



Health Sciences Student Handbook 2021-2022

Physical Therapist Assistant

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FORWARD

This Student Handbook is designed to provide Health Sciences students with a reference manual that deals with policies and procedures for individual programs within the Health Sciences Department. This Handbook serves to assist Health Sciences students toward successful completion of their course of study by directing them to College resources via webpage links [click on the blue, underlined text link to access the specific webpage]. As such, it is intended to supplement, not replace the policy and procedure publications to which all students of Montgomery College are subject, such as the:

- [Current College Catalog](#)
- [Current Semester Schedule of Classes](#)
- Student Handbook ([Student Code of Conduct](#))
- [College Policy and Procedures](#)
- [Academic Regulations](#)

It is the responsibility of each student to review this Handbook regularly and to understand its contents. It is the intention of this Handbook to eliminate the redundancy some might find in course syllabi or course guides. Information, policies and procedures that are relevant to all will be included in the first part of this Handbook. The second part of this Handbook will deal specifically with individual Health Science Programs within the Department. This Handbook should not be construed as constituting a contract, express or implied, between the individual Health Science Programs and any person. The statements and provisions of this Handbook are subject to change at the discretion of the Health Sciences Department and/or individual Program without notice. The most current version of this Handbook will be located on the website for individual Programs.

COLLEGE

MISSION, VISION, AND VALUES

More than just words, our mission, vision, and values reflect, in an inspiring way, who we are as an institution and why we are so dedicated to our students and their success. These aspirational standards set our priorities and drive our actions every day.

OUR MISSION: We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.

OUR VISION: With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success. Our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and community.

OUR VALUES: Excellence, Integrity, Innovation, Diversity, Stewardship, Sustainability

Leadership Team

[Jermaine F. Williams, PhD](#), President

[Sanjay Rai, PhD](#), Senior Vice President for Academic Affairs

[Monica Brown, EdD](#), Senior Vice President for Student Affairs

[Jane'e' McFadden](#), Dean of Student Engagement and TPSS Student Affairs

[Alice Boatman](#), Associate Dean of Student Engagement & TPSS Student Affairs

[Brad J. Stewart, PhD](#), Vice President/Provost, Communications, Health Sciences, Health and Physical Education, and Humanities [Takoma Park/Silver Spring]

[Monique Davis, PhD, MSN, RN](#), Collegewide Instructional Dean of Health Sciences and Director of Nursing

Brenda Knopp, MSN, CNE, RN, Nursing Department Chair

Melissa Sprague, MSN, RN Health Sciences Department Chair

College

[Applying for Graduation](#) :

December Graduation: Apply between June 2 – October 1

May Graduation: Apply between October 2 – February 15

August Graduation: Apply between February 16 – June 1

[Attendance Policy](#): Academic Regulations Article 5.1; Students are expected to attend all class sessions. In cases involving excessive absences from class, the instructor may drop the student from the class, resulting in a grade determined in accordance with this Academic Regulation. "Excessive absence" is defined as one more absence than the number of classes per week during a fall or spring semester (with the number of absences to be prorated for accelerated sessions).

[Closures and delays](#) What to do when MC is closed, has a delayed opening, or closes early for any reason.

Communication

EMAIL: Students and Faculty must use College email when corresponding via email. The College prohibits use of personal email accounts for College communication. Students are expected to check their email regularly. Students are held responsible for information, assignments, and announcements that are distributed via email. Please include your full name, MC ID number, and the course number for which you are currently enrolled. Students can anticipate 48-72 hour email response time from faculty / staff during business hours.

[Family Educational Rights & Privacy Act \(FERPA\)](#) As a student at MC, your educational record information is protected by FERPA.

[MC ALERT](#): All students are encouraged to sign up for MC Alerts.

Counseling & Advising:

[Disability Support Services](#): Students requesting reasonable accommodations related to a disability must self-identify and are encouraged to contact DSS as soon as possible after admission to the College. If eligible, must be completed each semester.

[Accommodations](#): Determined on a case by-case basis and may include extended time, note-taking assistance, sign language interpreting services, and alternative formats for printed materials.

Grades Academic Regulations Article 6

Disputed Final Grades

Incomplete Grades

[Hardware Specifications](#): Technology will be a major component of your education at MC. The College identifies general technical requirements and minimal hardware specifications so that online learning is successful.

Closures and delays

Resources

[Financial Aid](#)

[Student Health and Wellness](#)

[Title IX & Sexual Discrimination Information](#)

[TPSS Raptor Central](#)

[Veterans and Military](#)

[Virtual Tutoring](#)

[Student Complaint Resolution](#): In general, students are encouraged to approach their faculty member first to resolve their complaint. If the complaint cannot be resolved by the faculty member, then the student should address their complaint to the Department Chair. If the complaint still cannot be resolved, the complaint will be escalated to the Dean. Attempting to resolve a complaint at these levels will help assure timely resolution of student complaints.

[Student Code of Conduct](#): All students are expected to achieve their goals with academic honor. Cheating, plagiarism, and/or other forms of academic dishonesty or misconduct, examples of which can be found in the Student Code of Conduct, are not to be tolerated. A student who engages in any act that his or her classroom instructor considers academic dishonesty or misconduct is subject to any and all sanctions deemed appropriate by the classroom instructor. Grade sanctions may range from an “F” on an assignment to an “F” in the course. The instructor will refer all violations to the campus dean of student development. The rights and responsibilities of both the course instructor and the student, as well as the procedures to be followed, are detailed in the Student Code of Conduct.

[Withdrawal from Classes](#) Academic Regulations Article 4.10

Health Sciences Department

Advising: Faculty provide program advising to current and prospective students. All students will meet with a program advisor by week 8 of the semester and are encouraged to seek advising as needed. Program advising should occur at least twice per semester.

Blackboard: The College uses Blackboard as the designated Learning Management System. Students and faculty must self-enroll in the appropriate Hub (Health Sciences Hub or Nursing Hub) to receive communications about learning resources, volunteer opportunities, and to complete mandatory training.

Employment Policy: Students shall be treated as trainees who have no expectation of receiving compensation for clinical training or future employment from the clinical affiliate. In an effort to prevent role conflict, students employed with a clinical affiliate will not be assigned at their place of employment for their clinical rotation. Students must immediately notify the clinical coordinator if they are employed at any of our clinical affiliates.

Health Record Requirements

CastleBranch: Health Record Management System utilized by all Health Science programs and many clinical facilities

CPR Certification: Proof of current CPR certification must be by the *American Heart Association* for the Basic Life Support/BLS- provider; no on-line classes accepted, blended (online AHA Heartcode with Face-to-Face skills testing) classes are acceptable.

Criminal Background Check: A criminal background check is required by the clinical agencies and is handled by an external vendor. Currently, the vendor is CastleBranch, Inc. The background check must be completed to attend clinical. All students must complete this background check even if a background check has already been done by another vendor. This is an **annual** requirement. You must address all “adverse” issues in a timely manner.

Drug & Alcohol Screening: Drug and Alcohol screening is required and is handled by an external vendor, currently the vendor is Castle Branch, Inc. All students must complete this screening check even if a screening has already been done by another vendor. This is an **annual** requirement.

HIPAA / OSHA for Healthcare Workers: All Health Science students will complete this module which includes Infection Control, Bloodborne Pathogens, Safety and test via Blackboard on the Health Science. Nursing follows a different process to complete this requirement. This is an **annual** requirement.

Physical Exam: A health history and physical exam with lab work for complete blood count (CBC) & routine urine analysis (UA) are required to be admitted into health science programs. The physical exam is an **annual** requirement.

Proof of Health Insurance: All clinical facilities require that students have active health insurance coverage while in the program. Students are required to upload a copy of their insurance card (front & back).

Tuberculosis Screening: A two-step PPD test is required for all incoming students. The two PPD tests must be completed within 30 days from the first PPD. A single PPD test is then required annually. If the PPD is positive, documentation that the student is free of symptoms of TB is required and must be repeated yearly while the student is in the health science program. A Positive PPD form is available on the Hub. Your healthcare provider must complete the Positive PPD form. Students may also submit lab results for the QuantiFeron TB Gold instead of the PPD.

Vaccinations / Proof of Immunity: Students must provide proof of immunity to Measles, Mumps, Rubella, Varicella, and Hepatitis B. Proof of immunity is determined by a titer; a laboratory test that measures the presence of antibodies in the blood. If the titer is positive, the individual has immunity to the disease. A negative titer means there are inadequate antibodies present. Therefore, the individual is not immune and must receive the vaccination(s). In addition to the above vaccinations, students must receive Tetanus, diphtheria, acellular pertussis (Tdap) vaccine every ten years and Seasonal Flu vaccine annually, usually from August – October.

[Learning Skills Support Services:](#) Academic support for students enrolled in any health science program is available at the TPSS campus. Services can be customized based on student needs; individual academic study consultation and referrals to college resources. Workshops for time management, note-taking skills, effective study skills, test-taking skills, and organizational tactics are offered throughout the semester.

MC ID: All students and faculty are required to wear their MC photo ID and present the ID upon entering the Health Sciences building.

[Medical Learning Center](#) has computers, health science books, media, and equipment to enhance students' learning. Also available are printer kiosks, scanners and a Disability Support Services workstation.

[Parking & Transportation:](#) Students must provide their own transportation to and from campus and their clinical assignment. Students are responsible for any parking fees incurred. Students are expected to display MC parking permit when parking on campus.

[Pregnancy:](#) A student who is, or becomes, pregnant is strongly encouraged to notify her course instructors and/or the Title IX Coordinator as soon as possible. By doing so, the student and instructors and the Title IX Coordinator can collaborate and develop an appropriate plan for the continuation of the student's education in light of the unique nature of the College's nursing and health sciences programs and their clinical requirements, as well as particular challenges the student may face while pregnant or when recovering from childbirth (e.g., missed classes, make-up work, etc.). However, the choice to declare a pregnancy is voluntary, and a student is not required to disclose this information to the College. The College cannot ask the student to provide medical documentation or clearance for participation in clinical, however, the student is reminded that the program has Technical Standards that each student must meet to ensure the

safety of students and patients. Students should consult with their healthcare provider to determine if they meet those Technical Standards. TitleIX@montgomerycollege.edu

Physical Therapist Assistant

Mission and Philosophy

The Physical Therapist Assistant program supports the mission of Montgomery College by positively changing the lives of our students, by enriching the community through our students' achievements; and by demonstrating educational excellence. The practice of physical therapy today operates within a society, which is increasingly diverse. The college, as well as the program, is dedicated to providing a quality, comprehensive educational program designed to meet the diverse and changing educational, social, economic, and cultural needs of the community.

The Physical Therapist Assistant (PTA) Program has been developed under the premise that students are adult learners who are responsible for their own actions and who should be free to pursue their educational objectives in an environment that promotes learning, safe and professional practice, and assures the safety of other students, faculty, patients, and the community as a whole. The educational program is designed to assist students in developing an understanding and appreciation of the profession of physical therapy, their roles and responsibilities in the delivery of healthcare, as well as their roles and responsibilities in society.

Organizational Structure

Anniet Glenn, MS, PTA	Program Coordinator
Kemi Okunseinde, DPT, OCS, COMT, Cert TDN	Clinical Education Coordinator

Accreditation

The Physical Therapist Assistant (PTA) Program at Montgomery College (MC) has been awarded accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE) as of April 2021. As such, graduates of the PTA Program will have graduated from an accredited PTA Program. Accreditation status is in effect until June 30, 2031. Students may view the accreditation certificate posted in the program office, HC 238. It is the policy of the PTA Program at MC to fully implement all CAPTE accreditation criteria for PTA programs and to fully participate in all accreditation activities.

Accreditation Concerns

Maintaining accreditation by CAPTE stipulates that the program follows established standards. The CAPTE standards can be found on the American Physical Therapy Association (APTA)

web site on the education page at www.apta.org/education and are on file in the Program Coordinator's office.

The purpose of compliance with these standards is to maintain the high level of competence of a PTA program to protect the public receiving services from PTA students and to fully benefit the student. Benefits to the student include the organization and delivery of a high-quality program of study and the eligibility to apply for the National Physical Therapy Examination (NPTE) for PTA upon graduation.

If the student has any concerns or questions about MC compliance with CAPTE standards or accreditation status, the student will:

1. Inform the Program Coordinator in writing of the concern with citation to the specific CAPTE standard in question, and
2. Meet with the Program Coordinator within 10 days of submission of the concern to address and dialog about these issues.
3. The Program Coordinator will notify the Dean of Health Sciences of any student concerns and maintain a full file documenting the concern and any subsequent actions. The Program Coordinator may call upon the Dean of Health Sciences or any additional person(s) to assist with developing a response to the student.

If the student's questions and/or concerns are not addressed to the student's satisfaction, the student may contact CAPTE directly and in writing at Commission on Accreditation in Physical Therapy Education, Attn: PTA Programs - 3030 Potomac Ave, Suite 100, Alexandria, VA 22305 - 3085

Program Outcomes

Upon completion of this program a student will be able to:

- A. Demonstrate the entry-level knowledge, clinical skills, and professional abilities of a physical therapist assistant.
- B. Deliver competent patient care under the direction and supervision of a licensed physical therapist, in an ethical, legal, safe, and effective manner in a variety of health care settings.
- C. Manage an effective transition from the educational program to a career as a licensed physical therapist assistant.

Learning Outcomes

The purpose of the PTA educational program is to enhance the student's ability to acquire the necessary knowledge, skills, and behaviors for providing competent PTA care under the supervision of a physical therapist in a variety of health care settings. Numbers in parenthesis refer to the CAPTE criteria (revised 2016) for required content in the PTA curriculum (see Section 7D). Please note that the term "patient /client" has been shortened to "patient."

1. Demonstrate the entry-level knowledge, clinical skills and professional abilities of a physical therapist assistant
 - a. in Patient/Client management activities

- i. Interviews patient, caregivers, and family to obtain current information related to prior and current level of function and general health status including fatigue, fever, malaise, unexpected weight change (7D15)
 - ii. Uses the ICF to describe a patient's impairments, activity and participation limitations (7D16)
- b. in Plan of Care (POC)
 - i. Communicates an understanding of the POC developed by the PT to achieve short- and long-term goals and intended outcomes (7D17) and asks for clarification when needed
 - ii. Review health records for lab values, diagnostic tests, specialty reports, narrative, consults, and PT documentation prior to carrying out the PT POC (7D18)
 - i. Monitors and adjusts interventions in the POC in response to patient status and clinical indications (7D19) and reports any changes in patient status or progress to the supervising PT (7D20)
 - ii. Determines when an intervention should not be performed due to clinical indications or when the intervention is beyond the scope of PTA (7D21)
 - iii. Contributes to the discontinuation of an episode of care planning and follow-up processes as directed by the supervising PT (7D22)
- c. in the delivery of interventions
 - i. Demonstrates competence in implementing selected components of interventions identified in the POC established by the PT (7D23) including:
 - Airway clearance techniques (breathing exercises, coughing techniques and secretion mobilization)
 - Application of devices and equipment (assistive/adaptive devices, prosthetic and orthotic devices)
 - Biophysical agents (biofeedback, electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, traction and light therapy)
 - Functional training in self-care and in domestic, education, work, community, social and civic life
 - Manual therapy techniques (passive ROM and therapeutic massage)
 - Motor function training (balance, gait, etc.)
 - Patient / family education
 - Wound Management (isolation techniques, sterile technique, application and removal of dressing or agents and identification of precautions for dressing removal)
- d. in the performance of tests and measures
 - i. Demonstrates competence in performing components of data collection skills essential for carrying out the POC by administering appropriate tests and measures before, during, and after interventions (7D24) in the following areas
 - Aerobic capacity and endurance (vital signs, recognizes and monitors responses to positional changes and activities – eg. orthostatic hypotension and response to exercise)
 - Anthropometrical characteristics (height, weight, length, girth)
 - Mental functions (detect patient's state of arousal, mentation, and cognition)

- Assistive technology (identify individual and caregiver ability to care for the device, recognize changes in skin condition and safety factors while using the devices and equipment)
 - Gait, locomotion and balance (determines the safety, status, and progression of patient while engaged in gait, locomotion, balance, wheelchair management, and mobility training)
 - Integumentary integrity (detects absent or altered sensation; normal and abnormal changes; activities, positioning and postures that aggravate or relieve pain or altered sensations or that can produce associated skin trauma; recognizes viable versus non-viable tissue)
 - Joint integrity and mobility (detects normal and abnormal joint movement)
 - Muscle performance (measures muscle strength with MMT, observes the presence or absence of muscle mass, recognizes normal and abnormal muscle length, and changes in muscle tone)
 - Neuromotor development (detects gross motor milestones, fine motor milestones, and righting and equilibrium reactions)
 - Pain (administers standardized questionnaires, graphs, behavioral scales, or VAS; recognizes activities, positioning, and postures that aggravate or relieve pain or altered sensations)
 - Posture (determines normal and abnormal alignment of trunk and extremities at rest and during activities)
 - ROM (measures function, active and passive ROM using an appropriate device)
 - Self care and civic, community, domestic, education, social, and work life (inspects the physical environment and measures physical spaces; recognizes safety and barriers in the home, community and work environments; recognizes level of functional status; administers standardized questionnaires to patients and others)
 - Ventilation, respiration, and circulation: detects signs and symptoms of respiratory distress, and activities that aggravate or relieve edema, pain, dyspnea, or other symptoms; describes thoracoabdominal movements and breathing patterns with activity; describes cough and sputum characteristics)
- ii. Completes accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies (7D25)
 - iii. Responds effectively to patient and environmental emergencies that commonly occur in the clinical setting (7D26)
- e. while participating in the health care environment
 - i. Contributes to efforts to increase patient and healthcare provider safety (7D27)
 - ii. Participates in the provision of patient-centered interprofessional collaborative care (7D28)
 - o Participates in performance improvement activities (7D29)
 6. in all PT practice management environments
 - o Describes aspects of organizational planning and operation of the PT service (7D30)
 - iii. Describes accurate and timely information of billing and payment purposes (7D31)

2. Deliver competent patient care under the direction and supervision of a licensed physical therapist, in an ethical, legal, safe and effective manner in a variety of health care settings

- a. Acts in a manner consistent with the Standards of Ethical Conduct for the PTA and Standards of Practice of the PTA, and Maryland practice act for Physical Therapy (7D1, 7D2, 7D3, 7D4)
 - i. Integrates behavioral expectations of altruism, caring and compassion, cultural competence, duty, integrity, PT/PTA collaboration, responsibility and social responsibility into professional practice
 - ii. Reports to appropriate authorities suspected cases of abuse of vulnerable populations
 - iii. Reports to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for PT and other health care services.
 - b. Performs duties in a manner consistent with APTA's Values Based Behaviors for the PTA (7D5)
 - i. Places patient's needs above the PTA's own self interests
 - ii. Exhibits compassion, caring, and empathy in providing services to patients
 - iii. Demonstrates integrity in all interactions with patients, family members, caregivers, supervising PTs, coworkers, other consumers, employers, and payers
 - iv. Promotes active involvement of the patient in his or her care
 - c. Demonstrates behaviors, communication, attitudes, and values consistent with the roles, responsibilities, and tasks of the PTA (7D6, 7D7, 7D8)
 - i. Implements, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values
 - ii. Communicates effectively with all stakeholders, including patients, family members, caregivers, practitioners, inter-professional team members, consumers, payers, and policymakers
 - iii. Identifies, respects, and acts with consideration for the patient's differences, values, preferences, and expressed needs in all work-related activities
 - d. Applies current knowledge, theory, and clinical judgment while considering the patient perspective and the environment, based on the plan of care established by the PT (7D9)
 - e. Reads and understands health care literature (7D10, 7D11)
 - i. Identifies basic concepts in professional literature including, but not limited to, validity, reliability and level of statistical significance
 - ii. Identifies and integrates appropriate evidence based resources to support clinical decision making for progression of the patient within the plan of care established by the PT
 - f. Effectively educates others using teaching methods that are commensurate with the needs of the patient, caregiver, or healthcare personnel (7D12)
 - g. Participates in professional and community organizations that provide opportunities for volunteerism, advocacy and leadership (7D13)
3. Manage an effective transition from the educational program to a career as a licensed physical therapist assistant
- a. Identifies career development and lifelong learning opportunities, including the role of the PTA in the clinical education of PTA students (7D14)

- b. Changes behavior in response to understanding the consequences (positive and negative) of the PTA's actions
- c. Qualifies for state licensure or registry and to take the National Board Examination (NPTE) for the PTA
 - i. meets all qualifications for graduation
 - ii. investigates and applies for state licensure and NPTE
 - iii. develops study plan for NPTE, successfully implements study plan for NPTE
- d. If successful in passing the NPTE, is able to apply for a job as a PTA
 - develops job seeking strategy PTA Student Handbook 8 Fall 2018
 - develops resume, cover letter, and professional portfolio
 - practices job interviews skills
 - understands continuing professional competence requirements of licensure jurisdiction

Plan of Study

CAPTE requires that the PTA Program fit into a 2-year, associate's degree plan of study. The table below reflects this requirement. Students are reminded that the PTA Program courses must be taken in the identified sequence but the general education courses can be taken in any sequence, at any college or university. MC advisors routinely recommended that all general education courses are completed prior to the start of the professional courses. PTA Program requires that all general education courses are completed prior to the start of the final clinical internship PHTH 224.

Suggested Course Sequence

<p>First Semester</p> <p>ENGL 102 or English Foundation 3 cr. MATH Foundation (117 or higher) 3 cr. Arts/Humanities Distribution 3 cr. PSYC 102 Introduction to Psychology 3 cr. BIOL 150 Principles of Biology I 4 cr. BIOL 212 Human Anatomy & Physiology 4 cr. ENGL 101 or ENGL 101A if needed 3 cr.</p>	<p>Fourth Semester</p> <p>PHTH 106 - Kinesiology II 2 cr. PHTH 201 - Medical Reporting for PTA 2 cr.</p>
<p>Second Semester</p> <p>PHTH 101 Introduction to PT 2 cr. PHTH 102 Basic Health Care Skills for PTA 2 cr. PHTH 104 Surface Anatomy, Palpation and Massage 2 cr. PHTH 112 Pathology for PTA 2 cr. PHTH 113 Seminar I 1 cr.</p>	<p>Fifth Semester</p> <p>PHTH 204 Neurophysiology & Motor Learning 2cr. PHTH 205 Seminar III 1 cr. PHTH 206 Measures & Interventions for Clinical Problems II 3 cr. PHTH 223 Clinical Practicum I 5 cr.</p>
<p>Third Semester</p> <p>PHTH 103 Therapeutic Procedures I 3 cr. PHTH 105 Kinesiology I 2 cr.</p>	<p>Sixth Semester</p> <p>PHTH 215 Seminar IV 1cr.</p>

PHTH 114 Seminar II 1 cr. PHTH 116 Measures & Interventions for Clinical Problems I 2 cr.	PHTH 216 Measures & Interventions for Clinical Problems III 2 cr. PHTH 220 Therapeutic Procedures II 2 cr. PHTH 224 Clinical Practicum II 7 cr.
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GRADING SCALE

Since physical therapy is a profession in which less than satisfactory performance may cause patients to suffer real harm, high standards of education, performance and behavior must be maintained to insure the effectiveness and competency of our graduates. Accordingly, the Program grading system is different than other MC courses. Progression within the PTA Program requires the student to demonstrate satisfactory academic and professional development. Students must maintain a grade of "C" in all PTA courses and maintain an overall grade point average of 2.0 to be considered in good standing in the program and eligible to advance to the next semester.

The number and letter grading system is as follows:

90 – 100%	A
80 – 89%	B
75 – 79%	C
Below 75%	F

Progression

Continuous enrollment in the PTA Program is based on staying enrolled and not withdrawing from the program or any classes in the semester; the successful completion of all semester requirements, including but not limited to attendance, performance of practical skills, written assessment grades, and development of professional abilities.

Semester by semester progression within the PTA curriculum requires that the student is able to pass both the didactic and laboratory portions of each class. All courses in each semester must be successfully completed in order for the student to advance to the next consecutive semester. If a student does not satisfactorily meet the course objectives as outlined in the course syllabus, he/she will be unable to pass the course and thereby progress in the curriculum. Students who consistently demonstrate unprofessional, illegal, unethical, and or unsafe behaviors during lab practical examinations or classroom activities will not be permitted to pass the course. Course syllabi and practical exam scoring rubrics describe the expected levels of academic and professional development required in the class. Finally, all general education courses must be completed prior to the start of the first clinical practicum.

Lab courses will have skills checks, practical exams, or competency exams. Students will be able to practice all skills during scheduled lab hours. Open lab hours are

available for additional practice. Lab practical or competency exams must be completed successfully after no more than two attempts. If the student is not able to successfully complete the practical or competency exam on the second attempt, the student will be withdrawn from the course. The student may stay enrolled in all other co-requisite courses, but will not be able to progress to the next semester's sequence of classes.

Progression into the clinical education classes within the curriculum occurs only under the conditions listed below. The student must successfully:

- Demonstrate acceptable levels of personal and professional comportment as seen in the consistent demonstration of legal, ethical and safe behavior, and sound clinical reasoning.
- Complete BIOL 212 Human Anatomy And Physiology I with a C grade or better prior to entering PHTH 223 clinical practicum I.
- Complete all general education courses with a C grade or better; complete all professional education courses (with the exception of PHTH 215), and PHTH 223 prior to entering PHTH 224 Clinical Practicum II.

Course Policies

All class discussions will be carried out in a way that keeps the classroom environment respectful of the rights of others. This means that, for example, students should not interrupt someone else who is talking regardless of whether that person is the instructor or another student. Monopolizing the classroom with disruptive behaviors such as talking while others are speaking, using cellular telephones or text messaging, arriving late or leaving early, argumentative approaches in dialogue, framing questions in a manner which hinders the learning process of others, and any other behavior that is deemed inappropriate, unprofessional, or negative will have consequences.

Program faculty will model appropriate, professional behavior and will provide consistent feedback to improve student behavior in the learning environment. Continued noncompliance with these standards may lead to the dismissal from class for the day or from the program if the behavior is not modified.

Attendance and punctuality are expected for all learning experiences. Food or drink in the classroom may not be permitted by some program faculty. Food is NOT permitted in any of the laboratories, and liquids are allowed only in covered containers. Students will not be permitted to have food or open beverages when using classroom or resource center computers. During clinical internships and during field trips, students will be allowed food or beverages only in designated areas.

All book bags, personal items, and electronic devices, are stored away from student's access during exams and during laboratory sessions. Under faculty discretion, students will not be allowed to leave the room once a written exam has begun. Doing so may result in the student's exam work graded only up to the time at which the student exited the room.

Students are expected to practice laboratory skills on one another during lab activities and during open lab hours. See the section below on “Classroom and Laboratory Safety” for a description of the student’s right to refuse to work with a classmate or to have a skill practiced on him/ herself. Clinical education expectations appear in the next section of this document and students need to understand that they will be working with licensed PTs and PTAs, clinic staff, and actual patients.

Lab Policies

Students are expected to practice laboratory skills on one another during lab activities and during open lab hours. See the section below on “Classroom and Laboratory Safety” for a description of the student’s right to refuse to work with a classmate or to have a skill practiced on him/ herself. Clinical education expectations appear in the next section of this document and students need to understand that they will be working with licensed PTs and PTAs, clinic staff, and actual patients.

Practical Skills Evaluation

Courses which contain instruction in practical skills will also have evaluations of the student’s performance. Practical skills evaluation may take the form of skills checks, practical, or competency exams. Skills checks are generally completed with peer and faculty feedback and may involve a single lab skill, focusing on application procedure and psychomotor performance. Practical exams are faculty feedback on skills in a graded and scheduled exam, which could include an OSCE – Objective Structured Clinical Exams. Practical exams and OSCEs may ask students to select and demonstrate a narrow range of skills from all of those instructed in the lab class and applied to a specific scenario. Competency exams involve a full patient scenario and require the student to perform a broader range of skills from multiple courses, professional introduction, performance of a skill, and documentation.

Student performance is evaluated in comparison to stated criteria for safe, ethical, legal and professional practice. Evaluation rubrics are provided to the student in advance and reviewed during lab sessions. Both scheduled and open lab time provide students with ample opportunity for guidance and assistance to support student skill development and mastery. When requested, students can get performance feedback from faculty during posted office hours or at other mutually convenient times.

All students are provided with a list of the skills to be mastered in each lab course. The skills have been divided into necessary components needed for competency and safety as described in various PTA textbooks and laboratory manuals. The skills are described in lectures, demonstrated by faculty, and practiced in structured and open lab sessions.

Skills are assessed during scheduled laboratory practical or competency exams. Performance may be video recorded at the discretion of the faculty for the purpose of accurate grading and to support student learning. The student will receive a grade of Pass (P) or Fail (F) after attempting to demonstrate the skills or techniques to the course instructor.

In the event that student performance is not sufficient to earn a passing grade, the student will be allowed to retake the practical exam only one time. The repeat practical exam will be video recorded. If the student does not pass the practical examination after the second attempt, the student fails the course and is no longer able to advance to clinical courses or to continue on to subsequent semesters' coursework.

Clinical Policies

The clinical education component of the curriculum is different from the traditional classroom instruction to which the student has been accustomed. Clinical education experiences involve the care of real patients and the use of equipment and professional interventions, which could be dangerous if used improperly. Since many factors together constitute a very different situation than a classroom education, a much more structured set of rules and regulations are necessary to assure student success.

A. Clinical Assignments

Students enrolled in the PTA program are assigned to two clinical rotations during the final academic year of the program. If the student has an interest in a particular facility for a future rotation, the sooner that the student identifies that clinical site to the Clinical Coordinator the better. This will allow faculty to make contact and begin the contractual process. Students are assigned to clinical facilities based on available facilities and student learning needs.

Clinical rotations are an integral part of the health science programs. Students must have experiences within approved clinical facilities in order to successfully complete their program of study. Clinical assignments are non-negotiable, and faculty will not allow students to exchange site assignments with their classmates. While the faculty recognizes that students may be assigned to sites that are distant from their jobs or homes, students must be prepared to make adjustments to get to their assigned sites on time and for the entire period of the clinical practicum. The clinical faculty may allow schedule adjustments; however, all assigned clinical hours must be completed within the assigned semester.

In order for an experience to be considered as "full time", the student is required to be at the clinic for a total of eight (8) hours per day, for the number of days per week stated in each course syllabus, but for no more than 40 hours in any one week. Isolated half-day experiences or one-day field trips are considered "part-time."

Students must meet the requirements of the clinical facility in order to be placed. MC has partnered with clinical facilities holding the highest standards in each of the health sciences disciplines. Our clinical partners are an integral part of each of our health sciences programs and required to sustain our programs. Clinical facility eligibility requirements will include, at the minimum, successful completion of the semester's course requirements and complete and current required paperwork on file with the PTA Program. See the next section for paperwork requirements.

The facility has the right to add to the list of eligibility requirements and has the right to bar the student from working with the facility's patients. Please see the next section on dismissal or withdrawal from the clinic. Students who are asked to leave a clinical site by the facility or to separate from the clinical site for some other reason cannot be guaranteed placement to another site within the same semester. This may result in the student having to delay progress in the program of study for up to one academic year or until a new clinical facility can be assigned.

Any student having interpersonal difficulty with a Clinical Instructor, Supervisor, or other professional may ask for a conference, and the Clinical Coordinator will be informed. A conference date may then be arranged with the student, Clinical Coordinator, and/or appropriate clinical personnel.

Should a student be unsuccessful in completing any clinical practicum experience, the student may not be allowed to return to the facility. In this case, the Clinical Coordinator will make all reasonable attempts to assign the student to another facility. Remedial efforts or other situations may delay the student's assignment to a new facility. Ultimately, the Clinical Coordinator cannot guarantee that a new clinical facility will be found, that the student will be allowed to progress to the subsequent semester, or that graduation will occur on time.

B. Employment Policy

Students are not allowed to work as PTAs prior to graduation. A student employed in any capacity at a health care facility used for clinical internship must inform the Clinical Coordinator and request clinical placement at a different facility. This provides a broader learning experience for the student and prevents role conflict with facility staff.

Under no circumstances are students paid for their services during the clinical practicum experiences. Monetary gifts from grateful patients or families cannot be accepted. Students will discuss the situation with their clinical instructors if the need arises. Students are not permitted to work in any capacity in the same facility to which he/she has been assigned as a student. Serious liability issues will result if this is permitted to occur.

C. Clinical Performance Assessment

Clinical courses are scheduled with the clinical faculty at the clinical affiliation site, based on availability. Evaluation of the student's clinical performance is based upon specified levels of technical and profession competence and in comparison, with stated criteria in the Clinical Assessment Instrument (CAI) for the PTA.

All evaluations are discussed with the Clinical Instructor (CI) and signed by both student and CI. The student will receive a letter grade for clinical courses determined by the Clinical Coordinator in consultation with the clinical faculty who worked with the student during the clinical affiliation.

If a student requires additional clinical education time to successfully complete clinical course objectives, this may be granted if the student demonstrates an appropriate professional affect and progress. Additional clinical education time will not exceed two weeks.

If a student does not satisfactorily meet the clinical course objectives, he/she will be unable to progress in the curriculum. PTA clinical courses may be repeated only once according Academic Regulation 9.62, Sec. D. If a student does not successfully complete the course after a second attempt, he/she will not be allowed to continue in the program.

D. Attendance and Behavior Expectations

Attendance is recorded at each clinical affiliation and verified by the Clinical Instructor. Students are required to behave in a manner that will reflect credit on themselves, the school and the profession for which they are being prepared to enter. The *MC Catalog*, *Student Code of Conduct*, PTA program policies and procedures found in this *Handbook*, and professional guidelines, such as the *APTA Code of Ethics*, professional abilities, and *Standards of Ethical Conduct for the Physical Therapist Assistant* and *Values-based Behaviors for the Physical Therapist Assistant* contain the standards of professional behavior to which the

student is held. The student should become familiar with the expectations listed below.

- If a student is not present at his/her assigned area, then the student is considered absent for the day.
- All lost time must be made up. Exceptions to this rule will be made only for the most serious of reasons, on a case by case basis, and will be made at the discretion of the Clinical Coordinator.
- Emergency or serious situations happen, but the time must be made up. The following situations are considered emergency or serious: personal illness, court appearances, death in the immediate family (e.g., parents, grandparents, or siblings).
- Proof of the reason for an absence may be required. As an example, a facility may require a physician's return to work release if the student was absent for more than 2 days.
- Any time missed due to medical or dental appointments must be made up. Note that CIs and program faculty take a negative view of time missed due to appointments which could and should have been scheduled outside of clinical hours.
- Any lost clinical time must be communicated—**in advance**, whenever possible—with **both** the Clinical Coordinator and the student's CI.
- Students work the same hours and schedule as their CI. This includes holidays, evenings, and or weekends. If college classes are cancelled for any reason, the student is expected to attend scheduled clinical hours unless told not to.
- It is expected that students will be on time and prepared for their clinical duties and responsibilities. Habitual tardiness, absenteeism, and being unprepared will result in a reduction in the final grade and possible administrative withdrawal from the clinical practicum course.
- Students may be allowed thirty (30) minutes for lunch. This is left to the discretion of each CI at each institution. It is preferred that students do not go off facility premises for lunch but this may be left to the CI to decide as well. If the student goes off the premises, he/ she is still expected to return to his/her department by the appropriate time.
- Clinical paperwork requirements may change at any time and with little advance notice. If a student is required to, for example, complete a second drug screen, it is expected that the student will make every effort to complete the new and unexpected requirement as soon as possible. Delays due to procrastination may have a negative effect on the outcome of the experience.
- Clinical schedules which conflict with religious observances must be discussed with both the Clinical Coordinator and the CI. Clinical time missed due to religious observances is still missed clinical time.
- All students are required to attend the clinical affiliation at the regularly scheduled time as identified in the published *Schedule of Classes*. If a

need arises to request a minor change in scheduled time, the student must notify the Clinical Coordinator in writing of the requested change and its justification. Rules for adjustments to clinical hours are listed below:

- The requested change must not interfere with student's education. The request must not interfere with the normal operation of the clinical facility or the PTA educational program. All clinical hours must be completed within the scheduled semester.
- Reduction of commute time, unreliable personal transportation, or unreliable child care is not generally considered undue hardship. Requests for adjustments to clinical hours for these reasons will generally be denied.
- Scheduled dates and work times may vary due to clinical site or clinical instructor availability. Students will be notified of any changes to their assignments as soon as this is known by the Clinical Coordinator.

Students are warned that frequent absence, tardiness, or behaviors that indicate disinterest or lack of preparation will invariably be interpreted as unprofessional. The program and clinical faculty expect that students will orient themselves to and abide by the clinical facility's policies on conduct. A student will be subject to disciplinary action if violations of any kind occur.

E. Clinical Supervision

Students are NOT ALLOWED in the clinical area without the supervision of a CI, facility supervisor, clinical faculty member, or designated physical therapist. Students are not under any circumstances permitted to treat a patient without the clinical supervision of a physical therapist in accordance with the Maryland practice act for physical therapy and APTA standards of ethical conduct for the physical therapist assistant. Students are permitted to access only those areas of the clinical facility that support direct patient care of only those patients on the student's schedule.

F. Identification

Students will use their MC identification badges as part of their required equipment for clinical practicum courses. Unless otherwise instructed, the student must wear this identification badge at all times during their clinical practicum, or at any other time that they are representing the college or PTA program in an off-campus activity.

Students are required to introduce themselves to patients and their family members, facility staff, and other health care workers as "STUDENT." It is both unethical and illegal for a student to fail to accurately identify himself/herself during a clinical education experience. Failure to do so is a violation of informed consent. Students are reminded that patients, their family members, or other caregivers are permitted to refuse treatment from a student PTA.

G. Confidentiality And Medical Documentation

Prior to participating in clinical education experiences, students are oriented to HIPAA regulations and the professional, ethical, and legal requirements along with their corresponding penalties for patient confidentiality. All facility and patient records are confidential. Requests for information concerning a patient from any source should be referred to the student's clinical instructor. Accessing patient information or PHI of patients not on the physical therapy schedule is a violation of confidentiality and will be dealt with as such.

Documentation examples extracted from the medical record for educational purposes must have all identifying information removed, including facility name, patient identification numbers, birthdates, provider names, and dates of service. Students sign a Memorandum of Agreement which includes affirmation of patient confidentiality at new student orientation and are expected to uphold this agreement throughout their time in the PTA program.

Students will follow all facility requirements for the format and process of medical record documentation. Unless otherwise required by the facility, students will sign any entry made in the patient's medical record with their full first and last names followed by the letters "SPTA." All student entries into the medical record must be co-signed by the clinical instructor.

H. Leaving The Premises Or Visiting Patients, Family, Or Staff

Students shall not leave their assigned clinical area without the permission of the CI or immediate person in charge. Any student doing so will have to make up the time lost. Students are not allowed to visit patients or other persons such as family or staff to which they are not assigned, unless approved by the clinical instructor. The student will follow the visiting hours designated by the clinical institution if they wish to visit persons who are not physical therapy patients.

I. Personal Property

Students are asked not to bring personal property of value, such as credit cards, excess cash, and personal electronics to clinical facilities. The student is solely responsible for their possessions. The clinical facility cannot be responsible for lost or missing personal property. Consult with your CI to inquire whether the facility has arrangements for securing student belongings.

J. Telephone Calls, Photocopying and Internet Usage

Personal telephone calls or text messages are not allowed during clinical education hours. Cellular telephones or personal communication devices should be turned off or set to vibrate or privacy setting while the student is participating in clinical education. In the event of an emergency call or message, the student will notify his/her CI, will ensure that the patient is safe, and will seek a private location in which to respond. Any other actions are not professional.

Photocopying materials for personal use is not allowed. Photocopying proprietary documents may be considered a copyright violation for which the student may be

held responsible. Students are not allowed to access the facility's internet or intra-net for personal uses or any non-clinical data gathering.

K. Eating And Smoking

Students shall not eat or drink while on duty except in designated areas and during designated times. Each clinical site will have designated areas as required by OSHA and Maryland Occupational Safety and Health regulations. Smoking before your scheduled clinical is strictly prohibited. Please note that many health care organizations are "Smoke Free," meaning that smoking will not be allowed on their property or within sight of public access areas. This includes e-cigarettes or vapor cigarettes.

L. Transportation And Parking

PTA students are responsible for providing their own transportation to all facilities used for education experiences, including clinical affiliation sites. At the clinical sites, the parking facilities and regulations will vary. The student is responsible for becoming familiar with the institution's guidelines and is responsible for any fees or fines.

M. Studying For Non-Clinical Classes

Clinical education classes are time intensive. Even when there are no patient care assignments to be completed, students are encouraged to practice clinical skills, ask questions, read professional literature, or to access material in the professional library with the permission of the clinical instructor. Students are expected to participate in the routine stocking, cleaning, and organizing in the clinic.

N. Dismissal From Clinical Facility

The physical and emotional welfare of patients and their families has the highest priority during clinical educational experiences. A student who demonstrates clinically unsafe practice or a pattern of behavior which jeopardizes patient safety may be dismissed from the clinical facility for a specified amount of time. Unsafe clinical practice is defined as any behavior determined by the student's CI to be actually or potentially detrimental to the patient, their families, or to the health care facility. This behavior may be related to many factors; e.g. knowledge deficits, problem solving skills deficits, anxiety, drug abuse, etc.

A clinical facility has the right to dismiss a student permanently, if the facility feels the student is compromising patient safety or presents otherwise disruptive and/or unsafe behavior. If a student is dismissed from their assigned clinical facility, the student WILL NOT be placed at another facility to complete the semester/session and WILL receive a failing grade in the course and may be administratively withdrawn from the program. Furthermore, for clinical courses, upon assessment from the faculty that the student is unsafe clinically, fails to perform skills previously learned, demonstrates behavior that jeopardizes the operation and management of the health care facility, is noncompliant with program policies or violates the student code of conduct, the student will receive

a failing grade in the course and may be administratively withdrawn from the program.

O. Right To Due Process

The student has the opportunity to respond to the circumstances resulting in suspension or dismissal by submitting any relevant data pertaining to the incident(s) and seeking appropriate recourse through channels described in the *Student Code of Conduct* and those described in the DUE PROCESS section of this *Handbook*. However, if asked to leave the clinical facility, the student will do so and then begin the academic grievance procedures.

Technical Standards

Technical Standards: The student must possess sufficient physical and emotional functional abilities with or without reasonable accommodations. Following a health history and comprehensive physical examination, a licensed medical provider will determine if this student demonstrates these abilities. If the licensed medical provider determines that the student is unable to meet the technical standards, they will provide an explanation and suggested accommodation(s); this may result in a Disability Support Services referral. If an accommodation is recommended, the student will be referred to Montgomery College's Disability Support Services for a consultation.

Technical Standards

1. **Vision:** Corrected or uncorrected
 - a. Able to demonstrate sufficient peripheral vision to function while interacting with patients.
 - b. Able to distinguish multiple color variations in hues, tone, or brightness.
 - c. Sufficient acuity to read instruments with small print (sphygmomanometers, goniometers, gauges)

Additionally, Radiologic Technology students must be able to evaluate images distinguishing between black, white, and shades of gray.

2. **Hearing:** With or without hearing aid(s)
 - a. Able to hear and respond to patients, staff, and others.
 - b. Able to hear audible signals on equipment in the clinical environment and understand muffled communication without visualization of the communicator's mouth / lips within 20 feet.

3. **Olfactory:** Able to detect odors sufficient to assess and maintain patient comfort and safety.

4. **Tactile:**
 - a. Able to utilize the sense of touch to provide patient care, palpate anatomical landmarks, position patients, conduct assessments, and administer treatments.
 - b. Able to manipulate files, switches, dials, touch screens and keyboards.

5. **Strength and Motor Skills:**
 - a. Able to perform patient care activities with moderate physical effort.
 - b. Able to lift, push, or pull up to 35 lbs.
 - c. Able to handle patients including lifts, rolls, transfers, etc. with the use of mandatory Safe Patient Lifting Equipment.
 - d. Able to perform CPR and respond to emergency situations.
 - e. Able to assist with and or lift, move, position, and manipulate the patient who is unconscious with or without assistive devices.

6. **Fine Motor Skills:**
 - a. Able to manipulate instruments, supplies, and equipment with precision, dexterity, with good hand-eye coordination.
 - b. Able to perform patient care, utilize equipment and documentation systems in the clinical environment.

Additionally, Surgical Technology students must be able to load a fine (10-0) suture in to needles and needle holders.

Technical Standards	
7.	Physical Endurance: a. Able to walk, stand, or sit for prolonged periods; to walk, stand, bend, lift, reach without assistive devices.
8.	Communication: a. Able to speak, read, comprehend, convey information, type and write effectively using English language. b. Able to demonstrate appropriate interpersonal skills during patient, staff, and faculty interactions.
9.	Emotional Stability: a. Able to manage patients with physical and/or emotional trauma. b. Able to function effectively under stressful or emergent situations, adapt to changing conditions, and remain productive and capable throughout.
10.	Cognitive Ability: a. Utilize critical thinking skills to implement, modify or evaluate patient care. b. Ability to collect, analyze and integrate information and knowledge to make clinical judgements. c. Ability to compile and evaluate data on patients' responses to treatment and progress.
<p><i>Additionally, Surgical Technology students must possess short-and long-term memory sufficient to perform tasks such as but not limited to mentally tracking surgical supplies and performing anticipation skills intraoperatively.</i></p>	

Associated Program Costs

Tuition and fees	<p>See https://www.montgomerycollege.edu/paying-for-college/tuition/ for current tuition and fees for in-county and out of county residents. At present, there are no additional lab fees charged to PTA students.</p> <p>NOTE that PTA Program student may be included the Maryland Manpower Shortage Grant program that allows in-county tuition for out-of-county students. Talk to the Program Director if you have questions.</p>
Books	<p>Medical textbooks are expensive. Estimate \$ 300 - \$ 500 each semester for textbooks. Faculty endeavor to use the same texts for multiple courses whenever possible to keep costs of attendance as affordable as possible.</p>
Additional costs	<p>Student membership in APTA (optional) \$80 per year.</p> <p>CPR / AED certification / re-certification: costs vary by provider. American Heart Association CPR / AED certification is required.</p>
Costs associated with clinical education	<p>Criminal background checks & Drug / alcohol screening; Castlebranch covers your criminal background checks and drug alcohol screening \$100 per year.</p>

	<p>Trajecsys \$100 one-time fee which covers both internships. Be aware the internships are not paid internships.</p> <p>Expenses that will vary: Health physical and immunizations; PPD, flu shots annually; uniforms (if required by clinical site); commuting expenses, parking, lunch.</p>
Costs associated with first professional license	<p>Application to NPTE \$450</p> <p>Application to Jurisdiction will vary \$250 - \$500; Maryland fee is \$300.</p> <p>Jurisprudence exam may be required by jurisdiction, fees will vary \$50 - \$75; Maryland fee is included in jurisdiction application fee.</p> <p>May have additional expenses for fingerprinting, notary fees, postage – fees will vary by jurisdiction.</p>

Professional Licensure/Certification

Successful graduates of CAPTE accredited PTA programs qualify to take the National Board Exam for Physical Therapy Assistants (NPTE). This exam is administered by the Federation of State Boards of Physical Therapy (www.fsbpt.org). Successful completion of the NPTE is one of the requirements for initial licensure. Additional materials may be required by each individual jurisdiction.

The steps for obtaining the initial licensure, along with the development of an individualized study plan for the NPTE, are completed during PHTH 215 Seminar 4. Professional licensure involves the following steps:

- 1) Faculty authorize list of graduating students to the Federation of State Boards
- 2) Application to the jurisdiction in which the successful PTA program graduate wishes to practice
- 3) Follow all instructions for the new graduate from a US institution for initial licensure
- 4) Submit all documents required by the jurisdiction to apply for the licensure exam
- 5) Once approved by the jurisdiction, get permission to access the licensure board examination (aka: "Authorization to Test")
- 6) In some jurisdictions, the applicant for licensure must also take and pass a jurisprudence exam which tests the applicant's knowledge about the practice of physical therapy in that jurisdiction.
 - a. In Maryland, the jurisprudence exam is on paper and open note, open book.
 - b. In District of Columbia, the jurisprudence exam is administered by the Federation of State Boards of Physical Therapy (FSBPT).
- 7) Apply to take the examination within the time specified by the Board - may be done simultaneously as applying to the state for initial license.
- 8) Pass the examination and successfully complete all requirements of the state Board for initial licensure.

Beginning in 2012, the FSBPT instituted fixed date testing. Four dates will be available – one date in January, April, July and October. Graduates wishing to apply to be licensed in Maryland or any other US jurisdiction can access the Board of Physical Therapy from links on the FSBPT web page at www.fsbpt.org to obtain applications, instruction for new graduates, and copies of the jurisdiction's practice act governing the practice of physical therapy.

When the jurisdiction verifies that the graduate is eligible to apply to take the national licensure board examination (NPTE) for PTAs, he/she then contacts the FSBPT. FSBPT creates and administers the standardized exam nationwide in conjunction with the Prometric testing centers. For more information on the test, to access practice exams, and to review the student guide to the NPTE, see the FSBPT website at www.fsbpt.org . This site has current information on the exam as well as helpful links to all US physical therapy board jurisdictions.

Program faculty are available to assist students with application procedures in all jurisdictions, with study plans, or to obtain testing accommodations.

Handbook Acknowledgement Page

It is the responsibility of each student to review this Handbook regularly and to understand its contents. This Handbook should not be construed as constituting a contract, express or implied, between the individual Health Science Programs and any person. The statements and provisions of this Handbook are subject to change at the discretion of the Health Sciences Department and/or individual Program without notice. The most current version of this Handbook will be located on the website for individual Programs.

My signature below indicates that I acknowledge receipt of this Handbook and understanding of the contents.

Student (Print Name)		MC ID # M
Student (Signature)		Date: