mother, father, mother-in-law, father-in-law, spouse, child, brother, sister, grandparents, or significant other. Documentation may be requested.

“Statutory governmental responsibilities” refer to such matters as jury duty or subpoena for court appearance. Documentation must be provided.

Special consideration may be given when weather conditions may not allow safe travel.

Attendance in Lectures

Call the instructor PRIOR to the beginning of the class to report absences. If the call is not received prior to the start of class, the absence will be considered unexcused. The first unexcused absence will result in a 10-point deduction from the class in which the absence occurred (this includes lecture and lab and dates when examinations are given) Subsequent unexcused absences will result in a 20-point deduction/absence. It is at the course instructor’s discretion to assign appropriate make-up work for excused absences as noted in their individual course syllabus. Excused absences include death in the immediate family, serious illness of the student, and statutory governmental responsibilities. This does not include minor illnesses of family members. The instructor has final determination on whether an absence will be considered excused. If it is necessary to be absent on the day of an exam, the instructor must be notified in advance. After an excused absence five (5) points will be deducted per academic day for each day which passes from the day the test was administered to the date the test was taken (points deducted from test score) If the absence is deemed an unexcused absence, it is at the instructor’s discretion if the exam will be made up. Quizzes missed due to unexcused absences may not be made up. An instructor may grant an exception to this policy after holding a conference with a student.

Absences/Attendance Lab:

Lab time and hands-on practice are critical for your success and patient safety in the clinic. Therefore, you must attend and participate in all lab classes. If for some reason you must miss a lab please call the instructor PRIOR to the beginning of lab to report absence. If the call is not received prior to the start of lab, the absence will be considered unexcused regardless of the cause. Students are expected to be in lab each unexcused absences will result in a 20-point deduction. Excused absences include death in the immediate family, serious/contagious illness of the student, and statutory governmental responsibilities. This does not include minor illnesses of family members. The instructor has final determination on whether an absence will be considered excused. If it is necessary to be absent on the day of an exam, the instructor must be notified in advance. Five (5) points will be deducted per day for each day which passes from the day the test was administered to the date the test is taken (points deducted from test score). If a quiz is missed, whether excused or unexcused, it will not be taken.

Lecture and Lab are considered two separate events and point deductions can be made for each absence.

Web Based Attendance:

Web based students must recognize that missing a lab day can be equivalent to as many as two separate lab courses and points may be deducted accordingly.

Virtual Learning Environment Instructions (if required)

In the unfortunate event courses are moved to virtual learning or partial virtual learning

The following are general guidelines for appropriate student behavior and communication in the online environment. This list is not all-inclusive and is subject to change.

Virtual Classes

- Students logging into a virtual classroom using a computer/laptop/tablet must enable audio and video on the device for the class period's duration unless otherwise specified. Failure to enable audio and video for the virtual class meeting duration could result in a class absence.
- When in a virtual class, students will remain on mute unless otherwise directed by the faculty.
- Students must display their first and last name on the screen during Zoom sessions.
- Student faces must be live and visible on the computer screen at all times during lecture/classroom activities.
- Students are to dress appropriately for virtual class meetings following the same handbook guidelines for an in-person class.
- Students and faculty's virtual backgrounds should not be distracting to other students or faculty and should be well lit.
- The attendance guidelines per the individual course syllabus and Student Handbook for live and virtual class will be enforced.
- Students are to be on time for all scheduled meetings in a virtual environment and remain in class for the duration of the scheduled meeting.
- Students may not travel in a vehicle or be in any distracting environment during the virtual meeting. Doing so without having discussion/permission from the faculty before the meeting will result in the student counted as absent.
- Attendance will be taken during each class period using a method identified by the faculty to the students in the individual courses.
- Tardiness guidelines will be enforced. If tardy, the student will not be admitted to the virtual classroom until the next scheduled break in the virtual class session. Most courses allow a 10-minute break after each 50 – 60 minutes of instructional time.
- Notification of any missed class time/tardiness must be documented via email to the course faculty before class utilizing the email address(es) listed in the individual course syllabus.
- Students are to come prepared to all virtual classes. This includes, but is not limited to, having reviewed assigned materials, completed assigned readings, having note-taking materials ready, and any questions for the session prepared.
- In a virtual class, students are expected to participate as if in a standard on-ground class. Group work or other

assignments may be given to improve retention of topic.

- In the event of a question, the student should raise a hand or send a message to the faculty via the chat feature. The lecture should not be interrupted. During class time, chat entries will need to be on the topic and not utilized for personal conversations.
- Students are to be respectful of all participants in the class and are to behave appropriately. Inappropriate behavior may result in removing the student from the class by the faculty, and disciplinary actions may result.
- All email communications with the faculty must be done via faculty and student MCC email accounts. Appropriate and professional language should be utilized with all communication. This includes no use of internet slang or emoji. When sending an email, students are to begin the message by addressing the faculty's name to whom the message is being sent and end with the signature of the student sending the message.

Extended Absence Due to Illness

In the event of extended medical illness, it is necessary for the student to take care of themselves first and foremost. If the coursework can be made up prior to the next academic semester (absence of 2 weeks or less), the faculty will attempt to work with the student to make up the material. If the absence is longer than two weeks, it may not be possible for coursework to be made up during that semester. However, the student cannot continue into the next semester until the incomplete coursework is satisfactorily completed. If completion of the coursework is not possible the student will meet with the program coordinator to discuss options. Options may include repetition of the courses in the following semester or the student may be asked to enter the program again the next year, beginning as a new student. For safety reasons, the student will be asked to complete all PTHA coursework, even that which has been successfully completed. In the event of extended illness during clinicals, the student may have one additional clinical arranged. All clinical work must be completed by the next academic semester. If this is not possible, for safety reasons the student will be asked to re-enter the program as a new student, completing all coursework again. Students absent due to extended medical illness require documentation of leave by their primary physician and will be asked to have a release form signed by their physician to return to school or clinicals.

Tardy Policy:

Tardiness is highly discouraged; lectures and labs will begin as scheduled. Those entering late disrupt the class/delay activities. Often information must be repeated for those entering late. Therefore, one point will be deducted from the overall grade for arriving late. After that, another point will be deducted for every 5 minutes tardy. A student that is not dressed appropriately will be considered tardy until clothes are changed (with point deductions following the tardiness policy). It is not the instructors' duty to remind you of your obligations to yourself and your lab partner(s). A student who does not have proper lab attire may be asked to change into a hospital gown or earn an unexcused absence as outlined in "Attendance". Failure to prepare for and participate in lab will be considered in final grade determinations.

Laboratory Participation Policy

To learn and perform physical therapy skills effectively, students are expected to practice techniques on one another. The following guidelines apply to all lab activities:

- Students must practice assigned techniques multiple times to develop competency.
- Students may experience certain procedures to better understand and explain patient sensations.
- While risks of injury are minimal, they do exist.

Student Responsibilities

- Inform the instructor of any pre-existing medical conditions or contraindications that may limit participation or impact the safe administration of procedures.
- Do **not** perform or consent to any procedure that may be unsafe for yourself or another student.
- Use professional judgment and communicate concerns immediately.

Lab Attire

- Appropriate lab clothing is required to allow access to treatment areas (e.g., back, legs, shoulders).
- Lab dress requirements may vary; refer to each course syllabus for specific guidelines.

Consent for participation in lab [APPENDIX E](#)

- [6.10017 DP Withdrawal and Audit Enrollment Status](#)
- [7.30050 DP Medical Discretionary Withdrawal](#)
- [7.35020 DR Student Attendance](#)

5.4 Student Complaint and Grievance Procedures

If a student has a concern related to classroom issues, the student should first schedule an appointment with the instructor to discuss the concern. The faculty believes that a key professional skill in health care is the ability to address and resolve issues directly with the individuals involved in a productive and respectful manner.

If the concern is not resolved after meeting with the instructor, the student should schedule an appointment with the PTA Program Coordinator. If the matter remains unresolved, the Program Coordinator will provide contact information for the Allied Health Division Chair. The Division Chair will attempt to resolve the issue and may initiate a meeting between the student and the instructor to work toward a resolution. If the student still believes the concern has not been adequately addressed, the Division Chair will outline the appropriate next steps.

Concerns related to program issues that are not instructional should be directed to the Program Coordinator, Dr. Randy Leighton. Copies of program complaints are maintained in the program office and may be

reviewed upon request. If the concern cannot be resolved through this process, the student may then proceed to the Dean of Allied Health and Simulation. At the Dean's discretion, a grievance committee may be convened to hear statements from both parties and issue a final recommendation for resolution.

Program Dismissal Appeal Procedure for the Health Science Institute (HSI)

Purpose

This procedure establishes the process by which a student may appeal a dismissal from a Health Science Institute program. A program dismissal appeal is limited to a review of whether the dismissal decision was made in accordance with published program policies and procedures and was not arbitrary or capricious. This process does not permit re-evaluation of academic performance and does not replace or supersede the District Grade Change Appeal process.

Scope

This procedure applies to dismissals resulting from academic failure, progression standards, clinical or laboratory performance requirements, or other programmatic requirements as outlined in the applicable program handbook. Dismissals related to non-academic misconduct, Title IX matters, or other institutional policy violations are governed by separate college procedures.

Level I: Instructor Review

The student must submit a written appeal ([Appendix Z](#)) to the course instructor(s) associated with the dismissal decision within five (5) college business days of the dismissal notification. The appeal must clearly state the basis for the appeal and include documentation supporting the claim that the dismissal resulted from:

- Misapplication of published course or program policies
- A procedural error that materially affected the outcome
- A decision that was arbitrary or capricious

The instructor will review the appeal and provide a written decision within five (5) college business days.

Level II: Program Coordinator Review

If the student is dissatisfied with the instructor's decision, the student may submit a written appeal to the Program Coordinator within five (5) college business days.

The Program Coordinator will determine whether the dismissal decision was applied consistently with published program policies and standards. The coordinator may not substitute judgment regarding academic performance or clinical competence.

A written response will be provided within ten (10) college business days.

Level III: Division Chair Review (Final Level)

If the student remains dissatisfied, the student may submit a written appeal to the Division Chair within five (5) college business days.

The Division Chair will appoint two (2) faculty members with no prior relationship to the student to independently review the materials and provide advisory feedback. The Chair will consider all materials and issue a final written decision within thirty (30) college business days.

Limitations

This appeal process does not permit re-grading or appeals beyond the Division Chair level.

Relationship to Other Policies

Students may pursue a Grade Change Appeal separately under District Procedure 6.10012 DP. A grade appeal outcome does not automatically reverse a program dismissal.

- [7.20300 DR Student Complaints](#)
- [7.20300 OP Student Complaints](#)
- [7.20400 DR Student Rights and Privacy](#)
- [7.20400 OP Student Rights and Privacy](#)
- [7.40030 BP Status of Suspended or Expelled Student](#)

5.5 Grading Policies and Standards

Teaching Technique:

The primary technique is classroom lecture. Multiple reference materials will be utilized including recorded lectures, Power Point, and textbooks. Reading material, websites, and audiovisual materials will be used to reinforce information. Much of the supplemental information is accessible via Canvas or the internet. Students will not record instructors with any type of audio or video recording device without verbal or written permission from the instructor each time.

Method of Evaluation and Minimum Competency Requirements:

Traditional Program: Written exams will take place during scheduled class time.

Web Based Program: Written examinations will be on Thursday or Friday in conjunction with laboratories.

For both programs it may be necessary to schedule and complete lab checkouts and practical examinations outside of scheduled lab time.

The instructor reserves the right to exercise professional judgment as to whether a student passes a course satisfactorily.

The number of examinations, quizzes and laboratory checkouts/practicals vary within each class. The requirements will be outlined during the orientation for each individual class.

For PTHA courses with both laboratory and lecture portions, lecture and lab grades will be calculated separately. The student must earn a minimum of 75 % in the lab (application) portion and 75 % in the lecture (theory) portion to earn an acceptable grade for the course. If both scores meet the minimum competency level (75 %), the final grade will be determined through calculation of points reflecting both lecture and lab. If the grade in either the lab or lecture portion is less than 75%, the final grade will be "D" or "F" depending on points earned.

Grading scale:

92-100%	A
84-91%	B

75-83%	C
66-74%	D
Below 65%	F

In the event that an individual does not pass a final, that individual must re-take that exam prior to the next academic semester.

Any student earning a grade of 75% or below on any written examination will be required to repeat that examination to verify minimum knowledge level within one week of the posted test score. If the student does not complete this repeat examination within one week, the instructor reserves the right to counsel the student and require remediation in another manner.

Any student earning lower than a 80% on any practical examination or competency check, or failing to complete the practical/competency check without completing critical safety errors will be required to complete the practical/competency check again until competent. If the student fails the practical/competency check the second time, an additional 25% will be deducted from the original score. Failure to complete the practical examination on the third attempt, will result in a grade of 0 being recorded for the practical/competency check. The student must continue to remediate the content area and demonstrate competency or the student will be given an incomplete for the course and not be allowed to continue in the program until complete.

Any student earning a grade below 75% on a final examination will be given an incomplete and will be required to retake the final with initial score remaining in the grade book. Only upon satisfactory completion of the final examination will students be allowed to continue to the next semester and the grade of "incomplete" changed.

- A student earning a grade of "D" or below in any clinical setting will be required to repeat that section at a time and clinical site determined by the Academic Coordinator of Clinical Education. A student who earns a second grade of "D" or "F" for a clinical rotation will be dismissed from the program.
- If a student has earned a "C" or better in all PTHA and required Biology coursework, but the overall GPA drops below 2.0, the student will be placed on academic probation the following semester. If the GPA remains below 2.0 at the end of the semester, the student may be dropped from the program.
- Students will follow the guidelines of professional and ethical conduct as outlined by the American Physical Therapy Association. A student may be dismissed from the program for violation of these guidelines. (See Student Counseling Form.)
- All students will self-evaluate on performance and professional qualities and be given feedback by program faculty. (Student Self Evaluation). Students will be required to update a portfolio each semester. Failure to do so will result in an incomplete given for the course until portfolio completion. [APPENDIX P](#)

Exam Question Review Request:

- A student wanting to appeal the grading of a test question has five business from the day the grades are released to turn in a written appeal.
- The student should fill out the Exam Question review form and provide a copy to the instructor. [Appendix T](#)
- After the five-day window, grades are final and cannot be appealed. Although the student can still ask for clarification of the answer.

Outcomes Assessment Plan

OUTCOME	ASSESSMENT MEASURE
1. Effective Verbal and Non-Verbal Communication	1. Written examination in Introduction to Physical Therapy regarding Verbal/Non-verbal communication 2. Student Self Evaluation completed at mid-term of each semester 3. Assessment through competency checks and practical examinations 4. Oral presentations in PT Fundamentals I, Kinesiology and Clinical Seminar 5. Pre-clinical practice review performance checklist 6. In-service presentation during Clinical Experience III 7. Patient surveys during Clinical Experience III 8. Written comprehensive program final examination
2. Effective Written	1. Research paper on culture in Introduction to PT, graded according to specified rubric 2. Written examinations on documentation in Fundamentals II 3. Documentation assignments in Fundamentals II and Rehabilitation 4. Practical examinations that require documentation of interventions in Kinesiology, Therapeutic Exercise and Pre-Clinical Review 5. Documentation of treatments in Clinical Experience I, II and III 6. Program comprehensive final
3. Responds appropriately to individual and cultural differences	1. Introduction to PT written examination 2. Culture awareness paper in Introduction to PT 3. Ethnic Autobiography in Physical Therapy Fundamentals II 4. Practical examinations in all classes that require to modify treatment to patient's individual differences 5. Written examinations in Gerontology 6. Physical Therapy Treatment of the Latino Client in Client-self assessment form 7. Clinical Experience I, II and III student evaluations 8. Program Comprehensive final
4. Demonstrates legal and professional behavior	1. Written examinations in Introduction to PT and Clinical Seminar 2. Evaluation of Professional Behavior Assignment in Introduction to PT 3. Student performance report completed at the mid-term of each semester. 4. Clinical Experience I, II and III student evaluations 5. Program Comprehensive Final
5. Demonstrates understanding of the plan of care as established by the physical therapist and carries out the plan of care practice of commensurate with the scope of the physical therapist assistant	1. Written examinations in Introduction to PT 2. Written assignments in PT Fundamentals II 3. Written examinations in Clinical Seminar 4. Practical examinations that require student to read plan of care and carry out those components of the treatment within the scope of practice of the PTA 5. Clinical I, II, and III evaluation 6. Program comprehensive final
Functional training 1. ADLS 2. Body Mechanics 3. Developmental Activities 4. Assistive/Adaptive Devices 5. Gait and Locomotion Training 6. Prosthetics and Esthetics	1,2, ADLS, body mechanics and transfers a. Written Examinations and competency checks/practical examinations in Physical Therapy Fundamentals I on bed mobility, body mechanics and transfer training Body Mechanics Assignment in PT Fundamentals I

OUTCOME	ASSESSMENT MEASURE
7. Wheelchair management Skills	b. Bed mobility and transfer competency check in Physical Therapy Fundamentals. Practicals in Kinesiology, Therapeutic Exercise and Pre-clinical checkout that require students to incorporate bed mobility, body mechanics and transfers c. Clinical Review Examination d. Clinical I, II, and III Clinical Evaluation e. Program Comprehensive Final 3. Developmental Activities a. Written examinations in Pediatrics and Gerontology b. Clinical Experience II & III Evaluation c. Program Comprehensive Final 4,5,6,7: Assistive/Adaptive Devices, Gait and Locomotion, Prosthetics and Orthotics, Wheelchair Management Skills a. Written Examinations in Rehabilitation b. Practical examination in Rehabilitation c. Clinical II and III Student Evaluations d. Program Comprehensive Final
Infection Control Procedures 10. isolation techniques 11. sterile Technique	1. Written examination in PT Fundamentals I 2. Standard precautions examination in PT Fundamentals I 3. Hand washing and PPE checkout in PT Fundamentals 4. Wound care practical graded according to checklist, incorporating sterile technique 5. Wound care observation assignment requiring students to write about clean vs. sterile technique and isolation. 6. Practicals and checkouts in PT Fundamentals I, II, Kinesiology, Therapeutic Exercise that require appropriate infection control procedures throughout 7. Clinical review examination 8. Clinical Immersion and Experience I, II, evaluations 9. Comprehensive Final Examination
Manual Therapy Procedures 10. passive range of motion 11. therapeutic massage	1. Written examinations in PT Fundamentals I 2. Massage checkout in PT Fundamentals I 3. Practical as PROM as component, graded according to performance checklist 4. Practical Examination in PT Fundamentals that incorporates massage 5. Written examination in Clinical Seminar on overview of myofascial release 6. Practical examinations in Therapeutic Exercise that have goal of affecting ROM 7. Clinical review examination: all 8. Clinical I, II, and III 9. Comprehensive Final Examination
Physical Agents and Mechanical Agents 12. thermal agents 13. biofeedback 14. compression therapies 15. cryotherapy 16. electrotherapeutic agents 17. hydrotherapy 18. superficial and deep thermal agents 19. traction	12,14,15,17,18-Written examination in PT Fundamentals I 15,17, & 18-Competency checks in PT Fundamentals I 13,16,19-Written exam in PT Fundamentals II 16,19-Competency check in PT Fundamentals II Clinical review examination: all Pre-Clinical Review Practical: 16,18,19 Clinical Education I, II, and II student evaluations Comprehensive Final Examination
Therapeutic Exercise	1 Written Examinations in Therapeutic Exercise class

OUTCOME	ASSESSMENT MEASURE
20. aerobic conditioning 21. balance and coordination training 22. breathing exercises and coughing techniques 23. posture awareness training 24. range of motion exercise 25. stretching exercises 26. strengthening exercises	2. Range of motion exercise competency check and written exam in PT Fundamentals I 3. Stretching and strengthening exercises competency checks in course Therapeutic Exercise 4. Practical examinations on all in Therapeutic exercise graded according to checklist 5. Clinical Education II and III evaluations 6. Comprehensive Final Examination
Competency in Data Collection Skills According to Plan of Care of the Supervising PT within the scope of practice of the PTA	Assessment measures are organized by skill category below.
Aerobic Capacity and Endurance 1. measures standard vital signs 2. recognizes and monitors responses to positional changes and activities 3. observes and monitors thoracoabdominal movements and breathing patterns with activity	1,2,3, Written examination Physical Therapy Fundamentals I Practical examination Physical Therapy Fundamentals I Written examination Therapeutic Exercise Practical examination Therapeutic Exercise Pre-clinical review practical Pre-clinical written examination Clinical Education I, II, and III student evaluation Program Comprehensive Final
Anthropometrical Characteristics 4. measures height, weight, length and girth	4 Written examinations PT Fundamentals I Practical examinations PT Fundamentals I Kinesiology written examination Kinesiology practical examination Pre-Clinical written examination Clinical Education III student evaluation Program Comprehensive Final
Arousal, Mentation, and Cognition 5. recognizes changes in the direction and magnitude of patient's state of arousal, mentation, and cognition	5. Written examination in PT Fundamentals I Practical examinations in PT Fundamentals I Practical examinations in courses following PT Fundamentals that require student to vary communication based on status Written examinations in Applied Neurology Pre-clinical written examination Clinical Education I, II, and III evaluations Program Comprehensive Final
Assistive, Adaptive, Orthotic, Protective, Supportive, and Prosthetic Devices 6. identifies the individual's and caregiver's ability to care for the device 7. recognizes changes in skin condition while using devices and equipment 8. recognizes safety factors while using the device	6,7,8 PT Fundamentals I written examinations PT Fundamentals I practical examinations Written Examinations Rehabilitation Pre-clinical written examination Clinical Education III student evaluations Program Comprehensive Final
Gait, Locomotion and Balance 9. describes the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility	9 Written Examinations Rehabilitation Practical Examination Rehabilitation Written Examination Therapeutic Exercise Practical Examination Therapeutic Exercise Clinical Education II and II student evaluations Program Comprehensive Final

OUTCOME	ASSESSMENT MEASURE
Integumentary Integrity 10. recognizes absent or altered sensation 11. recognizes normal and abnormal integumentary changes 12. recognizes viable versus nonviable tissue	10,11,12 Written Examination Medical Disease Written Examination Physical Therapy Fundamentals I Examination Applied Neurology Wound Observation paper in Physical Therapy Fundamentals Wound documentation assignment in Physical Therapy Fundamentals Wound and modality practicals in Physical Therapy Fundamentals I Kinesiology practicals Pre-clinical written examination Clinical I, II and III student evaluations Program Comprehensive Final
Joint Integrity and Mobility 14. Recognizes normal and abnormal joint movement	14 Written examination Kinesiology Practical examination Kinesiology Written Examination Orthopedic Pathology Practical Examination Therapeutic Exercise Written examination Therapeutic Exercise Pre-clinical written examination Pre-clinical practical examination Clinical I, II and III student evaluations Program Comprehensive Final
Muscle Performance 15. measures muscle strength by manual muscle testing 16. observes the presence or absence of muscle mass 17. recognizes normal and abnormal muscle length 18. recognizes changes in muscle tone	15, 16, 17 Written examination Kinesiology Practical examination Kinesiology Pre-Clinical review practical Pre-clinical review written examination Therapeutic Exercise practical Clinical Experience I, II, and III student evaluations 18-Written examination Applied Neurology Written examination Rehabilitation Pre-Clinical written examination Clinical I, II and III student evaluations Program Comprehensive Final
Neuromotor Development 19. recognizes gross motor milestones 20. recognizes fine motor milestones 21. recognizes righting and equilibrium reactions	19,20,21 Written examinations Pediatrics and Gerontology Written examinations Rehabilitation Clinical II and III student evaluations Program Comprehensive Final
Pain 22. administers standardized questionnaire, graphs, behavioral scales, or visual analog scales or pain 23. recognizes activities, positioning, and postures that aggravate or relieve pain or altered sensations	22,23 Written examinations Physical Therapy Fundamentals I and II Practical examinations in all classes and pre-clinical review practical Pre-clinical review written examination Pre-clinical practical examination Rehabilitation Clinical I, II and III student evaluations Program Comprehensive Final
Posture 24. Describes resting posture in any position 25. Recognizes alignment of trunk and extremities at rest and during	24,25 Written examinations in PT Fundamentals I, Kinesiology, Orthopedic Pathology and Therapeutic Exercise. Body mechanics assignment in PT Fundamentals Practicals in PT Fundamentals, Kinesiology, and Therapeutic Exercise

OUTCOME	ASSESSMENT MEASURE
activities	Pre-Clinical Written Examination Clinical I, II, and III student evaluations Program Comprehensive Final
Range of Motion 26. measures functional range of motion 27. measures range of motion using a goniometer	26,27 Written examinations in Kinesiology Practical examination in Kinesiology Pre-Clinical Written Examination Pre-Clinical Practical Examination Practicals in Therapeutic Exercise Clinical I, II, and III student evaluations Program Comprehensive Final
Self-Care and Home Management and Community or Work Integration 28. inspects the physical environment and measures physical space 29. recognizes safety and barriers in home, community and work environments 30. recognizes level of functional status 31. administers standardizes questionnaires to patients and others	28,29,30 Introduction to PT architectural barriers assignment Wheelchair experience assignment Introduction to PT written examinations PT Fundamentals I written examinations PT Fundamentals I practical examinations Rehabilitation written examinations Pre-clinical written examination Pre-clinical practical examination Clinical I, II, and III student evaluations Program Comprehensive Final FIM Assignment-Rehabilitation 31 Kinesiology written examinations, Rehabilitation written examination
Ventilation, respiration and circulation examination 32. recognizes cyanosis 33. recognize activities that aggravate or relieve edema, pain, dyspnea, or other symptoms 34. describes chest wall expansion and excursion 35. describes cough and sputum characteristics	32,33,34,35 Written Examination PT Fundamentals Practical Examination PT Fundamentals Written Examination Medical Disease EMTP 101 Written Examination Written Examination Therapeutic Exercise Practical Examination Therapeutic Exercise Pre-Clinical written examination Pre-Clinical practical examination Clinical I, II, and III student evaluation Program Comprehensive Final
Adjusts interventions within the plan of care established by the physical therapist in response to patient clinical indications and reports this to the supervising physical therapist	Introduction to PT Written Examinations PT Fundamentals I, Medical Disease, Orthopedic Pathology written examinations Practicals in all coursework and pre-clinical practical Pre-Clinical written examination Clinical I, II, and III student evaluation Program Comprehensive Final
Recognizes when intervention should not be provided due to changes in patient's status and reports this to the supervising physical therapist	All courses written examinations contraindications and precautions Practicals in all coursework Pre-clinical practical Pre-clinical written examination Clinical I, II, and III student evaluation Program Comprehensive Final
Reports any changes in the patient's status	Practicals in all coursework and pre-clinical practical Pre-clinical written examination Clinical I, II, and III student evaluation

OUTCOME	ASSESSMENT MEASURE
to the supervising physical therapist	Program Comprehensive Final
Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist	Introduction to PT Written Examination Practicals in all coursework Pre-clinical practical Pre-clinical written examination Clinical Seminar- Written exam Clinical I, II, and III student evaluation Program Comprehensive Final
Participates in educating patients and caregivers as directed by the supervising physical therapist	Introduction to PT Written Examination PT Fundamentals I and II, Therapeutic Exercise, and Rehabilitation practicals Pre-clinical practical Pre-clinical written examination Clinical I, II, and III student evaluations Program Comprehensive Final
Provides patient-related instruction to patients, family members and caregivers to achieve patient outcomes based on the plan of care established by the PT	Introduction to PT Written Examination PT Fundamentals I and II, Therapeutic Exercise, and Rehabilitation practicals Pre-clinical practical Pre-clinical written examination Clinical I, II, and III student evaluations Program Comprehensive Final
Takes appropriate action in an emergency situation	Medical Diseases Written Examination Written Examination EMTP Basic Emergency Patient Care Practical Examination EMTP Basic Emergency Patient Care Pre-clinical written examination Clinical I, II, and III student evaluations Program Comprehensive Final
Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts the practice setting, and other regulatory agencies.	PT Fundamentals II Written Examination PT Fundamentals documentation assignments Practical examinations in Kinesiology, Therapeutic Exercise, and Pre-clinical practical Pre-Clinical Written examination Clinical I, II, and III student evaluations Program Comprehensive Final
Participates in discharge planning and follow-up as directed by the supervising physical therapist	PT Fundamentals II Written Examination Therapeutic Exercise written examinations Clinical Seminar written examinations Clinical I, II, and III student evaluations Program Comprehensive Final
Reads and understands the health care literature	Presentation in PT Fundamentals I Presentation in Kinesiology Presentation in Clinical Seminar Clinical I, II, and III student evaluations In-service presentation on Clinical Experience III
Education Under the direction and supervision of the physical therapist, instructs members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience.	Introduction to PT Written examination Presentations in PT Fundamentals I, Kinesiology and Clinical Seminar In-service presentation in Clinical Experience III

OUTCOME	ASSESSMENT MEASURE
Administration Interacts with other members of the health care team in patient-care and non-patient care activities. Provides accurate and timely information for billing and reimbursement purposes Describes aspects of organizational planning and operation of the physical therapy service. Participates in performance improvement activities	Introduction to PT Written Examination Clinical I, II, and III student evaluations Clinical Seminar Written Examinations Program Comprehensive Final
Social Responsibility Demonstrates a commitment to meeting the needs of patients and consumers Demonstrates an awareness of social responsibility, citizenship and advocacy, including participation in community and service organization and activities	Core Values-Introduction to PT Written Examination 4 hour community service requirement, Clinical Seminar Participation in one activity related to the promotion of physical therapy services Clinical Seminar Clinical I, II, and III student evaluations
Career Development Identifies career development and lifelong learning opportunities Recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students	Self-evaluations at mid-term of each semester related to portfolio Clinical seminar Clinical I, II, and III student evaluations Participation in one continuing education course as requirement for Clinical Seminar

Academic Standards

- All Physical Therapist Assistant (PTHA) courses must be completed in proper sequence with a grade of "C" or higher in each course. In addition, the student must maintain an overall grade point average of 2.0 to remain in the program. There is not a mechanism for students to be part-time.
- All general education courses must also be completed with a grade of C or higher. Failure to earn a "C" in a non-PTHA course does not necessarily halt progression in the program but the requirement will need to be completed prior to graduation from the program.
- The Anatomy and Physiology requirement is a pre-requisite for PTHA 153 and must be completed with a "C" or higher prior to beginning the second semester in the program.
- All general education courses should be completed before Fall semester of the Sophomore year
- A student that has been admitted into the PTA Program that earns a grade of "D" or below (less than 75%) or a "D" in any required degree course outside of the PTA program will not be able to continue in the program and must either apply for remediation or re-apply for admittance and begin the program from the beginning. See Below for Remediation guidelines.

Extra Credit

While not offered in every class or on every exam, occasionally a student will have the opportunity to complete "extra credit".

- Extra credit will be related to the material covered.

- If extra credit is offered on an exam it is added after the initial determination of whether the student scored greater than or equal to 75%. For instance, if a student earns 74% on an exam and there were two points of extra credit making the score 76% while the final grade is greater than 75% the student would still need to retake the exam to assure competence over the material, but a 76% would be entered in the gradebook.
- If extra credit is offered outside of the test taking the final grade and determination of passing the class will be determined prior to the extra credit being added to the course. Therefore, extra credit in some cases may raise a “C” to a “B” or a “B” to an “A” but will not raise a “D” to a “C”, due to our need to assure competence over the material covered.

Remediation

A student enrolled in the PTA program that earns a grade of “D” or below in any PTHA course, required general science course or Human Anatomy and Physiology will not be allowed to continue in the program as previously scheduled. The student who earns a single “D” will meet with the program coordinator to discuss the student’s status. If the student wishes to continue in the program, he/she will present, in writing, a remediation plan outlining changes he/she will make that will bring about a different result. This plan will be presented to a Remediation Panel of three HSI/PV employees, including the PTA program coordinator. The student may choose one of the panel members and the program coordinator will choose the final member.

- A successful appeal will allow the student to return the next semester (if space is available) in which-ever program, (traditional or web-based) is offering the course(s) needed.
- Except in extraordinary circumstances a student that earns a grade below a “C” in a first semester PTHA course or Anatomy and Physiology would need to re-apply to the program and start over in a new cohort.
- The result of the remediation panel will at minimum require the student to re-take the course the “D” was earned in and any courses with a lab regardless of the grade earned in that course. If the remediation semester involves a clinical course the clinical will be repeated unless otherwise arranged. A student that remediates will no longer be in their original cohort and will join the cohort that is in the semester the course is needed. The student will remain in that cohort for the rest of their schooling. An unsatisfactory plan will result in the student being asked to re-apply to the program and begin as a new student.
- If there are more students applying for space than there is available space the decision will be based on: quality of the remediation plan, changes made by the student in the semester in which they earned a “D”; GPA, and overall course performance. In the case of limited space, a student may not be offered a position or may be offered an opportunity to restart the program and at minimum retaking all lab course work, clinicals and the course not passed.

- A student that has earned two or more “D’s” or an “F” that would like to re-enter the program will be required to reapply and undergo the admissions process. If accepted into the program, the student would be considered a new student at that point, and would be required to take all coursework, including that which had previously been successfully completed.
- A student may not apply for admission to the program a third time if dismissed due to grades.
- A student must earn 75% in both the lab portion and the lecture portions of the course to earn an acceptable grade for the course. If both scores meet the minimum competency level (75%), the final grade will be determined through calculation of points reflecting both lecture and lab. If the grade in either the lab or lecture is less than 75%, the final grade will be “D” or “F” depending on points earned.
- Any student earning a grade of 75% or below on any written examination will be required to repeat that examination in order to verify minimum knowledge level within one week of the posted test score. If the student does not complete this repeat examination within one week, the instructor reserves the right to counsel the student and require remediation in another manner.
- Any student earning lower than an 80% on any practical examination or competency check, or failing to complete the practical/competency check without completing critical safety errors will be required to complete the practical/competency check again until competent. If the student fails the practical/competency check the second time, an additional 25% will be deducted from the original score. Failure to complete the practical examination on the third attempt, will result in a grade of 0 being recorded for the practical/competency check. The student must continue to remediate the content area and demonstrate competency or the student will be given an incomplete for the course and not be allowed to continue in the program until complete.
- **Any student earning a grade below 75% on a final examination will be given an incomplete and will be required to retake the final with initial score remaining in the grade book. Only upon satisfactory completion of the final examination will students be allowed to continue to the next semester and the grade of “incomplete” changed.**
- A student earning a grade of "D" or below in any clinical setting will be required to repeat that section at a time and clinical site determined by the Academic Coordinator of Clinical Education. A student who earns a second grade of "D" or "F" for a clinical rotation will be dismissed from the program.
- If a student has earned a "C" or better in all PTHA and required Biology coursework, but the overall GPA drops below 2.0, the student will be placed on academic probation the following semester. If the GPA remains below 2.0 at the end of the semester, the student may be dropped from the program.

- Students will follow the guidelines of professional and ethical conduct as outlined by the American Physical Therapy Association. A student may be dismissed from the program for violation of these guidelines. (See Student Counseling Form.)
- All students will self-evaluate on performance and professional qualities and be given feedback by program faculty. (Student Self Evaluation). Students will be required to update a portfolio each semester. Failure to do so will result in an incomplete given for the course until portfolio completion.

Methods of Communication of Student Progress

- Students are encouraged to meet with instructors during office hours regarding any concerns affecting academic progress.
- Faculty routinely use email for communication.
- Examination and quiz scores will be posted to Canvas (<http://bboard.mcckc.edu>) for individual access.
- Each course includes scheduled written examinations. After each exam, the instructor will be available for review and questions.
- Students will complete **30–40 individual competency checks** throughout the program (as outlined in the Outcomes Assessment Plan).
 - Students receive feedback on each competency or practical examination.
 - A score of **80% or higher** is required to demonstrate competency. Students scoring below 80% will repeat the assessment until competency is achieved.
 - Students are responsible for documenting the date of completion for each competency and placing it in their student portfolio.
- Students must complete both:
 - a written examination to prepare for clinical rotations, and
 - a cumulative program examination at the end of the program, earning a minimum score of **80%** on each.
- Each student will be assigned to a PTA faculty advisor.
 - Faculty advisors will meet with students as needed.
 - Each semester, the Student Performance Report will be completed and reviewed by the student and advisor, then filed in the student's record.
- If concerns arise regarding student behavior, faculty will meet with the student individually.
 - A Student Conference Form may be completed and filed. ([APPENDIX U](#))
 - A specific plan for improvement will be outlined.

- If concerns persist, the issue may be referred to the Allied Health Division Chair and could result in dismissal.
- Communication between students and clinical instructors is ongoing during clinical rotations.
 - Formal evaluations occur at midterm and final using standardized forms.
 - If a conflict arises, the student should first speak directly with the clinical instructor. If unresolved, the student must contact the Academic Coordinator of Clinical Education (ACCE).
- If the clinical instructor determines a student is performing below expectations:
 - The clinical instructor will first discuss concerns with the student.
 - If unresolved, the clinical instructor will contact the ACCE, who will assist in establishing goals for improvement.
- If a student fails a clinical rotation due to performance issues:
 - The student will repeat the rotation at another facility at a time determined by the ACCE.
 - A conference will be held to establish clinical goals.
 - Failure of a second clinical rotation results in dismissal from the program.

Student Portfolio Policy

1. Each student must complete a student portfolio to be eligible for graduation.
2. Students should maintain the portfolio in a binder or notebook.
3. Graded written exams, competency checks, and practical examinations must be filed in the portfolio as they are completed.
 - Students should highlight areas needing improvement and identify a plan and timeline for addressing deficiencies.
4. At the midpoint of the second semester, students will complete the *Student Self-Evaluation / Mid-Term Conference Form*. ([APPENDIX K](#))
5. Students will meet with their faculty advisor to discuss self-evaluation.
 - The completed form and portfolio must be brought to the meeting.
 - Students who arrive unprepared will be required to reschedule.
6. During the conference, students and faculty will review performance and plans for improvement.
7. Faculty will address any remaining concerns and provide guidance as needed.
8. The completed self-evaluation form must be filed in the portfolio.
9. At the end of each semester, students must present their portfolio to the assigned instructor for review.

- Failure to do so will result in a grade of “I” (**Incomplete**) until the portfolio is submitted.

10. The portfolio must include evidence of:

- Participation in **one community service activity** (approx. 4 hours) with verification and a one-page reflection, and
- Participation in an activity promoting physical therapy or health, with verification.

11. The completed portfolio must be presented during the final didactic semester to the Program Coordinator or ACCE.

- Failure to complete the portfolio will result in an **Incomplete** in the Clinical Seminar course.

12. Portfolio Checklist (APPENDIX P)

Retention Policy

1. The target class size is approximately 22 students for fall (land-based) admission and approximately 14 students for spring (web-based) admission.
2. Admission policies are designed to select students with the greatest likelihood of success based on historical outcomes.
3. Program policies support student success and minimize attrition by:
 - Clearly outlining expectations in printed materials, the application process, orientation, and the student handbook.
 - Identifying “at-risk” students early and providing structured intervention.

Criteria for At-Risk Status

A student may be designated as “at-risk” for any of the following:

1. Entering GPA ≤ 2.75
2. History of repeated prerequisite coursework
3. Two or more exam grades $\leq 75\%$ in a semester
4. Retaking two or more practical exams in a semester
5. Cumulative GPA below 2.0
6. Faculty concerns regarding academic or professional behaviors (e.g., generic abilities, professionalism, writing skills, test anxiety)

Supportive Intervention Process

1. Student meets with faculty to develop a written success plan* (signed by both student and faculty).
2. Student meets monthly with their designated faculty advisor.

3. At-risk status is reviewed at semester end to determine next steps.
4. Faculty clearly communicates expectations through:
 - Written course objectives
 - Grading rubrics identifying critical errors
5. Remediation requirements:
 - Exams below 75% must be repeated until a minimum score of 75% is earned.
 - Practical exams/competencies below 80%, or with critical errors, must be repeated until competency is achieved (with point deductions for retakes).
6. Performance expectations:
 - Minimum of **75%** in both lecture and lab components to continue in the program.
 - Attendance expectations must be met.
7. Portfolio requirements assist students in self-evaluation and documenting competency.
8. Curriculum design supports reinforcement of learning throughout subsequent semesters.
9. Clinical instructors receive clear expectations via the Clinical Education Manual and online clinical platform.
10. Clinical instructors are encouraged to provide formative and summative feedback and notify the ACCE early if concerns arise.
11. Clinical remediation policy:
 - If a student fails a clinical due to performance issues, a remediation clinical may be arranged unless failure is due to severe circumstances.
 - Failure of a second clinical results in dismissal.
12. Students retain the right to appeal under the college's grievance and due-process policy.

* The plan may include:

- Mandatory meeting with course instructor
- Written action plan to meet competency
- Use of college resources (Early Alert, Counseling Center, Access Office)
- Journal of study habits

Grounds for Counseling and Program Dismissal

A student may be counseled and documented using a Student Conference Form. Continued issues, or serious incidents, may result in immediate dismissal after consultation with college administration.

Grounds for counseling and/or dismissal include, but are not limited to:

- Academic dishonesty
- Habitual absence or excessive tardiness
- Unprofessional, unethical, or illegal conduct
- Failure to follow PTA Program policies
- Violation of rules or regulations at a clinical site
- Unsafe practice or repeated failure to demonstrate competency
- Sexual harassment of students, faculty, or clinical staff
- Theft or intentional damage of property
- Reporting to class or clinic under the influence of alcohol or controlled substances
- Insubordination
- Disruptive behavior in class or clinic
- Felony conviction while in the program

Online Resources

Canvas is currently in use for all courses. This enables an instructor to post handouts, web sites, practice quizzes, and current grades for students to access with proper ID and password. Students will not share their login information or password with anyone.

Instructions for logging on are posted on MCC's distance education site at <http://www.mcckc.edu>

Program Learning Resources

Students are encouraged to use all videotapes, texts, written materials and computers for supplemental classroom study. Students are not allowed to remove materials from the classroom. Additional learning resources are in the Health Resource Center.

Field Trips

Field trips to area clinical facilities will be scheduled to expose students to content otherwise not available. Students will be expected to arrange for their own transportation to the facility. Any injury occurring during transportation or at the site will be the sole responsibility of the student. Students will be asked to sign a waiver prior to participation in field trips. In addition, students will be required to have knowledge of safety procedures for the facility. See addendum for field trip forms.

Evaluation of Instruction

The college has a schedule of evaluating instructors for effectiveness that involves another instructor reviewing a lecture and asking students to formally evaluate a particular class. Students are encouraged to evaluate instructors in a fair, unbiased manner, given specific attention to making suggestions for improvement in a tactful way where warranted.

Program Plan for Quality Improvement

The program faculty values continued quality improvement. As such, the program has a quality improvement plan in which data is collected from various sources and results in strategic planning. As part of the quality improvement plan, students' comments are used to improve the program from the following sources: Student Evaluations of Instruction, Input from Student Advisory Group, Student Evaluation of Clinical Education Forms, Graduate Surveys, Suggestions and Complaints, etc. (See Addendum)

Withdrawals

Students are responsible for officially withdrawing from classes they do not plan to complete. If you stop attending a class but remain on the class roster, you may receive an "F" in the class. If you receive federal or state financial aid, you may also be required to repay those benefits. Students may drop a class through their [myMCCCKC](#) student center or by visiting with an advisor. Dropping a class through the first 25% of the class removes it from the official transcript. During the 26%-60% timeframe, dropping a class will result in a grade of "W" on the transcript. During the last 40% of a class, students will receive a grade for their academic progress. Students who stop attending class during this time period could fall below satisfactory academic standards and therefore receive a failing grade. Instructors are not required to withdraw you or to change a grade of "F" if you fail to assume this responsibility. Withdrawal forms are available through an academic advisor or from the Records Office.

Electronics:

Use of laptops and any other electronic device in the classroom will be at the individual instructor's discretion. It is distracting to other students if you are doing non-course related activities either on or off the computer and you may be counted absent that day. The use of cellular telephones, pagers, smart watches, or any audible signaling devices in classrooms and areas designated for studying, such as the library, learning center, testing center or laboratories, is strictly prohibited. Students using such devices may be subject to disciplinary action. You may be asked to leave class if you are disruptive. If there is an urgent need for you to monitor your phone, you must discuss this with the instructor prior to the beginning of class.

Children on Campus

MCC provides environments that promote learning for students who are enrolled. Classroom, studio, library, and laboratory environments are not appropriate places for children. The campuses are also places of easy access to the public and do not have resources to protect unsupervised children, which could place your child at risk. Therefore, students are prohibited from leaving a child unattended at any college facility. Unattended children will be reported to the Public Safety Office and the parent/guardian responsible could face disciplinary action.

- [6.10012 DP Grade Change](#)

5.6 Non-Discrimination and Accessibility Policies

Metropolitan Community College is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act (ADA). If you have a disability which may impact your ability to access or participate in any aspect of your coursework, please contact the Penn Valley campus Disability Support Services (DSS): Celia Hancock, Celia.Hancock@mcckc.edu, or at (816) 604-4293.

The DSS Coordinator will work with you to determine what disability documentation/information is needed in order to provide accommodations. Accommodations are determined on an individualized basis and may take some time to put in place, so early notification to DSS is helpful. Students can identify themselves to DSS as a student with a disability and request accommodations anytime during their education. Please note that accommodations are not retroactive and may vary based on the nature and requirements of the class. [More information is available at www.mcckc.edu/disability.](http://www.mcckc.edu/disability)

Testing Accommodations

Students who require testing accommodations in accordance with the Americans with Disabilities Act (ADA) must provide a Letter of Accommodation to each instructor each semester from Penn Valley's Disability Support Services (DSS) office. These steps must be followed when your instructor notifies you of an exam:

- It is the student's obligation, not the Testing Center's to understand and follow the instructions below. Failure to follow these guidelines may result in exam failure. Any questions regarding these guidelines should be addressed with the instructor.
- The student will contact the Testing Center at least three business days in advance to schedule each test. Tests should be scheduled at your regular class time in most cases. If extended test time cannot be arranged at your usual class time because it will interfere with another class, please notify the Testing Center to arrange a different time as close to the regular class time as possible.
- The Testing Center and the student will notify the instructor of the time. If the test is not taken at the regular class time, the instructor must approve the scheduled time.
- Once approved, the testing time will not be changed without permission from the instructor.
- If instructor permission is not received prior to taking the exam, it will begin at the previously accepted time.
- All tests scheduled in the Testing Center will begin at the scheduled time. A student who is late to the exam will be considered tardy and will receive the appropriate point deduction at the instructor's discretion. The time for test taking is deducted from the total amount of time for testing as with students not receiving accommodation. If the late start is due to issues at the Testing Center and not due to the student's tardiness, full testing time will be given. Example: If a test is to last 1 hour and the student is given 2 hours to complete and they show up 30 minutes late, they will be considered tardy and will now have 1 ½ hours to complete the exam. If the delay is due to Testing Center issues they will still receive the full 2 hours.

- The student will follow all Testing Center guidelines.

Lactation Support Policy

Metropolitan Community College (MCC) and the Physical Therapist Assistant (PTA) Program faculty are committed to supporting students who are parents and those with lactation needs. Lactation rooms are available to students on all MCC campuses, including the Health Sciences Institute (HSI), for nursing or breast milk expression.

At the HSI, the designated lactation room is Room 408 Y. To arrange access, students should contact the administrative assistant at the Nursing Department front desk located in Room 408. If the Nursing Department administrative assistant is unavailable, students may contact any PTA faculty member for assistance. The lactation room is equipped with a small refrigerator for milk storage.

Information regarding lactation rooms at other MCC campuses is available on the MCC website.

Students whose lactation needs may interfere with scheduled class or laboratory attendance are expected to meet individually with their instructors to discuss and address any potential scheduling conflicts.

<https://mcckc.edu/student-resources/index.aspx#lactation>

- [7.30020 BP Non-Discrimination](#)
- [7.30030 BP Non-Discrimination and Harassment Student](#)
- [7.30030 DP Non-Discrimination and Harassment Student](#)
- [7.30035 BP Sex Discrimination and Sexual Harassment Student](#)
- [7.30035 DP Sex Discrimination and Sexual Harassment Student](#)
- [7.20100 DR Disability Support Services](#)
- [7.20100 OP Disability Support Services](#)
- [7.20200 DR Service Animals and Emotional Support Animals](#)
- [7.20200 OP Service Animals and Emotional Support Animals](#)

6. Curriculum and Course Descriptions

6.1 Program and Course Requirements and Credit Hours

Courses Required for the A.A.S. Degree – Physical Therapist Assistant

Course Number	Course Title	Credits	Notes
ENGL 101	Composition & Reading I	3	(JCCC: ENGL 121)
Any Biological or Physical Science	Science course (Chemistry, Biology, or Geology)	4–6	May require Intro to Cell Biology or CHEM 105 if taking BIOL 109
BIOL 150	Medical Terminology	2–3	(JCCC: LC 130 / HIM 100)
PTHA 151	Introduction to Physical Therapy	2	Required for graduation
BIOL 109	Anatomy & Physiology (with lab)	4–6	Multiple MCC/JCCC options accepted

Course Number	Course Title	Credits	Notes
PSYC 140	General Psychology	3	(JCCC: PSYC 130)
COMM 100 or COMM 102	Fundamentals of Speech	3	(JCCC: SPDR 121; SPDR 102 also accepted)
PTHA 152	Physical Therapy Fundamentals I	4	
PTHA 160	Medical Diseases	2	
HIST 120 / HIST 121 / POLS 136	American Institutions (U.S. History or Government)	3	Required for Missouri A.A.S. degree
PTHA 153	Kinesiology	4	
PTHA 154	Applied Neurology	2	
PTHA 159	Orthopedic Pathology	2	
PTHA 161	Physical Therapy Fundamentals II	4	
PTHA 162	Clinical Immersion (40 clinical hours)	1	
PTHA 155	Rehabilitation	4	
PTHA 158	Therapeutic Exercise	4	
PTHA 164	Pediatrics & Gerontology	2	
PTHA 171	Clinical Seminar	2	
PTHA 170	Clinical Education I (3 weeks, full-time)	3	
PTHA 272	Clinical Education II (14 weeks, full-time)	12	

Total Credit Hours Required to Graduate: 72

Key Notes

General education courses may be taken in any order but must be completed to graduate.

Anatomy & Physiology may be completed using one of several valid course sequences (MCC or JCCC options).

Students transferring History/Government from outside Missouri may need POLS 153 – Missouri Constitution to meet state degree requirements.

Anatomy and Physiology courses and Medical Terminology courses older than five (5) years do not count toward the PTA.

6.2 Pre-requisite Courses

Prerequisite Coursework (must be completed before the application deadline)

Students must complete **3–4 prerequisite courses** prior to submitting an application.

One of the following General Education Course

Choose *one* of the following (or an approved equivalent transfer course):

ENGL 101 – Composition & Reading (JCCC: ENGL 121)

PSYC 140 – General Psychology (JCCC: PSYC 130)

SPDR 100 – Fundamentals of Speech (JCCC: SPDR 121)

HIST 120 or HIST 121 – U.S. History, or POLS 136 – Introduction to American National Politics

If previously completed at another institution, the course must match the equivalent course number.

Science Requirement

Minimum **3 credit hours** in any Biological or Physical Science (e.g., Chemistry, Biology, Geology, Physics).

No time limit applies to science coursework for application purposes.

Note: Although only 3 hours are required to apply, **4–6 total science hours are required for graduation.**

Medical Terminology

BIOL 150 – Medical Terminology (2–3 credits)

(JCCC equivalent: HC 130 / We also accept MCC's HIM 100)

Introduction to Physical Therapy (Recommended)

PTHA 151 – Introduction to Physical Therapy (2 credits)

Strongly recommended prior to application; **required for graduation** and offered at MCC Penn Valley.

6.3 Required Core Courses

Course Descriptions

PTHA 151 Introduction to Physical Therapy (2 credits. 2 hours)

Introduction to the education and roles of the physical therapist and physical therapist assistant as members of the health care team. Overview of physical therapy practice, terms and current issues. Effective interaction with others related to the implementation of the physical therapy plan of care.

PTHA 152 Physical Therapy Fundamentals I (4 credits. 2.5 lecture, 3 lab hours)

Basic patient care skills utilized by the physical therapist assistant in carrying out the plan of care established by the physical therapist. Theory and application of basic treatment modalities used in physical therapy, including indications and contraindications. Field trips

PTHA 153 Kinesiology (4 credits. 2 lecture, 4 lab hours)

Discussion of anatomy and function of the musculoskeletal system. Analysis of various activities. Application of various data collection techniques to monitor effectiveness of physical therapy interventions as outlined in the plan of care established by the supervising physical therapist.

PTHA 154 Applied Neurology (2 credits. 2 lecture hours)

Foundations of neuroscience for practice as a rehabilitation professional. Anatomy and function of the nervous system. Correlation of clinical problems with pathology of the nervous system. Cross-listed with OTHA 154.

PTHA 155 Rehabilitation (4 credits. 3 lecture, 2 lab hours)

Introduction to underlying theory, principles and application of interventions involved in physical rehabilitation. Field trips as required.

PTHA 158 Therapeutic Exercise (4 credits. 2 lecture, 4 lab hours)

Introduction to the theory and principles of application of therapeutic exercise including patient instruction, manual techniques and equipment commonly used by the physical therapist assistant in carrying out the plan of care as established by the supervising physical therapist. Field trips as required.

PTHA 159 Orthopedic Pathology (2 credits. 2 lecture hours)

Orthopedic pathologies commonly seen in physical therapy practice: diagnostic tests, signs and symptoms, physiologic factors and common interventions associated with the physical therapy plan of care

PTHA 160 Medical Diseases (2 credits. 2 lecture hours)

Medical diseases commonly seen in physical therapy practice; diagnostic tests, signs and symptoms, physiologic factors and common interventions associated with the physical therapy plan of care.

PTHA 161 Physical Therapy Fundamentals II (4 credits. 2.5 lecture, 3 lab hours)

Introduction to the theory and practical application of documentation, patient care skills, and selected modalities, including indications and contraindications.

PTHA 162 Clinical Immersion (1credit)

Supervised clinical and simulation experience in the practical application of techniques and procedures covered in all previous PTHA courses. Assisting physical therapists in treatment of patients in a variety of clinical settings.

PTHA 164 Pediatrics and Gerontology (2 credits. 2 lecture hours)

Specialized information related to the treatment of pediatric and older adult populations

PTHA 170 Clinical Experience I (3 credits, 3 weeks full time)

Supervised clinical experience in the practical application of techniques and procedures covered in all previous PTHA courses. Assisting physical therapists in treatment of patients in a variety of clinical settings.

PTHA 171 Clinical Seminar (2 credits, 2 lecture hours)

This course contains information on current professional issues and values, administrative policies and procedures, and related clinical topics associated with the practice of physical therapy. Service-learning projects required

PTHA 272 Clinical Education II (12 credits, 40 hours/week-14 weeks)

Practical application of principles learned in the prior didactic semesters. Experience rotating internships in selected clinical sites under the supervision of a physical therapist.

6.4 Elective Options

There are no elective course options available in this program

7. Work-Based Learning Requirements

7.1 Work-Based Learning (Clinical Experiences)

Policies pertaining to Clinical Education can be found in the previous section and below. The SPTA will be given electronic access to additional Clinical Education forms after admission as they prepare for clinical education. Any questions regarding clinical education responsibilities can be directed to the PTA program Clinical Coordinator at (816) 604-4909.

Clinical Education

Clinical Course Descriptions

Clinical Immersion

During the second semester, the student will complete no less than 40 hours or its equivalent of clinical work/observation/simulation.

Clinical Education I

During the third semester, classes will run for approximately 8 weeks. Students will then break for three weeks of clinical rotations and return to complete the rest of the didactic semester.

Clinical Education II

During the final semester, all students will go out on clinical rotations for two 7-week clinicals

Clinical Education Policies

Guidelines for Participation in Clinical Rotations

Academic requirements

- a. Students must pass all coursework with a grade of C or better to be eligible for clinical rotations.
- b. Competency checks with a minimum grade of 80%. Core competencies will be tested using practical examinations prior to clinical rotations in the classroom setting. All students must complete each skill with a score of 80% or greater to be eligible to participate in clinical rotations with no safety errors.
- c. Successful completion of the following examinations: Fire safety, HIPAA, and standard precautions. Successful completion of any required clinical review quizzes or pre-clinical competency tests with minimum grade 80%.
- e. CPR certification

Physical Examination and Vaccinations Declaration (See Allied Health Vaccinations and Titer Requirements).

- 1. Each student must complete a physical examination prior to the start of clinicals.
- 2. The physical must be performed utilizing the standardized form in this manual.
- 3. The student must keep this form and is responsible for revealing to the clinical instructor any limitations that the student may have as a result of the findings of the physical examination.

4. A facility may require immunizations in addition to those required by MCC prior to accepting a student for clinicals. The student will be responsible for any costs associated with obtaining required immunizations.
5. Any health condition which could potentially affect the safety and well-being of the student or others must be disclosed by the student to the clinical instructor and the ACCE at the beginning of the clinical.
6. The student must maintain up to date health records.
7. Changes in medical condition that could impact the ability of the student to complete clinical rotations or participate in class/labs must be reported immediately. Failure to do so may result in dismissal from the program.
8. Misrepresentation of medical status may result in dismissal from the program.
9. All students must sign the Vaccination Declarations sheet.
10. All students must sign the Informed Consent Sheet regarding Clinical Rotations ([APPENDIX D](#))

Disclosure of Student Information for Clinical Placement

- Physical Therapist Assistant students participate in clinical education experiences at off-campus healthcare facilities. In order to place students in these clinical settings, the PTA Program or the student may be required to share certain student information with the clinical sites. This may include, but is not limited to, background check results, drug screen results, immunization and vaccination records, health documentation, CPR certification, and other required training records.
- Clinical sites must meet strict regulatory and accreditation standards set by organizations such as The Joint Commission (JCAHO), the Commission on Accreditation of Rehabilitation Facilities (CARF), Medicare, state licensing boards, and their own internal policies. These standards are designed to protect patient safety, ensure infection control, and verify that all individuals in the facility—including students—meet the same legal and safety requirements as employees.
- Because students function in a patient-care environment during clinical rotations, they must comply with the same requirements as staff. Failure to provide the required documentation may affect a student's ability to be placed at a clinical site, which may delay or prevent progression in the program.
- The PTA Program shares only the minimum necessary information and does so solely for the purpose of securing clinical placement and meeting regulatory requirements
- See [APPENDIX Y](#) for the appropriate release form

Criminal Background Check (CBC) and Family Care Safety Registry (FCSR):

While background checks and "Family Care Safety Registry" are not required or considered for admittance to the program a student must successfully complete a criminal background check and successfully join the FCSR to complete the program and advance to clinical courses in the third and fourth semesters.

Please see [APPENDIX W](#) for detailed instructions on applying to FCSR

Drug and Alcohol Screening

As a requirement for completing a clinical rotation at certain clinical sites, the facility may require a drug test. The student will be responsible for the cost of the laboratory work. Failure to complete this screening or a failed screening will result in dismissal from the program. ([APPENDIX B](#))

Two step TB test

Students will be required to have a TB test on an annual basis prior to beginning clinicals. Students will be responsible for the cost of this test.

Students will be responsible for verification of chicken pox immunization or chicken pox titer.

See [APPENDIX N](#)

Health and Safety

Students should understand that while completing clinical rotations, there is some risk of injury or contracting an illness. The student will be taught how to reduce the likelihood of injury or illness while in the program, prior to clinical rotations. The student is advised to acquire the Hepatitis B vaccination series but may decline to do so. Any student that is exposed to a blood borne disease such as Hepatitis B is advised to sanitize the area immediately & then go immediately to the ER for prophylactic treatment. Each facility should have a written protocol to follow in such instances. Injuries sustained while on clinical rotations are the financial responsibility of the student's health insurance unless negligence is determined by the clinical site. In addition, prior to clinical rotations, students required to have a physical examination completed to determine fitness to perform the duties required. The physical examination will be performed using a standardized form found in the appendix. In addition, a record of vaccinations, TB test, criminal background check, completed Hepatitis B vaccination declaration form, and Clinical Experience Informed Consent Form must be signed. ([APPENDIX J](#))

As part of their educational program, Allied Health and Nursing students must demonstrate proficiency and competency in clinical activities to complete the program. The types and level of required competencies varies with each program and within each course and is most often determined by the standards of the program's accrediting body.

Each Allied Health and Nursing program has identified technical performance standards and/or essential functions based on the same functions associated with a career in the profession and should be considered by prospective students when determining whether they will be able to successfully complete the program. These functions are also required for the student to successfully demonstrate clinical competence.

It is the policy of MCC-Penn Valley to provide reasonable accommodation for individuals with disabilities or those individuals who have experienced a temporary loss of ability due to an illness, injury, or accident. It is the responsibility of the student to reveal any disability or condition which might be problematic or require reasonable accommodation to the Access Office. The Access Office will assess each situation on a case-by-case basis to determine what reasonable accommodations can be done within the requirement of completing

course competencies. If it is determined that reasonable accommodation cannot be made, the student will be notified that his/her participation in the clinical training may be delayed until such time he/she can pass all course competencies.

Any Allied Health or Nursing student with an infectious disease or communicable disease that cannot be contained (such as fever, secretions, or airborne pathogens) may not be permitted to participate in clinical rotations. The determination of whether a student should be excluded from participation shall be made on a case-by-case basis in consultation with the student's physician and the appropriate college official. A physician's note provided to the program faculty may be required for continued placement in clinical training.

Assignment to Clinical Rotations

Clinical assignments are made by faculty and are primarily based on student's educational needs and availability. The ACCE coordinates clinical education to provide a variety of experiences. Consideration is also given to location when possible. The student may not complete a clinical where they are currently or have been previously employed in the Physical Therapy Department. A student should present in writing any special requests for clinicals to the ACCE for consideration. Information about the current clinical sites is on file in the ACCE's office. A student may wish to affiliate with a site not currently utilized. The ACCE will provide information regarding the correct procedure to follow to assist in this regard. The process for acquiring a new clinical site is a lengthy one and requires ample lead time. Students should not reach out to potential clinical sites without first contacting the ACCE for guidance.

Transportation and Housing

Students may be required to drive within a 70-mile radius or be placed at a clinical site out of town if needed. Students are responsible for transportation to and from the clinical site. Although many sites are within a 70-mile radius, out-of-town placement may be necessary. The student will bear all expenses associated with placement (i.e. housing, meals, and transportation). The majority of MCC's clinical sites are in the Greater Kansas City area. If you are a student traveling a long distance to attend the program you may be expected to have most or all of your clinicals in the Greater Kansas City area. We cannot guarantee placement within 70 miles of your home if you live outside Greater Kansas City.

Dress Code

Students are to be dressed in a professional manner. Students may be required to purchase a white lab jacket or scrubs and must wear either a name tag provided by the clinical site or their MCC student ID badge while in the clinic. Specific instructions will be given by the ACCE. Students will dress according to the dress code at the individual facility. However, the student will be expected to:

- a. dress conservatively, without exposure of undergarments or private body areas.
- b. refrain from wearing excessive jewelry
- c. refrain from wearing visible body piercing other than earlobes
- d. cover tattoos if required by a clinic.
- e. be neat, clean, and free of odor

- f. wear non-skid shoes
- g. refrain from wearing colognes, perfumes or other scents.
- h. to wear their hair as a natural color if required by a clinic.
- i. to wear long hair pulled back and secure.
- j. not wear false nails and keep nails no longer than to the fingertips

Attendance

Clinical absences must be made up promptly. One (1) hour is made up for each hour missed. The date and time of a clinical make-up will be determined by the clinical instructor at that facility and the ACCE and may require a Saturday or Sunday. If you are going to be absent from a clinical (part or all day), you must notify the clinical instructor at the facility and the programs ACCE, Samantha Satterfield (816-604-4909) prior to the clinical. If you are going to be tardy, you must also notify the clinical instructor and Samantha Satterfield. Failure to call the facility or ACCE in a reasonable time frame will be reflected in the student's clinical grade. (See clinical guidelines provided by the ACCE in Clinical Experience syllabi).

Course Outcomes and Objectives

Students will be provided with a course syllabus prior to clinical rotations which will outline objectives, assignments, clinical performance assessment and other policies regarding attendance, etc.

Patient Confidentiality

Students are required to successfully complete a HIPAA written examination prior to clinicals and sign a confidentiality statement prior to clinicals (found in [Appendix C](#))

Clinical Performance Assessment

Students will be evaluated on their clinical performance by the Clinical Instructor at the assigned facility using an assessment tool provided by the school. In addition to on-going feedback, the student will be provided a formal mid-term evaluation using the assessment tool and a final evaluation at the clinical's end. The final grade determination will be made the ACCE at the school after reviewing the scored performance evaluation, communication with the clinical instructor and student as well as other assignments.

Communication

Each student will be visited during at least one clinical. Each facility will be phoned during each clinical rotation. Students will be required to email the ACCE on a weekly basis during full-time clinicals to keep the ACCE informed.

Clinical Remediation

Student performance standards will be discussed and are included in the syllabus for each clinical course. Students must achieve these performance standards in the following areas to successfully complete the course.

Cognitive: Implementation of Program, Physical Therapy Skills

Psychomotor: Communication, Implementation of Program, Personal and Professional Qualities, Ethical and Professional Responsibilities, Administration of Physical Therapy Skills

Affective: Communication, Interpersonal Relationships, Personal and Professional Qualities, Ethical and Professional Responsibilities, Administration

If a student is not meeting performance standards, the clinical instructor is asked to meet with the student to establish measurable goals and assure that expectations are understood. If the student continues to perform below the expected level for the clinical rotation, the clinical coordinator is asked to contact the ACCE at the school to discuss the situation. The ACCE may schedule a visit to discuss the situation with the student and clinical instructor, making sure that specific goals for performance are addressed. If at the end of the clinical rotation, the student has not achieved the goals for the clinical rotation, remediation will be necessary. This will require additional clinical time at the site or different site, arranged according to clinical availability. The student is allowed one remediation clinical while in the program. If the student fails a second clinical rotation, the student would not be able to continue in the program at that time.

Student Evaluation of Clinical Facility

To assure effectiveness in the clinical education program, students are required to evaluate the clinical facility at mid-term of the clinical and mail the form to the ACCE, so that any problems can be addressed while the student is on the clinical. Students are also required to complete an evaluation of the clinical facility at the end of the clinical that must be shared with the clinical coordinator of the facility

Student Evaluation of Clinical Education Program

Students will be asked to give input regarding clinical education through informal talks, Student Evaluation of the Clinical Facility, and at the end of the program using the form Evaluation of the Clinical Education Program.

7.2 Eligibility and Application Process

Step 1: Verify Eligibility

General Education (complete *one* of the following):

- ☐ ENGL 101 Composition & Reading (3 credits)
- ☐ PSYC 140 Psychology (3 credits)
- ☐ SPDR 100 Fundamentals of Speech (3 credits)
- ☐ HIST 120, HIST 121, or POLS 136 (3 credits)

Required Coursework (must be completed within the last 5 years with a grade of C or higher):

- ☐ Biological or Physical Science course (minimum 3 credits; 4–6 credits required for graduation*)
- ☐ BIOL 150 Medical Terminology (2–3 credits)
- ☐ PTHA 151 Introduction to Physical Therapy (2 credits) – offered only at MCC Penn Valley

*While 3 hours of science are required to apply, 4 science credit hours are required for graduation in addition to Medical Terminology and Anatomy & Physiology.

Academic Requirements:

- ☐ Minimum 2.5 GPA in required program coursework

Reading Competency (must be within the last 3 years):

- ☐ Submit ACT, Compass, or Accuplacer Reading Score
 - Native English speakers scoring below 85 (Accuplacer Next-Gen below 256) must complete READ 100 (grade C or higher)
 - Non-native English speakers: ACT $\geq$ 18, ESL Compass $\geq$ 86, or Accuplacer ESL $\geq$ 110
 - If below cutoffs, complete required ESL READ courses and READ 100

If applicable (non-MCCKC students):

- ☐ Request official transcripts sent to:
MCC Penn Valley – Student Data Center, 3200 Broadway, Kansas City, MO 64111

Applications without PTHA 151 will be reviewed, but applicants who have completed all prerequisites will receive priority.

Step 2: Complete and Submit Application Materials

- ☐ *Student Application Form (completed exactly as directed)*

Observation Requirement:

- ☐ One inpatient observation (min. 4 hours)
- ☐ One outpatient observation (min. 4 hours)
- ☐ Observation Sheet signed by supervising PT/PTA
- ☐ One (1) typed, one-page reflection summarizing *both* observations
(Do not include your name on the paper — attach a separate cover page with your name)

Documentation:

- ☐ Curriculum Checklist (highlight completed courses)
- ☐ Official transcripts sent from all prior colleges to MCC
- ☐ Student copy of transcripts included in application packet

References:

- ☐ Two professional references (supervisor, instructor, etc.)
- ☐ Reference Questionnaires sent *directly* from the reference to the PTA department

Final Forms:

- ☐ Signed Policy & Permission Statements

Step 3: Submit Your Completed Application Packet**Deadlines:**

- ☐ June 10 – Traditional/Land-Based Program
- ☐ October 1 – Web-Based Program

Submit to:

Physical Therapist Assistant Program

Attn: Dr. Randy Leighton

3444 Broadway

Kansas City, MO 64111-2764

- ☐ Delivered or mailed to Suite 410, Health Science Institute

Step 4: Interview & Notification

- ☐ Await interview notification (within two weeks of deadline)

- ☐ Attend mandatory orientation (July for land-based; October for web-based) if accepted

Step 5: Clinical Education Requirement

- ☐ Acknowledge that the program requires 680 hours of clinical education
- ☐ Expect assignments at four clinical sites over 18 weeks
- ☐ Reliable transportation required (clinical sites may be up to a 70-mile radius)

Vaccinations and Other Compliance:

- Currently, MCC does not have policies regarding vaccinations for attendance in class or application/acceptance into the program.
- However, to begin the clinical portion of the program and to successfully graduate students **MUST** complete the following:
 - Successfully pass a criminal background check.
 - Successfully pass a drug screen, including a negative test for THC.
 - Be current with multiple vaccination including but not limited to MMR, T-DAP, Varicella, and flu.
- While recommended, students **do not need** to be vaccinated against COVID.

All applicants, regardless of educational history, must take the “reading comprehension” section of the ACT, Compass **or** Accuplacer (or Accuplacer ESL) placement test **within 3 years** of application with scores submitted to the Student Data Center. The Accuplacer can be taken at no cost at any MCC Testing Center. The score may be transferred from another Testing Center as well. If the minimum scores as outlined by MCC student advisement are not attained, an applicant must take and pass Read 100 before their application will be evaluated.

Please contact an academic student advisor for information regarding placement testing, scores or general college information. The advising office can be reached at (816) 604-1000

Submit all non-MCCKC official transcripts to the Student Data Center – must be received in Student Data Center (from all colleges and universities you have attended) before the start of any given application period.

Address: Metropolitan Community College
Student Data Center
3200 Broadway
Kansas City, MO 64111

7.3 Expectations and Responsibilities of Students

Clinical Attendance Policy

1. Clinical absences must be made up promptly.
2. One (1) hour is made up for each hour missed in PTHA 162 and PTHA 170. The date and time of a clinical make-up will be determined by the clinical instructor at that facility and the ACCE and may require a Saturday or Sunday. For PTHA 272 one excused absence per clinical rotation is permitted. Any additional absences must be made up as stated above.

3. Students must notify the clinical instructor at the facility and ACCE (816-604-4909) prior to the clinical if they are going to be absent or tardy. Failure to call the facility or ACCE in a reasonable time frame will be reflected in the student's clinical grade

7.4 Evaluation Process of Work-Based Learning Sites

Clinical Education Grading Policy

Performance Standards by Course

Students must achieve specific performance standards in each clinical education course to successfully complete the program.

Course Name	Evaluation Tool	Minimum Requirement	Notes
PTHA 162 Clinical Im- mersion	Evaluation Form (Penn Valley)	Minimum average of 2.0 required in all areas on the evaluation form.	
PTHA 170 Clinical Ex- perience I	Web CPI	Overall average of "Intermediate" expected.	No less than "Advanced Beginner" allowed in any single area.
PTHA 272 Clinical Ex- perience II	Web CPI	Student must reach "Entry Level" in <i>every</i> category on at least one of their two final clinical experiences.	Student must reach "Entry Level" in the five flagged categories on <i>both</i> clinical experiences.

Required Student Competencies

Student performance standards are further detailed in the syllabus for each clinical course. Students must achieve satisfactory performance in the following domains to pass their respective courses:

- **Cognitive:** Implementation of Program, Physical Therapy Skills
- **Psychomotor:** Communication, Implementation of Program, Personal and Professional Qualities, Ethical and Professional Responsibilities, Administration of Physical Therapy Skills
- **Affective:** Communication, Interpersonal Relationships, Personal and Professional Qualities, Ethical and Professional Responsibilities, Administration

Clinical Performance and Remediation Procedures

The following procedures govern situations where a student is not meeting expected performance standards during a clinical rotation:

1. **Initial Intervention:** If a student is not meeting performance standards, the Clinical Instructor (CI) is required to meet with the student. The purpose of this meeting is to establish measurable goals, clarify expectations, and provide ongoing, honest feedback so the student fully understands performance requirements.
2. **Escalation to Coordinator:** If the student continues to perform below the expected level for the clinical rotation, the CI should contact the Academic Coordinator of Clinical Education (ACCE) at the college to discuss the situation and determine next steps.
3. **ACCE Involvement:** The ACCE may schedule a site visit to meet with the student and CI to address specific performance goals and monitor progress.
4. **Failure and Remediation Determination:** If the student has not achieved the established goals by the end of the clinical rotation, remediation will be necessary. The ACCE holds the final responsibility for determining whether the student has failed the clinical experience after reviewing the Clinical Performance Instrument (CPI) and consulting with both the student and the CI.
5. **Remediation Plan:** A clinical rotation failure requires additional clinical time at the original site or a different site, arranged based on facility availability. The ACCE will meet with the student to establish a new set of specific, measurable goals for the remediation clinical.
6. **Program Continuation Policy:** A student is allowed only **one** remediation clinical experience throughout the entire program. Failure of a second clinical rotation will result in the student's dismissal from the Physical Therapist Assistant program at that time.

8. Industry Specific Expectations

8.1 Rules and Ethics

This *Guide for Conduct of the Physical Therapist Assistant* (Guide) is intended to serve physical therapist assistants in interpreting the *Standards of Ethical Conduct for the Physical Therapist Assistant* (Standards) of the American Physical Therapy Association (APTA). The Guide provides guidelines by which physical therapist assistants may determine the propriety of their conduct. It is also intended to guide the development of physical therapist assistant students. The Standards and Guide apply to all physical therapist assistants. These guidelines are subject to change as the dynamics of the profession change and as new patterns of health care delivery are developed and accepted by the professional community and the public. This Guide is subject to monitoring and timely revision by the Ethics and Judicial Committee of the Association.

[Click here to view the entire APTA Code of Ethics for the PTA](#)



Guide for Conduct of the Physical Therapist Assistant

Purpose: This Guide for Conduct of the Physical Therapist Assistant (Guide) is intended to serve physical therapist assistants in interpreting the Standards of Ethical Conduct for the Physical Therapist Assistant.

(Standards) of the American Physical Therapy Association (APTA).

The APTA House of Delegates in June of 2009 adopted the revised Standards, which became effective on July 1, 2010.

The Guide provides a framework by which physical therapist assistants may determine the propriety of their conduct. It is also intended to guide the development of physical therapist assistant students. The Standards and the Guide apply to all physical therapist assistants. These guidelines are subject to change as the dynamics of the profession change and as new patterns of health care delivery are developed and accepted by the professional community and the public.

Interpreting Ethical Standards

The interpretations expressed in this Guide reflect the opinions, decisions, and advice of the Ethics and Judicial Committee (EJC). The interpretations are set forth according to topic. These interpretations are intended to assist a physical therapist assistant in applying general ethical standards to specific situations. They address some but not all topics addressed in the Standards and should not be considered inclusive of all situations that could evolve.

This Guide is subject to change, and the Ethics and Judicial Committee will monitor and timely revise the Guide to address additional topics and Standards when necessary and as needed.

Preamble to the Standards

The Preamble states as follows:

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.

Interpretation:

Upon the Standards of Ethical Conduct for the Physical Therapist Assistant being amended effective July 1, 2010, all the lettered standards contain the word “shall” and are mandatory ethical obligations. The language contained in the Standards is intended to better explain and further clarify existing ethical obligations. These ethical obligations predate the revised Standards. Although various words have changed, many of the obligations are the same. Consequently, the addition of the word “shall” serves to reinforce and clarify existing ethical obligations. A significant reason that the Standards were revised was to provide physical therapist assistants with a document that was clear enough such that they can read it standing alone without the need to seek extensive additional interpretation. The Preamble states that “[n]o document that delineates ethical standards can address every situation.” The Preamble also states that 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.” Potential sources for advice or counsel include third parties and the myriad resources available on the APTA Website. Inherent in a physical therapist assistant’s ethical decision-making process is the examination of his or her unique set of facts relative to the Standards.

PTA Standards Outlined by the APTA

Respect

Standard 1A states as follows:

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.

Interpretation: Standard 1A addresses the display of respect toward others. Unfortunately, there is no universal consensus about what respect looks like in every situation. For example, direct eye contact is viewed as respectful and courteous in some cultures and inappropriate in others. It is up to the individual to assess the appropriateness of behavior in various situations.

Altruism

Standard 2A states as follows:

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

Interpretation: Standard 2A addresses acting in the best interest of patients/clients over the interests of the physical therapist assistant. Often this is done without thought, but sometimes, especially at the end of the day when the clinician is fatigued and ready to go home, it is a conscious decision. For example, the physical therapist assistant may need to make a decision between leaving on time and staying at work longer to see a patient who was 15 minutes late for an appointment.

Sound Decisions

Standard 3C states as follows:

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

Interpretation: To fulfill 3C, the physical therapist assistant must be knowledgeable about his or her legal scope of work as well as level of competence. As a physical therapist assistant gains experience and additional knowledge, there may be areas of physical therapy interventions in which he or she displays advanced skills. At the same time, other previously gained knowledge and skill may be lost due to lack of use. To make sound decisions, the physical therapist assistant must be able to self-reflect on his or her current level of competence.

Supervision

Standard 3E states as follows:

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.

Interpretation: Standard 3E goes beyond simply stating that the physical therapist assistant operates under the supervision of the physical therapist. Although a physical therapist retains responsibility for the patient/client throughout the episode of care, this standard requires the physical therapist assistant to take action by communicating with the supervising physical therapist when changes in the patient/client status indicate that modifications to the plan of care may be needed. Further information on supervision via APTA policies and resources is available on the APTA Web site.

Integrity in Relationships

Standard 4 states as follows:

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.

Interpretation: Standard 4 addresses the need for integrity in relationships. This is not limited to relationships with patients/clients, but includes everyone physical therapist assistants come into contact within the normal provision of physical therapy services. For example, demonstrating integrity could encompass working collaboratively with the health care team and taking responsibility for one's role as a member of that team.

Reporting

Standard 4C states as follows:

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

Interpretation: When considering the application of "when appropriate" under Standard 4C, keep in mind that not all allegedly illegal or unethical acts should be reported immediately to an agency/authority. The determination of when to do so depends upon each situation's unique set of facts, applicable laws,

regulations, and policies. Depending upon those facts, it might be appropriate to communicate with the individuals involved. Consider whether the action has been corrected, and in that case, not reporting may be the most appropriate action. Note, however, that when an agency/authority does examine a potential ethical issue, fact finding will be its first step. The determination of ethicality requires an understanding of all of the relevant facts but may still be subject to interpretation.

The EJC Opinion titled: Topic: Preserving Confidences; Physical Therapist's Reporting

Obligation with Respect to Unethical, Incompetent, or Illegal Acts provides further information on the complexities of reporting.

Exploitation

Standard 4E states as follows:

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

Interpretation: The statement is fairly clear –sexual relationships with their patients/clients, supervisees or students are prohibited. This component of Standard 4 is consistent with Standard

4B, which states:

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). Next, consider this excerpt from the EJC Opinion titled Topic: Sexual Relationships With Patients/Former Patients (modified for physical therapist assistants): A physical therapist [assistant] stands in a relationship of trust to each patient and has an ethical obligation to act in the patient's best interest and to avoid any exploitation or abuse of the patient. Thus, if a physical

therapist [assistant] has natural feelings of attraction toward a patient, he/she must sublimate those feelings in order to avoid sexual exploitation of the patient. One's ethical decision making process should focus on whether the patient/client, supervisee or student is being exploited. In this context, questions have been asked about whether one can have a sexual relationship once the patient/client relationship ends. To this question, the EJC has opined as follows: The Committee does not believe it feasible to establish any bright-line rule for when, if ever, initiation of a romantic/sexual relationship with a former patient would be ethically permissible.

The Committee imagines that in some cases a romantic/sexual relationship would not offend ... if initiated with a former patient soon after the termination of treatment, while in others such a relationship might never be appropriate.

Colleague Impairment

Standard 5D and 5E state as follows:

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.

Interpretation: The central tenet of Standard 5D and 5E is that inaction is not an option for a physical therapist assistant when faced with the circumstances described. Standard 5D states that a physical therapist assistant shall encourage colleagues to seek assistance or counsel while Standard 5E addresses reporting information to the appropriate authority. 5D and 5E both require a factual determination on the physical therapist assistant's part. This may be challenging in the sense that you might not know or it might be difficult for you to determine whether someone in fact has a physical, psychological, or substance-related impairment. In addition, it might be difficult to determine whether such impairment may be adversely affecting someone's work responsibilities. Moreover, once you do make these determinations, the obligation under 5D centers not on reporting, but on encouraging the colleague to seek assistance. However, the obligation under 5E does focus on reporting. But note that 5E discusses reporting when a colleague is unable to perform, whereas 5D discusses encouraging colleagues to seek assistance when the impairment may adversely affect his or her professional responsibilities. So, 5D discusses something that may be affecting performance, whereas 5E addresses a situation in which someone is clearly unable to perform. The 2 situations are distinct. In addition, it is important to note that 5E does not mandate to whom you report; it gives you discretion to determine the appropriate authority.

The EJC Opinion titled Topic: Preserving Confidences; Physical Therapist's Reporting

Obligation With Respect to Unethical, Incompetent, or Illegal Acts provides further information on the complexities of reporting.

Clinical Competence

Standard 6A states as follows:

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

Interpretation: 6A should cause physical therapist assistants to reflect on their current level of clinical competence, to identify and address gaps in clinical competence, and to commit to the maintenance of clinical competence throughout their career. The supervising physical therapist can be a valuable partner in identifying areas of knowledge and skill that the physical therapist assistant needs for clinical competence and to meet the needs of the individual physical therapist, which may vary according to areas of interest and expertise. Further, the physical therapist assistant may request that the physical therapist serve as a mentor to assist him or her in acquiring the needed knowledge and skills. Additional resources on Continuing Competence are available on the APTA Web site.

Lifelong Learning

Standard 6C states as follows:

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

Interpretation: 6C points out the physical therapist assistant's obligation to support an environment conducive to career development and learning. The essential idea here is that the physical therapist assistant encourages and contributes to the career development and lifelong learning of himself or herself and others, whether or not the employer provides support.

Organizational and Business Practices

Standard 7 states as follows:

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

Interpretation: Standard 7 reflects a shift in the Standards. One criticism of the former version was that it addressed primarily face-to-face clinical practice settings. Accordingly, Standard 7 addresses ethical obligations in organizational and business practices on a patient/client and societal level.

7.2 Organizational Employment

A. A physical therapist assistant shall inform his/her employer(s) and/or appropriate physical therapist of any employer practice that causes him or her to be in conflict with the Standards of Ethical Conduct for the Physical Therapist Assistant.

B. A physical therapist assistant shall not engage in any activity that puts him or her in conflict with the Standards of Ethical Conduct for the Physical Therapist Assistant, regardless of directives from a physical therapist or employer

C. Confidentiality

Documenting Interventions

Standard 7D states as follows:

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

Interpretation: 7D addresses the need for physical therapist assistants to make sure that they thoroughly and accurately document the interventions they provide to patients/clients and document related data collected from the patient/client. The focus of this Standard is on ensuring documentation of the services rendered, including the nature and extent of such services.

Support -Health Needs

Standard 8A states as follows:

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

Interpretation: 8A addresses the issue of support for those least likely to be able to afford physical therapy services. The Standard does not specify the type of support that is required. Physical therapist assistants may express support through volunteerism, financial contributions, advocacy, education, or simply promoting their work in conversations with colleagues. When providing such services, including pro bono services, physical therapist assistants must comply with applicable laws, and as such work under the direction and supervision of a physical therapist. Additional resources on pro bono physical therapy services are available on the

APTA Web site.

Issued by the Ethics and Judicial Committee

American Physical Therapy Association

October 1981

Last Amended

November 2010

Last Updated:

9/4/13 Contact: ejc@apta.org

8.2 HIPAA & Protected Health Information (PHI) Policy

Purpose

The Physical Therapist Assistant (PTA) Program is committed to protecting patient privacy and complying with all applicable requirements of the Health Insurance Portability and Accountability Act (HIPAA). This policy outlines student responsibilities regarding confidential patient information encountered during coursework and clinical education experiences.

Scope

This policy applies to all PTA students during classroom instruction, laboratory activities, simulation training, and all off-campus clinical education experiences, including but not limited to hospitals, rehabilitation centers, outpatient clinics, and long-term care facilities.

Definition of Protected Health Information (PHI)

Protected Health Information (PHI) is any individually identifiable health information, whether written, verbal, or electronic, related to a patient's past, present, or future physical or mental health, the provision of healthcare, or payment for healthcare.

Examples of PHI include, but are not limited to:

- Patient name
- Date of birth
- Medical record number
- Address or phone number
- Photographs or video recordings
- Diagnoses and medical history
- Treatment plans and progress notes

Student Responsibilities

SPTAs are expected to:

- Maintain strict confidentiality of all patient information encountered during educational and clinical activities.
- Access only the minimum amount of patient information necessary to perform assigned learning tasks.
- Discuss patient information only in appropriate educational or clinical settings and only with authorized personnel.
- Protect verbal, written, and electronic patient information from unauthorized disclosure.

- Refrain from discussing patient information in public areas such as hallways, elevators, cafeterias, or on social media platforms.
- Follow all HIPAA policies and procedures of the assigned clinical facility in addition to the policies of the PTA program.

Electronic Devices and Social Media

To protect patient privacy:

- Use of personal electronic devices to photograph, record, store, or transmit patient information is strictly prohibited in clinical settings.
- Posting or sharing any patient-related content on social media or messaging platforms, even if patient identifiers are not included, is not permitted.
- Students must comply with clinical site policies regarding mobile device use and information security.

Prohibited Conduct

Violations of this policy include, but are not limited to:

- Accessing patient records without authorization or outside assigned responsibilities.
- Discussing patient cases with individuals who are not directly involved in the patient's care or the student's education.
- Removing, copying, or storing protected health information in personal notebooks, devices, or cloud storage.
- Posting any information related to clinical experiences on social media.

Education and Training

All SPTAs are required to complete HIPAA training prior to participating in clinical experiences and may be required to complete additional training as mandated by clinical sites or the PTA program.

Reporting Confidentiality Breaches

Students who become aware of a potential or actual HIPAA violation must immediately notify their clinical instructor and the PTA Program Director. In clinical settings, students must also follow the reporting procedures established by the facility.

Consequences of Violations

Failure to comply with this policy may result in one or more of the following actions:

- Removal from the clinical education site
- Failure of the course or clinical rotation

- Disciplinary action according to college policy
- Dismissal from the PTA Program
- Possible legal consequences under state and federal law

Policy Acknowledgment

By enrolling in and participating in the PTA Program, students are expected to understand and comply with this policy as a condition of program participation.

Additional information on roles and responsibilities of the student PTA in the clinic will be provided in Clinical Education course I and II by the instructor.

8.3 HIPAA Confidentiality

Insert the principles and legal obligations regarding patient privacy (if applicable).

8.3 Legal Standards

Legal Standards for Physical Therapist Assistants (PTAs) – State of Missouri

Physical Therapist Assistants in Missouri are regulated by the **Missouri Physical Therapy Practice Act** and the rules of the **Missouri Board of Registration for the Healing Arts**. These laws define how PTAs practice, their responsibilities, and the supervision requirements they must work under.

Licensure Requirement

- PTAs must hold a current Missouri PTA license in order to provide physical therapy services.

Supervision

- PTAs must practice under the **direction and supervision of a licensed Physical Therapist (PT)**.
- The PT retains responsibility for the patient's care, including the physical therapy evaluation, plan of care, and clinical decisions.
- PTAs may perform interventions that have been delegated by the supervising PT and that fall within the PTA's training and competence.
- The supervising PT must be available for consultation (in person or by telecommunications) whenever the PTA is providing care.

Scope of Practice

- PTAs may **implement** the plan of care and perform treatment interventions.
- PTAs **may not** perform patient evaluations, determine the patient's plan of care, or make changes to the plan of care without PT direction.
- PTAs do **not** perform medical diagnosis or perform activities that require the professional judgment of a physical therapist.

Documentation and Communication

- PTAs must document the care they deliver and communicate patient status or changes to the supervising PT.
- Regular communication between the PT and PTA is required to ensure coordinated, safe patient care.

Continuing Competence and Ethical Conduct

- PTAs must meet Missouri's continuing education/continuing competence requirements to maintain licensure.
- PTAs are expected to uphold ethical and professional conduct at all times and follow all federal and state laws related to patient care, privacy, and safety.

Disclaimer:

This summary is provided for educational purposes only. It is not a legal document and should not be interpreted as legal advice. State laws, regulations, and professional standards may change, and additional federal, state, or facility-specific requirements may apply. For the most current legal requirements, refer to the Missouri Physical Therapy Practice Act, Missouri Board of Registration for the Healing Arts, and applicable regulatory agencies.

9. Facilities, Equipment, and Safety Guidelines

9.1 Lab and Classroom Expectations

Dress Code

- Students should dress in appropriate attire during class. In lecture/lab or clinical affiliation, students should refrain from wearing clothing which exposes undergarments or private body parts.
- Students should be appropriately groomed, clean, and without body odor.
- Nails should be no longer than ends of fingers. Students will not wear false nails in the lab or clinic.

LAB Attire

- Students will be required to change into lab clothes in order to practice physical therapy procedures. Students may change behind curtained treatment areas or in the changing room. Students should store clothing in lockers provided. Students will be responsible for bringing their own locks for the lockers.
- The goal of laboratory experiences is to practice procedures and techniques critical to the function of a physical therapist assistant. It is therefore necessary for the student to wear appropriate lab attire in all labs.
 - Men: T-shirt, gym shorts, shoes and socks. *
 - Women: halter top or sport bra under a T-shirt, gym shorts, shoes and socks.*
 - Compression shorts may be worn under shorts if they can be pulled up to expose the entire leg. Special clothing may be required for some activities i.e. massage, goniometry etc and instructions will be given in advance by the instructor. Students should be dressed appropriately for lab when lab begins.

- A student that is not dressed appropriately will be considered tardy until clothes are changed (with point deductions following the tardiness policy). It is not the instructors' duty to remind you of your obligations to yourself and your lab partner(s). A student who does not have proper lab attire may be asked to change into a hospital gown or earn an unexcused absence as outlined in "Attendance". Failure to prepare for and participate in lab will be considered in final grade determinations.
- Check individual course syllabi for course specific lab attire.
- Students that do not come appropriately dressed to lab may be asked to wear a gown to complete activities or be considered absent.
- Participation in clinical portions of the program and participation in the profession may require the student to not have visible tattoos or piercings (other than a single piercing in each ear). If required by the facility the student will cover the tattoos and remove piercing while on the clinical site.

*Feel free to wear sweats or other appropriate clothes over lab clothes until needed.

** Exceptions can be made for medical or religious reasons. Please discuss these needs with the instructor or program coordinator prior to the beginning of the course.

Behavior

1. While a student in the program, students understand that they will be practicing techniques on classmates to gain competence in those skills. Students should refrain from coming to class when an illness may be contagious or endanger the health or safety of the student or other students.
2. Students may be asked to get a doctor's release (see appendix) prior to participation in classroom activities if the health and safety of the student or other students is in question.
3. A Each floor has a map posted indicating routes to safety. General safety will be discussed in PTHA 152 during the first lab.
4. Material Safety Data Sheets are housed in a notebook by the door in lab 313 and 314 of the HSI in case of exposure.
5. Students will be given an orientation to emergency evacuation procedures once in the program as a part of lab orientation.

Substance Abuse Policy

Metropolitan Community College-PV-HSI is committed to maintaining high standards of physical therapist assistant education and practice. Safe practice includes efficient, reliable and unimpaired performance in the classroom, lab, and clinical setting. Students are expected to perform physical therapy activities without the use of any chemical substance that could alter or impair thinking. These chemical substances may be alcohol or illicitly obtained drugs. Students who are taking prescribed medications are expected to submit a written statement from the attending physician prior to the first day of each clinical to be included in their record.

It is the responsibility of Physical Therapist Assistant faculty to observe student behaviors which could threaten the safety and well-being of patients/clients. Reasonable suspicion that a student is impaired will be documented by the observing faculty member, or a licensed or certified professional at the clinical facility where the student is assigned. Whenever possible, such observation shall be corroborated.

In the classroom

When an instructor has reason to suspect that one of the students is under the influence of alcohol, narcotics, or controlled drugs, the student's behavior should be verified with the Program Coordinator or designated alternate to determine what action should be taken and a Student Conference Form initiated. The student will be given opportunity to discuss the suspicious behavior with the person(s) who witnessed the behavior. It is the student's responsibility to disclose any prescription or non-prescription medications that the student is taking as well as any other relevant medical information. If evidence warrants, the student will be asked to leave classes for the day. Further episodes of substance abuse will result in dismissal from the program. If on the other hand, behavior is disruptive, security will be called, and the student will be immediately dismissed from the program.

In the Clinic

A clinical site may request a drug screen prior to clinical rotation as a condition of completing the clinical rotation at that site. Students may be required to bear the cost of the drug screen.

When a clinical instructor has reason to suspect that a student is under the influence of alcohol, narcotics, controlled drugs, the clinical instructor should call the ACCE or Program Coordinator at MCC-PV. If the supervising therapist/assistant instructor determines unsafe behavior is a possibility, the student should be removed from patient care responsibilities. The student should be given the opportunity to discuss the situation. It is the students' responsibility to disclose any prescription and non-prescription medication that he/she might be taking and the circumstances documented along with student comments. If in accordance with hospital or facility policy, a laboratory test is necessary for drug screening, the student must submit to the test and is responsible for the cost of the lab work. Refusal to submit to the testing will be considered failure to follow hospital policy and may result in dismissal from the clinical with student earning a failing grade for the clinical. If the drug screening is positive, disciplinary action may include warning, mandatory counseling, dismissal from the clinical or dismissal from the program.

9.2 Equipment Usage and Maintenance

Labs shared by the OTA and PTA programs in the Health Sciences Institute are 309, 313, 314, 315. Students are allowed to use the labs when they are not in use. To use labs and equipment there must be a member of the PTA faculty present and available in the HSI. Students may practice supervised skills at times designated by

the instructor of a particular course. Students are not allowed to remove materials from the room and should leave the room as they found it.

Two treatment tables are also available in the Health Resource Center (HRC) (room 206) on the 2nd floor of the Health Science Institute. Faculty members may opt to leave supplies in the HRC dependent on amount of supervision deemed necessary to perform the procedure and safety requirements.

Equipment Use Policy

- Students will receive instruction on the safe and proper use of all equipment before operating it.
- Prior to use—whether in the lab or during clinical rotations—students must verify that the equipment has passed a safety inspection within the past year.
- Equipment must be used only as directed and returned to its designated storage area after use.
- **Equipment may not be removed from the laboratory at any time.**
- Students may practice with equipment during designated open lab hours; however, **electrically powered equipment may only be used when an instructor is present or with prior instructor approval.**
- Students may not operate any equipment on which they have not been trained by MCC/PTA faculty.
- Equipment may not be used on individuals who are not enrolled in the PTA program.
- Any equipment that appears damaged, malfunctioning, or unsafe should be immediately tagged “Out of Service” and reported to the instructor.
- **Students must not attempt to repair equipment.**

9.3 Safety Policies and Emergency Procedures

1. If the incident is serious, call 911 first and then the campus security office at 604-1111. If the injury is not serious, take appropriate first aid measures and medical follow-up.
2. The student is responsible for the cost of all medical treatment.
3. If a student needs to be contacted due to emergency away from school, the security office should be contacted at 604-1111. Please provide this number to family members.
4. Equipment is safety checked by an outside vendor on an annual basis, however, if students note that a piece of equipment is functioning improperly, it should be immediately set aside,
5. labeled, and the instructor notified.
6. Students will be instructed on safe application of all equipment, contraindications, precautions and methods of reducing transmission risks of communicable diseases and will be expected to adhere to this knowledge during all lab activities.
7. A student should advise the instructor of any conditions that may need special consideration or a need for exemption from an activity due to contraindications to assure student safety. Such information given in confidentiality will be kept confidential.
8. Students will practice procedures with safety being of greatest concern.

9. Students should be familiar with the location of security services on the first floor of the
10. Campus Center (CC) building, phone number 604-1111 and the HSI.
11. Students should not be using equipment they have not been trained to use by MCC faculty.
12. Students must not be practicing techniques or using program equipment with/on students not enrolled in the program.

9.4 Certification Exam Preparation Resources

In the course PTHA 272 MCC will purchase access to two practice exams. One of which will be taken as part of the class with the score recorded by the instructor.

Additional information regarding practice exams and resources can be located at the following link.
[PEAT](#)

10 Industry Certifications and Licensure

10.1 Available Certifications through the Program

A graduate of MCC's Physical Therapist Assistant Program earns an Associates of Applied Science degree and is qualified to take the National Licensing exam administered by The Federation of State Boards of Physical Therapy (FSBPT) [FSBPT Website](#)

There are no additional certifications through this program.

10.2 State and National Licensing Requirements

Upon graduation from the PTA program, students will be eligible to sit for the licensure examination in any state. A speaker will provide information on how to apply for licensure.

If you want to become licensed in Missouri:

- Applicants must be at least 19 years old.
- The regulations require submission of official transcripts (with school seal) showing courses taken, grades, degree awarded, date of degree.
- Submit application to the Missouri Board (MBRHA) for licensure by examination.
- Register with the FSBPT and schedule the national PTA exam (NPTE-PTA).
- Optionally, apply for a temporary license if you meet the conditions and have supervision arranged.
- Pass the national exam (score requirement aligned with FSBPT scale).
- Upon approval, begin practicing under the PT supervision standards.
- Maintain your license via 30 hours of continuing education every two years.

11. Graduation and Program Completion Requirements

11.1 Graduation Checklist

Students who are within one semester of graduating from the program should go to the following website and “apply” for graduation through MCC. [MCC Graduation Application](#)

Academic Requirements

Requirement	Student Verification
Successfully completed all required PTA and general education courses.	☐
Met the minimum cumulative GPA required by the college and PTA program.	☐
Resolved all grade issues, incompletes, or academic holds.	☐

Required Courses

General Education Courses

- ☐ ENGL 101 – Composition & Reading I
 - ☐ Any Biological or Physical Science course
 - ☐ BIOL 150 – Medical Terminology
 - ☐ BIOL 109 – Anatomy & Physiology (with lab)
 - ☐ PSYC 140 – General Psychology
 - ☐ COMM 100 – Fundamentals of Speech *or* COMM 102 – Public Speaking
 - ☐ HIST 120 / HIST 121 / POLS 136 – American Institutions (U.S. History or Government)
-

PTA Technical Courses

- ☐ PTHA 151 – Introduction to Physical Therapy
- ☐ PTHA 152 – Physical Therapy Fundamentals I
- ☐ PTHA 160 – Medical Diseases
- ☐ PTHA 153 – Kinesiology
- ☐ PTHA 154 – Applied Neurology
- ☐ PTHA 159 – Orthopedic Pathology

- ☐ PTHA 161 – Physical Therapy Fundamentals II
- ☐ PTHA 162 – Clinical Immersion
- ☐ PTHA 155 – Rehabilitation
- ☐ PTHA 158 – Therapeutic Exercise
- ☐ PTHA 164 – Pediatrics & Gerontology
- ☐ PTHA 171 – Clinical Seminar
- ☐ PTHA 170 – Clinical Education I
- ☐ PTHA 272 – Clinical Education II

Clinical Education Requirements

Requirement	Student Verification
Completed all clinical hours and clinical competencies.	☐
Midterm and final clinical evaluations submitted.	☐
Demonstrated competence consistent with entry-level PTA practice.	☐

Program Exit Requirements

Requirement	Student Verification
Completed program exit interview or survey (if required).	☐
Returned all program equipment/property	☐
Completed graduation application with Registrar.	☐
Cleared all financial obligations.	☐

After Graduation (Licensure—Not required to graduate)

Requirement	Student Verification
Applied for NPTE for PTA.	☐

Requirement**Student Verification**

Applied for state PTA licensure. ☐

11.2 Final Assessments

Each student will take and pass a comprehensive program final exam as part of PTHA 272.

12. Appendix & Additional Resources

12.1 Appendices

Appendix A

Performance Standards For Physical Therapist Assistant Students

Student Responsibilities:

Applicants to this program should be aware of the technical standards required for completion of this program. These performance standards are provided to prospective students to assist them in determining whether they will be able to successfully complete the program. It is the policy of MCC-PV-HSI to provide reasonable accommodation for individuals with disabilities. If you need an accommodation due to a disability under the Americans with Disabilities Act, please contact the Access Resource Coordinator at 816-604-4089 or visit the MCC website at www.mcckc.edu/access.html. Two to six weeks advance notice is required for some accommodations.

Upon completion of the Associate Degree in Applied Science in Physical Therapy, the graduate will have met the following standards:

1. Completion of an academically rigorous program, requiring a minimum grade of 75% in both laboratory and lecture components of each course.
2. Achieved competency of 80% or above in lab competency checks and practical examinations without critical safety errors.

ABILITY	STANDARD	SOME EXAMPLES OF NECESSARY ACTIVITIES
Mobility and Dexterity	Physical ability and fine motor skills to provide safe and effective patient treatment.	- Assist clients in activities of daily living including bed mobility, transferring from one surface to another and walking with and without assistive devices on levels or stairs using minimum, moderate and maximum assistance. - Transport clients in wheelchairs - Physically assist clients in exercise programs. - Apply modalities, therapeutic exercise equipment, prosthetics and braces. - Perform manual techniques such as manual resistance, passive range of motion, massage, CPR, debride and bandage wounds. - Use instruments such as goniometers, strength gauges. - Complete clinical rotations for 8 hours/day, 40 hours/week.
Sensory Ability	Sensory ability sufficient to monitor client status and use equipment in order to administer safe and effective patient treatments	- Detect and respond to monitoring alarms, client's and other health professionals' communications. - Read dials and monitor equipment, interpret facial expressions, assess the environment, and observe changes in patient status that require attention. - Detect patient physical structure and function abnormalities.
Critical Thinking	Cognitive ability to demonstrate effective problem-solving skills and clinical judgment.	- Prioritize tasks and make appropriate decisions related to situations - Identify cause-effect relationships to apply safe and effective intervention strategies within the physical therapy plan of care - Apply information in classroom to clinical setting, adapting the treatment as needed - Effectively manage time
Interpersonal Skills	Interpersonal abilities to interact with clients, families, groups, team members from a variety of social, emotional, cultural, and intellectual backgrounds.	Establish rapport and maintain professional relationships with clients/families and colleagues that optimizes treatment effectiveness
Communication	Communication abilities for interaction with others orally and in writing	- Comprehend instructions and written documentation - Instruct client/family - Document progress notes - Communication with supervising physical therapist and others
Professional Behavior	Behavior consistent with the standards and core values of the physical therapy profession.	- Regular attendance and timeliness - Ability to self-assess and implement self-improvement strategies - Attendance at one continuing education meeting - Completion of one activity to increase public awareness of physical therapy and/or health - Participation in one community service activity.

Candidates for the Physical Therapist Assistant Program are required to certify that these standards have been provided to them.

Name (please print): _____

Signature: _____ Date: _____

Appendix B

Drug-Free Workplace, Campus and Community

Drug Screen Policy

Drug Screen Policy

MCC – PV-HSI is committed to maintaining high standards in all programs including allied health and nursing education and practice. Safe practice includes efficient, reliable, and unimpaired student performance at all times including in the classroom and in a clinical setting. Being under the influence of drugs or alcohol poses serious safety and health risks not only to the user but also to all persons who come in contact with the user. Students are required to perform all education related activities in appropriate mental and physical condition

MCC-PV-HSI has adopted the Federal Drug-Free Workplace Act of 1988 and Drug-Free Schools and Communities Act Amendments of 1989. The policy is one of zero tolerance. Together with the college's Drug-Free policy, the Code of Student Conduct imposes prohibited conduct and possible disciplinary action. If in violation of these policies, students subject themselves to disciplinary actions up to and including suspension or expulsion from the college and its programs.

Clinical facilities are committed to providing a safe environment in order to protect its patients, residents, employees and visitors; to provide the highest level of service; and to minimize the potential for accidents and injuries. Therefore, many of the clinical contracts between MCC – PV/HSI and hospitals, clinics, and other facilities have a component requiring drug screening for allied health and/or nursing students. MCC – PV/HSI allied health and/or nursing student will complete and pass a drug screen prior to being allowed to begin any clinical work. The screen will be at the students' expense at facility named by MCC-PV/HSI. Refusal to submit to a drug screen or testing positive will make a student ineligible to participate in clinical training.

A student that demonstrates physical or behavioral signs that would suggest they are impaired in the class or lab can be required to submit to random drug testing at the students' expense as noted above. A positive drug test will result in dismissal from the program. The student may apply for re-admittance to the program, but will be treated as a new student. After a second drug related dismissal the student may not apply again.

<https://mcckc.edu/financial-aid/responsibilities.aspx>

I have read, understand and agree to abide by this policy.

Name (please print): _____

Student Signature _____ Date _____

Appendix C

Student Confidentiality Statement

Confidentiality Agreement – Medical Records and Protected Information

Objective:

To safeguard all medical records and protect the privileged and confidential nature of the information they contain.

Policy

Medical records are the property of the health care facility. However, the personal information within those records is considered private and confidential communication in which the patient has a protectable interest. Medical records are compiled, preserved, and protected from unauthorized access for the benefit of the patient, the facility, and the health care provider.

As a PTA student:

1. I understand that I may have access to medical, personal, or financial information regarding patients.
 2. I agree that I will not discuss, disclose, or otherwise share any confidential information with anyone—inside or outside the clinical or classroom setting—unless such discussion is required as part of my assigned duties or coursework.
 3. Computer-generated information, including electronic medical records, is confidential and subject to the same nondisclosure requirements.
 4. I understand that any breach of confidentiality may result in disciplinary action, including possible dismissal from the program.
-

Acknowledgment and Signature

I have read and fully understand the confidentiality policy listed above. I agree to maintain the confidentiality of all information entrusted to me. I understand that unauthorized disclosure of confidential information is grounds for disciplinary action, up to and including dismissal from the program.

Student Name (print): _____

Student Signature: _____

Date: _____

Appendix D



Physical Therapist Assistant

Clinical Rotation Informed Consent

I, _____, understand that as a clinical student, I may be exposed to environmental hazards and infectious diseases, including but not limited to tuberculosis, hepatitis B, and HIV (AIDS), while participating in clinical rotations.

Neither Metropolitan Community College – Penn Valley nor any affiliated clinical facility assumes liability for any injury sustained by a student on campus or at a clinical site during training, except when such injury results directly from negligence by the college or the clinical facility. I understand that I am responsible for the cost of health care for any personal injury I may sustain during my education and that I should obtain personal health insurance to cover such incidents.

I acknowledge that prior to participation in clinical rotations, I may be required to undergo a physical examination. It is my responsibility to inform the clinical instructor and the program coordinator of any condition that could adversely affect patient care or the safety and health of other students.

I understand that I am required to maintain liability insurance covering malpractice while enrolled in courses involving clinical activities. I am responsible for verifying that my liability insurance coverage is active and up to date each semester, along with other required enrollment fees.

I further acknowledge and accept responsibility for adhering to all policies, objectives, course requirements, and inherent risks associated with the education and training of Physical Therapist Assistant students at Metropolitan Community College – Penn Valley.

Student Name (please print): _____

Signature: _____

Date: _____

Appendix E



Physical Therapist Assistant

Informed Consent for Participation in Classroom Activities

I, _____, understand that students in this program are expected to perform physical therapy modalities and skills on one another. I voluntarily agree to participate in these activities.

I will inform the instructor of any medical condition or circumstance that may be considered a precaution or contraindication for a particular procedure, and I understand that I may be excused from participation based on the instructor's guidance.

I understand that if I become ill or sustain an injury, my condition may require a physician's clearance before returning to classroom or clinical activities.

I agree to demonstrate professionalism in the laboratory setting by carefully administering procedures and respecting the privacy, modesty, and dignity of other students at all times.

Student Name (please print): _____

Signature: _____

Date: _____

Appendix F



**Metropolitan
Community College**

Penn Valley

Physical Therapist Assistant

Completion Statement

I understand that admission to and graduation from the Physical Therapist Assistant Program does not guarantee eligibility for state or national licensure or certification, nor does it ensure successful completion or passing of any licensure or certification examination.

Student Name (please print): _____

Signature: _____

Date: _____

Academic Rigor Statement

I understand that the Penn Valley Physical Therapist Assistant Program is academically rigorous. Based on the experience of the instructors, students who work more than 24 hours per week are at significant risk for academic challenges or failure. I acknowledge I have been advised that minimizing outside commitments is in my best interest if I plan to succeed in the program.

Student Name (please print): _____

Signature: _____

Date: _____

Appendix G

Infectious Disease Policy

Physical Therapist Assistant Students Performing Health Care Duties

Students in the Physical Therapist Assistant (PTA) program may be exposed to infectious diseases, including Hepatitis B and HIV. The following policies are designed to minimize risk and ensure safe practices.

Recommendations for the control of Hepatitis B infection are incorporated, as they effectively reduce the risk of HIV transmission and other blood borne pathogens.

1. Sharp Items:

- Needles, scalpel blades, and other sharp instruments are considered potentially infectious and must be handled with extraordinary care to prevent accidental injury.
- Proper disposal of sharps according to OSHA guidelines is required.

2. Sharps Disposal:

- Dispose of needles, scalpel blades, and other sharps in puncture-resistant containers located as close as practical to the point of use.
- Needles must not be recapped, bent, broken, removed from disposable syringes, or otherwise manipulated by hand.

3. Universal Precautions:

- When exposure to blood or body fluids is possible, universal precautions must be followed.
- Protective measures may include gloves, gowns, masks, and eye protection as appropriate.
- Hands must be washed thoroughly and immediately if contaminated.

4. Resuscitation Precautions:

- Mouth-to-mouth resuscitation devices such as mouthpieces or resuscitation bags should be available in areas where resuscitation may be required.

5. Pregnancy Considerations:

- Pregnant PTA students are not at higher risk of contracting HIV than non-pregnant students.
- HIV infection during pregnancy poses an increased risk of prenatal or perinatal transmission to the infant; pregnant students should be especially vigilant in following precautions.

6. HIV-Positive Students:

- HIV-positive students not performing invasive procedures are not restricted from clinical activities unless they have another illness warranting restriction.
- HIV-positive students are at increased risk for severe complications from other infectious diseases and should receive counseling regarding risk and follow universal precautions.

7. Individual Assessment:

- The student’s physician, in conjunction with college officials, will determine if a symptomatic HIV-positive student can safely perform patient care.

8. Students with Infectious Diseases:

- Students unable to control bodily secretions or with uncoverable oozing lesions will not be permitted to provide health care services.
- Exclusion decisions are made on a case-by-case basis by the student’s physician and college officials.

9. Exposure Reporting:

- Students exposed to infectious body fluids in clinical settings must immediately report the incident to the clinical instructor.
- The clinical site’s exposure protocol will be followed.

Acknowledgment of Policy

I have read, understand, and agree to abide by this Infectious Disease Policy.

Student Name (please print): _____

Signature: _____

Date: _____

APPENDIX H

Hepatitis B. Vaccination Declaration/Declination Form

Student Name: _____

PROGRAM: Physical Therapist Assistant Program

I have been advised that the Hepatitis B vaccination is required for the clinical assignments in the Physical Therapist Assistant Program. I understand that due to the possible occupational training exposure to blood or other potential infectious materials, I may be at risk of acquiring Hepatitis B virus (HBV) infection.

Please check one of the following:

_____ I have completed the Hepatitis B vaccination series

(must submit documentation)

_____ I am currently in the process of Hepatitis B vaccination and have received vaccination(s) at this time. (must submit documentation)

_____ I decline to be vaccinated at this time.

I am aware that I can waive the Hepatitis B vaccination requirement only by signing this Vaccination Declination form. In that case, I continue to be at risk of acquiring Hepatitis B, a serious disease.

In the future, should I decide to be vaccinated with Hepatitis B, I will provide documentation of this to the program director.

Name (please print): _____

Signature

Date

APPENDIX I

Medical Release Form



Physical Therapist Assistant

Metropolitan Community College – Penn Valley Physical Therapist Assistant Program

All critical skills necessary to practice physical therapy safely and effectively are incorporated into the PTA program curriculum. Completion of the program reflects competence in these clinical skills. To be successful, students must demonstrate the following:

1. Academic Competence:

- Ability to earn a grade of “C” or better in all Physical Therapy and Biology coursework after admission to the program.

2. Clinical Competence:

- Minimal competence in all major course objectives, including but not limited to the ability to:
 - a. Utilize written, verbal, and/or non-verbal communication effectively.
 - b. Establish and maintain appropriate relationships with clients, families, and colleagues to achieve treatment goals and contribute positively to interdepartmental and intradepartmental relationships.
 - c. Perform measurements, communicate with the therapist to establish treatment goals, and assist with discharge planning.
 - d. Consistently implement treatment programs based on therapist evaluation, communicate with physicians and/or other healthcare personnel and family, revise and progress treatment programs as indicated, provide correct instruction and feedback, assist in determining maximum potential achievement, and advise the therapist.
 - e. Assess, treat, perform, or teach therapeutic exercises, gait training, self-help training, superficial heat/cold, deep heat, electrotherapy, and selected techniques.
 - f. Demonstrate personal and professional qualities such as appropriate judgment, flexibility, self-confidence, resourcefulness, and tact.
 - g. Demonstrate ethical and professional behavior.
 - h. Demonstrate administrative skills, including time management, appropriate use of supportive personnel, and the ability to develop and teach in-service programs.

3. Stress Management:

- Ability to handle the demands of an intensive academic and clinical training program.

4. Safety Practices:

- Ability to apply standard precautions consistently.

5. CPR Certification:

- Ability to perform CPR and maintain current CPR certification.
-

Physician Verification

I verify that the medical status of _____ (student name) does not prevent him/her from performing the above-mentioned duties in a safe manner.

Attending Physician: _____

Date: _____

Student Acknowledgment

Student Name (please print): _____

APPENDIX J

Clinical Release

I, the undersigned, a student of the _____ PTA _____ Program at MCC-PV/HSI, a campus of The Junior College District of Metropolitan Kansas City, Missouri (the College) hereby acknowledge and agree that before I can be placed in a clinical rotation as part of my required course work, I will have undergone the appropriate medical testing and submitted to the hospital or other clinical site medical information including, but not limited to, health insurance and information relative to certain health procedures as well as my personal medical history and student identification photo. I understand that the required information varies among the hospitals and clinical locations.

I further agree and understand that if I fail to submit to the required testing or to submit the required personal health information or student identification photo to the hospital or clinic at which I will do my clinical work, I will not be permitted to enter the hospital or other clinical location and that I will be withdrawn from the _____ PTA _____ Program/Division for failure to comply.

I also agree that the College has my permission to share any personal medical information and student identification photo maintained by the College to the hospital or other clinical location at which I will do my clinical work. The information that I agree may be released by the College will not be released by the College except as provided herein, and the College shall advise me in writing as to what information has been released, when it was released and to whom it was released.

I hereby release the College, its Board of Trustees, Employees and agents from any and all liability in connection with their good faith release of information pursuant to this release.

Name (please print): _____

Signature

Date

Appendix K

Student Self Evaluation/Mid-Term Conference Form

Student Name: _____

Semester: _____

Instructions: Student should review information in portfolio and make a plan for improvement in areas indicated by portfolio or other sources:

1. Communicates effectively with others verbally and non-verbally

Assessment: _____ Source: _____

Specific Plan for Improvement: _____

Time Frame: _____

2. Communicates effectively in written format

Assessment: _____ Source: _____

Specific Plan for Improvement _____

Time Frame: _____

2. Demonstrates knowledge of physical therapy content

Assessment: _____ Source: _____

Specific Plan for Improvement: _____

Time Frame: _____

3. Demonstrates competency in administering physical therapy techniques

Assessment: _____ Source: _____

Specific Plan for Improvement: _____

Time Frame: _____

5. Exhibits professional qualities: initiative, judgment, flexibility, tact, promptness, attendance, responsibility

Assessment: _____ Source: _____

Specific Plan for Improvement: _____

Time Frame: _____

6. Reflects core values of physical therapy profession: accountability, altruism, compassion and caring, cultural competence, duty, integrity and social responsibility

Assessment: _____ Source: _____

Specific Plan for Improvement: _____

Time Frame: _____

APPENDIX L

Criminal Background Check Instructions

On January 1, 2004, the Joint Commission on Accreditation of Healthcare organizations (JCAHO) instituted new regulations that must be followed for hospitals, home health agencies, clinics, etc., to gain or maintain accreditation status. One of these new regulations requires all persons who are involved in patient care activities, i.e., employees, volunteers and students must have criminal background checks as well as other healthcare related checks.

In order for you to be placed in a clinical site you must complete a background check with Validity Screening Solutions.

Here is what you need to do:

1. Go to the secure link below:
<https://www.validityacademics.com>
2. Enter the Username and Password below:
Username: mcc8654

Password: background
3. Follow the detailed instructions on the screens
 1. Read the "Summary of Rights Under the Fair Credit Reporting Act" and click continue to the background check
 2. Click on "Proceed to Background Check"
 3. Fill out all form fields on the disclosure and click "Continue Application"
 4. Authorize the background check
 5. Click "Continue Application"
 6. Choose a payment option:
 - **Credit Card** \$51.00 plus \$1.00 surcharge
When your Credit Card payment has been accepted your background check will be immediately entered into progress
 - **PayPal** \$51.00 plus \$2.00 surcharge
When you payment has been accepted your background check will be immediately entered into progress
 - **Money Order/Cashier's Check** \$51.00
Your background check will not be entered into progress until Validity Screening Solutions receives the Money Order/Cashier's Check
 - Be advised the Money Order/Cashier's Check may take up to five days to receive and process
 - If you choose the Money Order/Cashier's Check option you will be routed to a page that will have detailed directions on how and where to submit your payment

Results will be forwarded to the **Metropolitan Community College – Penn Valley Health Careers Coordinator**.
NOTE: Health Careers Coordinator will not keep a copy of the Validity Screening report. You must be able to present this documentation to the clinical site (along with any other requested CNE requirement) upon their request. Therefore, it is imperative get and keep a copy of the Criminal Background Check Report from Validity for you own files.

If you have any questions please feel free to contact the **MCC – PV Health Careers Coordinator at 816-604-4108** or You may also contact Validity Screening Solutions with questions at 913-322-5995 or toll free at 866-920-5995 or by email at healthcare@validityscreening.com

APPENDIX M

Physical Examination Form

STUDENT HEALTH HISTORY FORM

Please complete this form and upload to CastleBranch.

Last Name	
First Name	
Middle Name	
Street # and Name	
City	
State	
Zip Code	
10-digit Primary Phone Number	
10-digit Cell phone Number	
E-mail address (please print legibly)	
Date of Birth	
Student ID Number	

Do you have or have you ever had...	Yes (Describe)	No
1. Any hoarseness, cough, or shortness of breath on moderate exertion?		
2. Tuberculosis?		
3. Seizure disorder?		
4. Any diagnosed mental disorder?		
5. Any diagnosed emotional instability?		
6. Headaches?		
7. Rheumatism?		
8. Rheumatic Fever?		
9. Heart Disease?		
10. Hay fever?		
11. Asthma?		
12. Eczema?		
13. Allergies?		
14. Allergic reactions, including drug reactions?		

Please list any health conditions not listed above.

List surgeries you have had and dates:	
Surgery	Date

List medications you are taking:				
Name	Dosage	Time	Route	Reason

Signature:
Printed Name:
Date:

Additional Questions

(Check Yes or No. Fill in blanks as indicated)

- Do you have any medical conditions (other than listed above) requiring ongoing treatment?
☐ Yes ☐ No
 If yes, explain: _____
- Have you had any injuries resulting in residual limitations?
☐ Yes ☐ No
 If yes, explain: _____
- Are you allergic to any drugs or medications?
☐ Yes ☐ No
 If yes, list: _____
- Do you take any medication or drugs frequently?
☐ Yes ☐ No
 If yes, list: _____
- Do you have difficulty hearing others? ☐ Yes ☐ No

6. Do you have any voice or speech difficulties that affect communication? ☐ Yes ☐ No

7. Do you have joint problems or physical disabilities affecting your hands? ☐ Yes ☐ No

Physician Examination

- **Height:** _____
- **Weight:** _____
- **Constitution:** Average ☐ Thin ☐ Obese ☐
- **Frequent Headaches:** ☐ Yes ☐ No
- **Frequent Colds:** ☐ Yes ☐ No
- **Menstrual Cycle Normal:** ☐ Yes ☐ No

Activity Restrictions:

Is the applicant's activity restricted due to any condition listed above? ☐ Yes ☐ No

If yes, explain: _____

Systemic Evaluation

System	Findings
Heart & Vascular	_____ Pulse: _____ BP: _____
Lungs	_____
Nose & Throat	_____
Genito-urinary	_____
Thyroid	_____
Skin	_____
Eyes	_____ Wear glasses? ☐ Yes ☐ No
Ears	_____ Hearing: _____
Spine	_____ Posture: _____
Extremities (varicosities, foot conditions)	_____

Immunization Record

Vaccine	Date
Typhoid	_____
Small Pox	_____
Diphtheria	_____
Polio	_____
MMR	_____
Tetanus* (booster every 10 years)	_____
Tuberculin Skin Test** (must be current, within 1 year)	_____
Hepatitis B Series	_____
Varicella vaccination / titer	_____

*If Tuberculin test positive, a chest X-ray is required.

Remarks

Physician Statement:

To my knowledge, the above-named person is not a habitual abuser of intoxicants or drugs. ☐ Yes

Physician Signature: _____ **Date:** _____

Office Address: _____

Telephone: _____

APPENDIX N

Allied Health and Nursing Programs

Immunization/Titer Requirements

The immunization/titer requirements given below are recommended for health care workers by the Centers for Disease Control (CDC). In addition, each Allied Health and Nursing Program is required by clinical contract to submit documentation, which includes immunization/titer results, on all students upon request. **It is the College's policy that all of the following immunization/titer requirements be complete before any student can participate in a clinical experience.**

TITER / IMMUNIZATION REQUIREMENTS
Hepatitis B – The Hepatitis B vaccine Official Documentation must be provided for <u>all three</u> injections <u>and</u> a titer drawn showing proof of immunity. OR A signed Hepatitis B waiver must be on file in the Program Office. Note: signing the waiver releases you from having a titer drawn if you have had the 3 injections. It is the choice of the student whether he/she wants information regarding immunity.
Chickenpox (varicella) – Complete an IGG titer. Titer must be dated and the result showing evidence of immunity must be a part of the Official Documentation. (Equivocal or Negative is not acceptable.) If no immunity is present, two immunizations must be taken. OR Have two immunizations completed and take official documentation to Program Office
Measles, Mumps, Rubella – Complete an IGG titer for each (measles, mumps, rubella). Titers must be dated and the result showing evidence of immunity for each (measles, mumps, rubella) must be a part of the Official Documentation. (Equivocal or Negative is not acceptable.) If no immunity is present, two immunizations must be taken. OR Have two immunizations completed and take Official Documentation to Program Office
Tuberculosis Screen –

Must have official documentation of a current annual skin test (cannot be over one year old). If you have an expired or never had a TB skin test, then the 2 step Mantoux skin test is required. Results must be documented in millimeters of tissue involvement

(induration).

If TB test is positive or the student has history of positive skin tests, a Negative Chest X-Ray (less than two years old) is required.

Tetanus-Diphtheria –

The initial series is typically given in childhood and boosters are required every ten years. The booster should be of Tetanus-Diphtheria and acellular pertussis (Tdap). If the booster has been given within the last ten years, provide official documentation of the date (month/day/year) of the immunization. If the booster is ten years old or older, have the Tdap immunization and provide official documentation of the date (month/day/year) of the immunization.

Titers are not acceptable for any portion of Tdap.

Official Documentation (lab results) for each titer must be provided. Immunization dates (mm/dd/yyyy) must be included in an official document stating the student's name, date of immunization, and name of immunization. An "Official Document" must show the health care provider's name/organization, and phone number and have appropriate signatures, for example a physician's prescription pad, an official clinical record. TB testing results must show the student's name, health care provider's name/organization, date placed, date read, results in millimeters induration, and appropriate signatures.

APPENDIX O

Waiver of Health Insurance Coverage

I acknowledge that the Junior College District of Metropolitan Community College (the District) does not maintain any health insurance or hospitalization coverage for me. Furthermore, neither the District nor the agency in which am affiliated as a student have any free health care with respect to any illness or accident while I am participating in the activities of the District's _____PTA_____ program.

I hereby waive the release the District and the affiliating agency health care services as well as for costs and expenses that I may incur for health care services with respect to any illness or accident I may suffer as a result of my participation in the District's _____PTA_____ program.

Name (please print): _____

Signature

Date

APPENDIX P

Student Portfolio Checklist

Metropolitan Community College-Penn Valley-HSI

Physical Therapist Assistant

Student Portfolio Checklist

A notebook containing the following portfolio and supporting documents are to be updated each semester. The student will be given a grade of “I” until the supporting documents are compiled and shown to the individual instructor at the end of each academic semester.

Professional Values

First Semester Degree Plan _____

Second Semester Conference _____

Participates in one volunteer activity During PTHA 170 _____Event

Participates in one activity to promote

Knowledge of PT or health Event

Fall Semester

Physical Therapy Fundamentals I

Exam	Score	Areas for additional study
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Fire Safety Competency Exam_____

Standard Precautions _____

Basic Patient Care & Modality Competency Checks

Hand washing and PPE _____

Bed Mobility and Transfers _____

Cryotherapy _____

Superficial Heat _____

Massage/Ultrasound _____

Practical Examinations

1. Data collection (Vitals, Observation, Pain, PROM

Positioning and Draping)_____

*Areas for improvement*_____

2. Final Practical

(utilization of any technique learned in course after reviewing therapist's plan of care)

Areas for improvement: _____

Medical Disease

Exam	Score	Areas for Additional Study	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Spring Semester

Kinesiology

Exam	Score	Areas for Additional Study
_____	_____	_____
_____	_____	_____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Practical Examinations

LE ID _____

UE ID _____

Practical-Ankle and Knee _____

Practical-Hip _____

Practical-Spine _____

Practical-Shoulder _____

Practical-Elbow, Wrist, Hand _____

Final Practical _____

Collaborative Presentation _____

Orthopedic Pathology

Exam	Score	Areas for Additional Study
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Group Project _____

Quiz Scores _____

Applied Neurology

Exam	Score	Areas for Additional Study
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Quiz total to date _____ Average of Quizzes _____

Physical Therapy Fundamentals II

Exam	Score	Areas for Additional Study
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Collaborative Presentation of Research Article _____

Documentation Assign. _____

HIPAA assignment _____

Competency Checks

Cervical traction _____

Lumbar traction _____

TENS _____

NMES	_____	
Direct Current		_____
Medium Frequency	_____	
Final Practical	_____	

Emergency Patient Care	_____
CPR Certification	_____
First Aid examination	_____

Clinical Immersion	Score
Performance Report	_____
Total points	_____

Fall Semester

Clinical Seminar

Exam	Score	Areas for Additional Study
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Medicare Assignment	_____
Resume	_____
Service Learning	_____
Poster Project	_____

Pediatrics and Gerontology

Exam	Score	Areas for Additional Study
------	-------	----------------------------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Child Observation_____

Peds Treatment_____

Being Mortal_____

End of Life_____

Therapeutic Exercise

Exam	Score	Areas for Additional Study
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Competency Checks

PROM	_____	_____
Stretching	_____	_____
Resistance	_____	_____
UE	_____	_____
LE	_____	_____

Practical Examinations

Techniques to increase ROM

And flexibility _____

Techniques to improve

Motor control, strength, endurance

Coordination and balance

Cardiopulmonary _____

Final Practical _____

Rehabilitation

Exam	Score	Areas for Additional Study
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Gait Practical _____

PNF _____

Gait Stalker _____

Quiz total to date _____ Average of Quizzes _____

Clinical Experience I

	Score
Web CPI	_____
Total points	_____

Clinical Experience II

Review Examinations		
Exam	Score	Areas for Additional Study
_____		_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Clinical #1 Clinical Performance		
Eval	_____	_____
In-Service Project		
	_____	_____
Diagnosis log	_____	_____

Clinical #1 Clinical Performance		
Eval	_____	_____
In-Service Project		
	_____	_____

Diagnosis log _____

Program Comprehensive Final _____

APPENDIX Q

Off-Site Educational Experience Safety Checklist

Facility Name: _____ Date: _____

Experience: _____

Identify the following:

1. Emergency evacuation procedures and exits
2. Location of security and phone numbers
3. Location of AED, MSDS (relevant to situation), fire extinguishers
4. Safety considerations of the procedure and observation of current inspection stickers
5. Emergency procedures for emergency situations relevant to the clinical experience(as outlined by instructor)

Student Signature

APPENDIX R

Family Care Safety Registry Instructions

The Department of Mental Health (DMH) has implemented a requirement that impacts Allied Health and Nursing students. This new guideline requires that all persons who come in contact with consumers in a Missouri mental health setting must have a Family Care Safety Registry (FCSR) background screening. The FCSR is a background screening that is not included in the standard Validity Screening Solutions Criminal Background Check.

In order for you to be placed in a clinical site, you must complete a background check with the Family Care Safety Registry

Here is what you need to do – Part 1:

1. Go to the Family Care Safety Registry web site at <http://www.dhss.mo.gov/FCSR>.
2. Click on **how to register** and follow the directions:
 - a. Enter Social Security Number
 - b. Enter type of worker – Voluntary
 - c. Enter Name and Date of Birth
 - d. Enter mailing address
 - e. Agree to the statement
 - f. Enter a payment information:
 - Cost of this screening is \$10.00 if done by mail or \$11.00 if done on-line (requires a valid credit card). Please note that it could take up to 2 weeks to be placed on the registry if using the mail option; only 24-48 hours if application and payment is done online with a credit card.
3. Within a couple of days, you will receive a mailing verifying that you are registered. If you **only receive** verification of payment, at this point proceed to **Part 2, Step 1**.
4. The verification might also include your background screening findings. The letter will state “no findings reported in the background screening” or may report some type of finding. If this is what you receive, proceed to **Part 2, Step 3**.
5. If you are already on the registry and have a findings letter, proceed to **Part 2, Step 3**. However, if the results letter that you have is more **than 6 months old**, proceed to **Part 2, Step 1** to request a more recent screening. This will not cost you anything as your registration fee has already been paid and is valid.

Here is what you need to do – Part 2:

1. Go to the Family Care Safety Registry web site at <http://www.dhss.mo.gov/FCSR>
2. Follow the instructions for requesting a background check:
 - a. Call 1-866-422-6872, between 7:00 a.m. and 5:00 p.m., Monday through Friday.
 - b. Provide your name and address as well as your social security number.
 - c. You should receive written confirmation of your background screening results usually within 2 weeks.
3. Once you have received the written confirmation of your results, make a copy of the results.

Keep the original letter for your files. **NOTE: Health Careers Coordinator will not keep a copy of the FCSR. You must be able to present this documentation to the clinical site (along with any other requested CNE requirement) upon their request. Therefore, it is imperative that you make a copy and keep a copy of the FCSR results for your own files.**

4. Bring the **copy** of this background screening letter in a sealed envelope that has your name and program written on it to your Program Coordinator.

Your Program Coordinator will give these sealed envelopes to the Healthcare Career Coordinator who will then use this information to verify *each* student's passing the registry. Any student failing to submit this requirement will not be allowed to attend a clinical.

NOTICE

Effective September 1, 2008, the Good Cause Waiver program will no longer accept applications submitted without required documentation. All incomplete applications and any supporting documents will be returned to the applicant along with a notice stating the reason why the application is being returned. The Good Cause Waiver program will not retain any incomplete applications. Because the case will not be opened, the applicant will not be eligible for conditional employment until a complete application is received.

A complete application will consist of: A signed, complete Good Cause Waiver application form, a detailed description of each disqualifying offense, a sponsor or reference letter(s), and a copy of the child abuse/neglect investigation report for each reported incident (if applicable).

APPENDIX S

Student Conference Form

Student's Name:

Date/Time

Reason for Contact:

Relevant Factors:

Recommendations:

Student Comments:

A signature on this document does not imply agreement with the content. A signature confirms that the information was presented to the student and the student had an opportunity to discuss the issues with the instructor.

Student Signature

Instructor

APPENDIX T

PTA Exam Question Review Form

Request for a Formal Review of an Examination Question

Requests for review of examination items must be submitted **within 5 working days** of the date that examination results are available for review to students.

Write your name on the reverse side of this paper.

Date of Examination _____

Date of Submission _____

Question # _____

Correct Answer _____

Your Answer _____

Explain why your answer is the BEST answer (if the question is multiple choice) or why your answer is correct.

Provide a reference for your answer. Complete citation is required. You may use textbooks or the class notes and other resources provided by the instructor for the course.



APPENDIX U

Exam Conference

Student's Name:

Date:

Reason for Contact: Student did not Score 75% or above
Course:

Exam Scores: Ex 1_____ Ex 2_____ Ex 3_____ Ex 4_____

Please outline a plan for improving grades:

Instructor Recommendations/Comments:

A signature on this document does not imply agreement with the content. A signature confirms that the information was presented to the student and the student had an opportunity to discuss the issues with the instructor.

Student Signature

Instructor

APPENDIX V

PTA Program Curriculum Checklist

Name: _____ Student ID#: _____

Please consult the Program Coordinator, Randy.Leighton@mcckc.edu for any changes in curriculum sequencing.

Course requirements by semester. Blank grade and credit fields are provided for completion.

Prefix	Course No.	Course title / equivalent	Credit hours	Grade	Hours earned	Grade points
PROGRAM PREREQUISITES						
ENGL	101	*Composition & Reading I (JCCC: ENGL 121, 3 Cr)	3			
		Any biological or physical sciences course. Students planning BIOL 109 for A&P will need Intro to Cell Biology or CHEM 105, 5 Cr (JCCC: CHEM 122, 5 Cr).	4-6			
BIOL	150	Medical Terminology (HIM 100; JCCC: HC 130, 3 Cr)	2			
PTHA	151	³ Introduction to Physical Therapy	2			
TOTAL		Prerequisites	10			
FIRST SEMESTER						
BIOL / Biology / HLSC	109 / 110, 210 / 108	¹ Anatomy & Physiology with lab or equivalent	4-6			
PSYC	140	*General Psychology (JCCC: PHYC 130, 3 Cr)	3			
COMM	100 or 102	*Fundamentals of Speech (JCCC: SPDR 121, 3 Cr)	3			
PTHA	152	Physical Therapy Fundamentals I	4			
PTHA	160	Medical Diseases	2			
TOTAL		First semester	18			
SECOND SEMESTER						
HIST / POLS		^{**} American Institutions (HIST 120, 121 or POLS 136)	3			
PTHA	153	Kinesiology	4			
PTHA	154	Applied Neurology	2			

Prefix	Course No.	Course title / equivalent	Credit hours	Grade	Hours earned	Grade points
PTHA	159	Orthopedic Pathology	2			
PTHA	161	Physical Therapy Fundamentals II	4			
PTHA	162	Clinical Immersion	1			
TOTAL		Second semester	16			
THIRD SEMESTER						
PTHA	155	Rehabilitation	4			
PTHA	158	Therapeutic Exercise	4			
PTHA	164	Pediatrics & Gerontology	2			
PTHA	171	Clinical Seminar	2			
PTHA	170	Clinical Education I (3 weeks full-time)	3			
TOTAL		Third semester	15			
FOURTH SEMESTER						
PTHA	272	Clinical Education II (14 weeks full-time)	12			
TOTAL		Fourth semester	12			
TOTAL PROGRAM CREDIT HOURS			72			

Note: Credit-hour totals and course annotations are reproduced from the supplied table. Confirm variable-hour requirements and footnote definitions before publication.

See next page for key to superscripts

*General education courses can be sequenced in any manner but should be completed prior to the third semester. SPDR 102 will also be accepted.

¹For MCC students: BIOL 109 Anatomy & Physiology or HLSC 108, or the combination of BIOL 110 and 210 will meet the requirement.

Two JCCC options are available:

Option 1 - BIOL 144 Human Anatomy & Physiology (5 cr) AND BIOL 145 Human Anatomy/Physiology Dissection (1 cr). (NOTE: BIOL 144 must be taken before BIOL 145.)

Option 2 - BIOL 140 Human Anatomy (4 cr) AND BIOL 225 Human Physiology (4 cr)

(NOTE: CHEM 122 and BIOL 140 must be taken before BIOL 225.)

²CPR Certification will not exempt you from class. This course is only offered to students accepted into the PTA program and cannot be taken out of sequence.

³Applications received without PTHA 151 completed will be evaluated, but the applicant will be at a disadvantage compared to an applicant with all pre-requisite courses completed.

⁴Students graduating from a Missouri College are mandated by the state to have education in Missouri history and governance. Students who have taken their US History course outside of MO may need to enroll in POLS 153-MO Constitution to earn their A.A. S. degree check with program director before enrolling in this course.

APPENDIX W

Family Care Safety Registry (FCSR)



The Family Care Safety Registry (FCSR) helps protect seniors, children, and the disabled by conducting background screenings on long term care workers, child care workers, and personal care workers. If you are an employee or a job applicant in one of these fields, you must register with the FCSR before background screenings can be requested. Registering with the FCSR means you will provide personal information and agree to background screenings for employment purposes as defined in state law. There is a one-time registration fee of \$15.00.

Submitting your registration online is faster than the mail. Instead of the cost of a stamp, a \$0.55 processing charge will be added to your fee. To register online

you will need:

- Internet access
- Your Social Security number
- Your email address
- A credit card or debit card

NOTE

You may be asked to supply a copy of your Social Security card or other verification document after the FCSR receives your registration information.

The online system works best with Google Chrome.

The web address to access the FCSR Background Screening and Employment Eligibility System (BSEES) for online registration can be found at the end of this document.



From the FCSR-BSEES homepage, click the **Registration** button to begin.

From the submenu, click **Register Online**.



REGISTRATION INFORMATION

Welcome to Registration Information | **Is A Person Registered** | Employer Information | Register

To register using the Internet, you will be charged a nonrefundable \$15.00 registration fee and an additional \$0.55 processing fee. If you do not wish to pay the additional processing fee, you may submit your registration by mail, using the form found at: **Registration Forms**.

You will need the following to enter your registration:

- Your Social Security Number.
- Your current name and any prior names, including your birth name and any nicknames or married names.
- Your (the registrant's) email address.
- A valid credit card.

The individual being registered is responsible for completing the registration information. If information is entered by the employer, it is important that the employer ask the employee/potential employee to complete and sign a paper **Worker Registration Form**, to ensure that the individual understands they are being registered with the Family Care Safety Registry and has consented to background screening, and to ensure that the employer has the most accurate registration information available. The employer should keep the signed Worker Registration Form on file.

Messages

Click Is A Person Registered tab to proceed with the Registration Process or to Confirm an Individual is Registered

Read the Welcome to Registration Information. When ready, click the tab for **Is A Person Registered** to continue.

NOTE

You will see a **Messages** section on each page. Informational messages will be in black text. Error messages will be **red**.

Enter your Social Security number in the appropriate fields on the **Is A Person Registered** screen. Click the checkbox to confirm you are not a robot. (If presented, click all pictures that meet a given criteria to further prove you are not a robot.) Click the **Search** button.

SEARCH BY REGISTRATION

Welcome to Registration Information | **Is A Person Registered** | Employer Information | Register

To search Department of Health and Senior Services database to identify if a person is a Family Care Safety registrant, enter the Social Security Number and click search.

You must complete the Search before continuing to register online.

*Social Security Number:

*Confirm Social Security Number:

☐ I'm not a robot

reCAPTCHA
Privacy - Terms

You should be notified that your Social Security number was not found in the database.

FCSR-BSEES Home | Registration

SEARCH BY REGISTRATION RESULTS

Welcome to Registration Information | **Is A Person Registered** | Employer Information | Register

Social Security Number: 999-99-9999 was **NOT** found in the database.

The individual with this Social Security Number is NOT registered with the Family Care Safety Registry (FCSR). NOTE: This is not a background screening. A background screening cannot be processed until the individual has completed registration with the FCSR.

If you believe an error has been made and this individual has registered with the FCSR, please provide either the check/money order number used for payment of the registration fee, or the registration number assigned to the individual by the FCSR, or select Contact Us for location and hours. To continue with your registration select the **Employer Information** tab.

To Proceed with Registration: **Continue**

To search for another Social Security number: **Search**

Messages

Social Security Number NOT Found
Register by Clicking Continue Button or Selecting the Employer Information Link / Tab

Click the **Continue** button.

NOTE

If you were notified that your Social Security number **was** found in the database, you may already be registered with the FCSR. If your Social Security number was found and you do not believe you have registered in the past, call the FCSR toll-free at 866-422-6872.

Either enter an **Employer Name** (current or potential) **or** make a selection from **Select if No Employer**.

To enter an employer name, set your search criteria to either **Begins With** or **Contains**. Begin typing part of the employer name. As you type, a drop down list may appear. You may select an employer name from the drop down list **or** you can use what you've typed thus far.

Click the **Search** button.

After clicking the Search button, you should receive a list of one or more employer names from our database. If the correct employer is shown, click to checkmark the box by the employer name.

If the employer is not found in the database, or if you have another reason for registering, make the appropriate selection from the **Select if No Employer** field.

After you have made a selection for either the Employer Name or the Select if No Employer field (or both if applicable), click the **Continue** button.

NOTE

If you are registering with the FCSR so you can be screened as an adoptive parent, please search for the adoption agency in the Employer Name field **and** choose Adoptive Parent from the Select if No Employer field.

Now enter your personal information. First, select one or more **Registration Type(s)** by clicking to checkmark the appropriate box(es). Depending on what you select, subcategories may be opened for additional selections.

FCSR-BSEES Home | Registration

PERSONAL INFORMATION

Welcome to Registration Information | Is A Person Registered | Employer Information | Register

Selection Criteria

*Registration Type(s):

- ☐ Adoptive Parent
- ☐ Child Care
- ☐ Foster Parent / Family Member of Foster Parent
- ☐ Hospital
- ☐ Long Term Care / Personal Care
- ☐ Mental Health / Psychiatric Hospital
- ☐ Voluntary

FCSR-BSEES Home | Registration

PERSONAL INFORMATION

Welcome to Registration Information | Is A Person Registered | Employer Information | Register

Selection Criteria

*Registration Type(s):

- ☒ Adoptive Parent Agency Name
- ☐ Child Care
- ☒ Foster Parent / Family Member of Foster Parent *County Office
- ☐ Hospital
- ☒ Long Term Care / Personal Care
 - ☐ Adult Day Care
 - ☐ Assisted Living Facility
 - ☐ Hospice
 - ☐ Long Term Acute Care (LTAC) / Swing Beds
 - ☐ Mental Health - Residential Facility / ICF
 - ☐ Nursing Facility / Skilled Nursing Facility
 - ☐ Personal Care - Home Health
 - ☐ Personal Care - In-Home Services
 - ☐ Personal Care - Consumer Directed Services / Center for Independent Living
 - ☐ Personal Care - HCY, PDW, DDD or Other
- ☐ Mental Health / Psychiatric Hospital
- ☐ Voluntary

Next, enter your personal information.

Personal Information

*Last Name: *First Name: Middle Name: Suffix:

Add Other Name *IMPORTANT!* If you do not list all other known names used, including both first names and last names, your registration may be delayed or rejected. Other names include birth name, married name(s), nickname(s), and legal name changes.

*Date of Birth: Month Day Year *Gender:

As needed, click the **Add Other Name** button to add an additional entry field (or fields) for any other names you have used, such as a nickname, birth or married names,

Personal Information

*Last Name: *First Name: Middle Name: Suffix:

Add Other Name *IMPORTANT!* If you do not list all other known names used, including both first names and last names, your registration may be delayed or rejected. Other names include birth name, married name(s), nickname(s), and legal name changes.

*Last Name: *First Name: Middle Name:

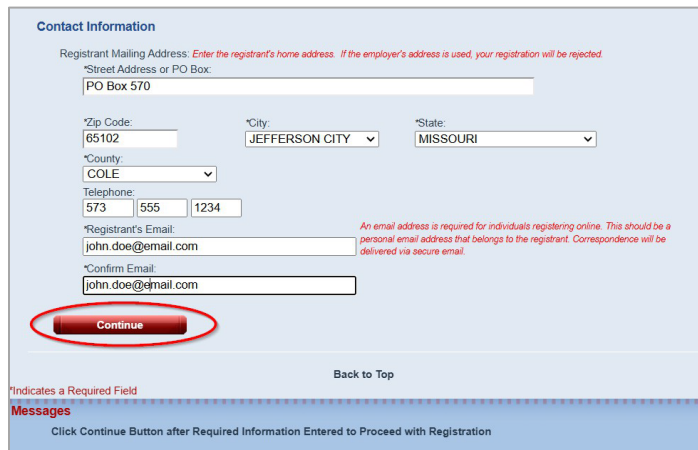
*Date of Birth: Month Day Year *Gender:

NOTE

Be sure to add a line to enter your birth name if different than your

Finally, enter your contact information.

Click the **Continue** button after all required information is entered.



Contact Information

Registrant Mailing Address: *Enter the registrant's home address. If the employer's address is used, your registration will be rejected.*

*Street Address or PO Box:
PO Box 570

*Zip Code: 65102 *City: JEFFERSON CITY *State: MISSOURI

*County: COLE

Telephone: 573 555 1234

*Registrant's Email: john.doe@email.com *An email address is required for individuals registering online. This should be a personal email address that belongs to the registrant. Correspondence will be delivered via secure email.*

*Confirm Email: john.doe@email.com

Continue

Back to Top

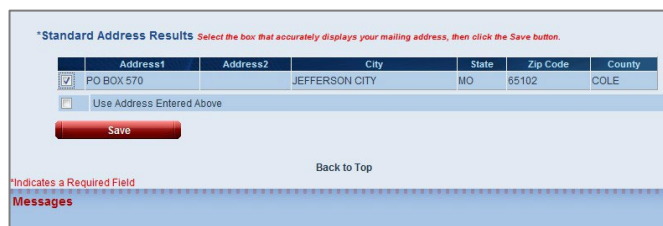
*Indicates a Required Field

Messages

Click Continue Button after Required Information Entered to Proceed with Registration

Click to checkmark the box by the address line that best reflects your address. You must make one selection. Select **Use Address Entered Above** if the standard address result provided does not reflect your mailing address.

Click the **Save** button.



***Standard Address Results** *Select the box that accurately displays your mailing address, then click the Save button.*

	Address1	Address2	City	State	Zip Code	County
☒	PO BOX 570		JEFFERSON CITY	MO	65102	COLE
☐	Use Address Entered Above					

Save

Back to Top

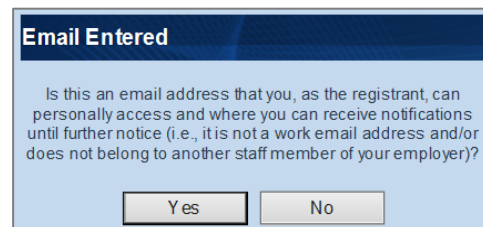
*Indicates a Required Field

Messages

After you enter an email address, you are asked to confirm it is an email address where you can receive your personal copy of FCSR notifications. The email address should belong to you, not to your employer or another staff member.

Click **Yes** if the email address entered is one you access.

Click **No** to change the email address in your Contact Information now.



Email Entered

Is this an email address that you, as the registrant, can personally access and where you can receive notifications until further notice (i.e., it is not a work email address and/or does not belong to another staff member of your employer)?

Yes **No**

Confirm all information entered is correct.

Registration Confirmation	
Employer Name:	ABC ND ENTERPRISES LLC
No Employer Specified:	
Registration Type:	Long Term Care / Personal Care Personal Care - Consumer Directed Services / Center for Independent Living
Name:	Doe, John
Date of Birth:	01/02/1983
Gender:	MALE
Contact Information:	PO BOX 570 JEFFERSON CITY, MO 65102 COLE (573) 555-1234 john.doe@email.com
Edit Continue	

Click the **Edit** button if there is an error.

Click the **Continue** button if your information is entered correctly.

Carefully read the Registration Agreement.

Registration Agreement	
Please read carefully the following statement regarding the use of this site: The information provided is complete and accurate to the best of my knowledge. I understand it is unlawful to withhold or falsify information required on this form. I grant my permission for the Missouri Department of Health and Senior Services to obtain any and all background information authorized by sections 210.900 to 210.936, RSMo., to process this request. Furthermore, I authorize the Missouri Department of Health and Senior Services to release the fact that I am a registrant in the Family Care Safety Registry and any related background information contained in the Family Care Safety Registry to the requestor for employment purposes only, as provided in section §210.921, subsection 1, subdivisions (1) and (2), RSMo. For purposes of the Family Care Safety Registry, "employment purposes" includes direct employer-employee relationships, prospective employer-employee relationships, and screening and interviewing of persons or facilities by those persons contemplating the placement of an individual in a child care, long term care, or personal care setting. I understand that if I dispute the information contained in the Family Care Safety Registry I have the right to appeal the accuracy in the transfer of information to the Registry within thirty (30) days of receiving the results of the background screening determination. I understand that by selecting Agree, I will be responsible for the nonrefundable credit card charge that includes both the registration and payment processing fee. If you agree to and understand the terms specified above, click the "Agree" button below to continue.	
Agree Exit	

If you agree to the statement, click the **Agree** button.

Clicking the **Exit** button will terminate your registration attempt and all information entered will be deleted.

Enter your payment information.

PAYMENT INFORMATION

Fee Information

Registration Fee:	\$15.00
Processing Fee:	\$0.55
Total Fee Amount:	\$15.55

Customer Information

* Cardholder's Name:
Cardholders name must exactly match the name on the Credit Card

☐ Check here if Billing Address is the same as your Registrant Mailing Address

* Address Line 1:
Address Line 2:

* City:
* State:
* Zip Code:
* Telephone:

Credit Card Information

* Card Type:

* Credit Card Number:

* CVV Code: ?
Month Year
* Expiration Date:

I understand that by clicking the CONTINUE button, I agree to pay the total amount above.

*Indicates a Required Field

Payment Verification

Total Amount:	\$15.55
Cardholder's Name:	John Doe
Billing Address:	PO BOX 570 JEFFERSON CITY, MISSOURI 65102 (573) 555-1234
Card Type:	VISA
Credit Card Number:	XXXXXXXXXXXX1111
CVV Code:	411
Expiration Date:	09/25

If you would like to change the Credit Card information, click the EDIT button.
To continue your registration, click the CONTINUE button.

Payment Confirmation

Transaction Successful.

Transaction Successful for: (DOE, JOHN)
Your registration information and payment have been submitted to the Family Care Safety Registry.

Information Summary (April 27, 2023):

Tracking Number:	100000480870
Purchase Receipt Confirmation:	20003929
Amount Paid:	\$ 15.00
Processing Fee:	\$.55
Total Amount Charged:	\$ 15.55

Address: PO BOX 570
JEFFERSON CITY MO 65102
COLE

Email: john.doe@email.com
Social Security Number: XXX-XX-9999
Date of Birth: 01/02/1983
Gender: MALE

Print this screen for your records. Click the Continue button to generate a printer-friendly notification. You must have Adobe Acrobat Reader version 9 (or later) and allow pop-up blockers from this website to receive the printer-friendly version. This is an information summary and does not indicate your registration is complete. A letter will be delivered to the email address provided once your registration has been processed. Your employer may request background screenings at no charge after your registration has been processed. Call the FCSR toll-free at 866-422-6872 if you have any questions.

Click the **Continue** button after entering all required information.

Clicking the **Cancel** button will terminate your registration attempt and all information will be deleted.

Click the **Edit** button to re-enter payment information if needed.

Click the **Continue** button to finish your submission and receive a transaction confirmation.

You should receive a Transaction Successful notification. It may contain an information summary which can be printed now. Click the **Continue** button for a printer-friendly confirmation of registration submission and payment information to the FCSR.

NOTE

If your transaction was declined or failed, you may start over and submit again.

Your printer-friendly confirmation of registration submission and payment information will open in a new window. Print the notification using the Adobe Acrobat Reader print button.

The image shows a printer-friendly confirmation form from the Missouri Department of Health and Senior Services. At the top left is the state seal and contact information: "Missouri Department of Health and Senior Services, P.O. Box 197, Jefferson City, MO 64501-0197, Phone: 573-751-6400, FAX: 573-751-6810, HCLAN 10050200 for hearing and speech impaired and voice mail 711". The title is "Family Care Safety Registry Background Screening and Employment Eligibility System". The form contains several sections with labels and input fields, including "Registration Information", "Employer Information", "Screening Information", and "Payment Information". At the bottom, it says "PROMOTING HEALTH AND SAFETY" and "The Missouri Department of Health and Senior Services works to protect health and safety for all Missourians, in all communities, for life."

NOTE

The printer-friendly confirmation requires:

- The free Adobe Acrobat Reader software, Version 9 or higher
- Pop-up blocker settings be modified to allow pop-ups from ***.dhss.mo.gov**

Go to <https://healthapps.dhss.mo.gov/BSEES/Main.aspx> to submit your FCSR registration online.

What happens next? FCSR staff will review your registration information and contact you with any questions. After the registration is processed, FCSR will complete an introductory screening and send the results attached to an [encrypted email](#). Eligible employers can request your background information at no charge. You will be notified anytime your background information is provided. Keep your contact information up to date to ensure you receive these notifications. Inform the FCSR of any name changes as well as contact information changes.

APPENDIX X

Required Vaccination Acknowledgement Form for Metropolitan Community College Nursing and Allied Health Programs

Supported by the Occupational Safety and Health Administration (OSHA) and Medicare regulations with recommendations from the Association of Professional Infection Control, (APIC) and the Center for Disease Control Prevention (CDC), The Collegiate Nurse Educators of Greater Kansas City (CNE) and Kansas City Area Nurse Executives (KCANE) have implemented health record requirements for ALL Students and Faculty, requiring submission of health records including, vaccinations records if participating in a live clinical setting. Every Metropolitan Community College (MCC) Nursing and Allied Health student will be required to submit immunization records including but not limited to, TB Skin Testing, vaccinations and /or immunity statuses for Heb B, Influenza, Varicella, Tdap and MMR. Students should also maintain a personal record of vaccinations and immunity status.

Required Immunizations

The health care facility is not required to make any accommodations to students in regards to vaccinations. These guidelines are required by clinical sites for patient safety.

I understand that not having the required vaccination documentation, may impede my ability to participate in the clinical component of my course which could lead to failure to complete the requirements of the course or program.

_____ I am requesting a declination wavier for a required vaccine
 _____ (vaccine name). A declination waiver may result in not being placed in
 a clinical site. This may result in failure of the course and progression in the program.

Signature _____ Date _____

APPENDIX Y

Metropolitan Community College FERPA Consent

CONSENT TO DISCLOSE INFORMATION FROM STUDENT EDUCATION RECORDS

Under The FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

I. Records to Be Disclosed

In order for hospitals, clinics, and other types of health agencies to gain or maintain accreditation with The Joint Commission (TJC), all employees, volunteers or students working at those entities must have criminal background checks as well as other healthcare related checks. I have undergone such a criminal background check. By executing this form, I am hereby consenting to the release of the results of that background check for the purpose indicated below, regardless of the information contained in it and its impact on my ability to be placed in a clinical setting.

II. Purpose of the Disclosure

In order to complete the prerequisites for my academic program at Metropolitan Community College (MCC), I must successfully participate in a clinical component of that program at one of the health agencies covered by the above-described TJC requirement. Undergoing the criminal background check and providing its results to the health agency where MCC proposes that I be placed will allow that agency to make a determination as to my qualifications for placement and to thereby comply with the TJC requirement.

III. Party or Class of Parties to Whom the Disclosure May Be Made

I authorize MCC to release the results of my criminal background check to any and all health agencies at which it is attempting to place me for the clinical component of my academic program.

I understand that it is the sole decision of the health agency being considered for my clinical placement whether to approve or deny the clinical portion of my educational program. Also, if my background check reveals some criminal history by me, I have been advised to call the State Department of Health and Senior Services to inquire about the possibility of being denied the opportunity to sit for the licensure exams and have been further advised to inquire with possible future employers as to any limitations there may be to employment opportunities in light of any criminal history that I may have.

IV. Decision as to Copy of Record Released (insert initials in appropriate space)

I _____ **do** _____ **do not** request a copy of any record disclosed pursuant to this consent.

Signature: _____

Printed name: _____ **Student ID** _____

APPENDIX Z**Program Dismissal Appeal Form**

Health Science Institute (HSI)

Student Name: _____

Student ID Number: _____

Program: _____

Course(s) Related to Dismissal: _____

Date of Dismissal Notification: _____

Level of Appeal (check one):

☐ Level I – Instructor ☐ Level II – Program Coordinator ☐ Level III – Division Chair

Basis for Appeal (attach additional pages if necessary):

Explanation of how published policies were misapplied or not followed:

Supporting Documentation Attached: ☐ Yes ☐ No

Student Signature: _____ Date: _____

Office Use Only

Date Appeal Received: _____

Decision: ☐ Approved ☐ Denied

Decision Date: _____

Reviewed By: _____

12.2 Academic Calendars

[Link to MCCKC Official Academic Calendar](#)

12.3 Frequently Asked Questions (FAQs)

Campus location: MCC-Penn Valley, Health Science Institute, 3444 Broadway

Program Coordinator: Dr. Randy Leighton, 816.604.4808; Randy.Leighton@mccckc.edu

When does the program begin?

The traditional program begins in August with the fall semester. The web-based program begins in January with the spring semester. Fall applications are due June 10 and Spring Web based applications are due Oct. 1.

How many students are accepted?

About 22 students are selected each year for the traditional program and 12-14 for the web-based program.

How long does it take to become a PTA and earn my Associates Degree?

At MCC you will earn the Associate's in Applied Science Degree as a Physical Therapist Assistant in two years (four semesters) once accepted. Prerequisite courses can be completed in 1 semester. Our program consists of 72 credit-hours of classes, hands-on training and clinical experience. There is a semester of pre-requisite courses.

How many students pass the national exam?

From 2015 to Present 98% of graduating students passed the national examination.

When do classes meet?

Classes for the traditional land-based program meet during the day. First semester is M,W, and Thursday, second and third semester M-Th and the final semester is 5 day work weeks in a clinic. Laboratory classes for the web-based program are currently scheduled Friday mornings in the first semester and Thursday and Friday mornings in the second and third semesters. You must also complete clinical rotations during standard

business hours in the second and third semesters. The last semester requires two seven-week, full-time rotations.

What courses will transfer to MCC from other universities?

Anatomy and Physiology as well as Medical Terminology must have been taken within the last five years to be accepted. Other courses will be evaluated. English, history, speech and psychology usually transfer to MCC without difficulty.

What are the costs associated with the program?

A student needs a minimum of 72 hours to earn this degree

Item	Cost
In-state cost per credit hour	\$126
Tuition*	~\$9072
Program Fees	~\$2200
Books and Supplies	~\$1,000
Total	~\$13,000

*Tuition is based on your residency, which must be established before the term starts. For the \$126/cr.hr. in-district rate, you must live in Belton, Blue Springs, Center, Fort Osage, Grandview, Hickman Mills, Independence, Kansas City, Lee's Summit, North Kansas City, Park Hill or Raytown school districts.

If you live in Missouri outside these districts, the out-of-district rate applies, \$246 /cr.hr. If you live outside Missouri, the out-of-state/non-resident applies, \$332/cr. hr.

What should I have completed before applying to the program?

At least three hours of any science course, Medical Terminology (Biology 150 or HIM 100), one of the general education courses on the degree plan and we strongly recommend taking PTHA 151: Introduction to Physical Therapy. See specifics in the program application.

Can I work while in the program?

You can work while in the program, but it will be difficult to work more than 24 hours per week and keep up with your course work. This program requires learning skills you will use daily the rest of your work career. It is important that you give yourself a fair opportunity to “learn for a lifetime”.

Will I be able to transfer my coursework/degree to become a physical therapist?

A career as a physical therapist requires a doctorate degree. Our general education courses such as English, speech, history and psychology usually transfer toward that degree, however, PTA coursework will not transfer. Some colleges are now accepting your two year associate degree as credit toward a 4-year healthcare related degree.

12.4 Note Pages

[illegible]

[illegible]

