

PHYSICAL THERAPIST ASSISTANT PROGRAM

STUDENT HANDBOOK 2006-2008

**ORANGE COUNTY COMMUNITY COLLEGE
MIDDLETOWN, NEW YORK 10940**

An Equal Opportunity/Affirmative Action College

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PHYSICAL THERAPIST ASSISTANT PROGRAM
STUDENT HANDBOOK**

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SECTION I

**WELCOME
TO THE
PHYSICAL THERAPIST ASSISTANT PROGRAM**

We are pleased that you have decided to pursue a career as a Physical Therapist Assistant. We hope you will enjoy the next two years as you learn more and more about a most exciting human services' profession.

To help you in your initial adjustment to the College and to our program, we have prepared this handbook which we hope will answer many of your questions. You may also obtain information from our department website at <http://www.sunyorange.edu/pta>.

We look forward to a mutually rewarding two years.

The PTA Faculty

**Dr. Maria Masker, PT, DPT
Assistant Professor
Department Chairperson**

**Rhoda Collins, PT
Assistant Professor
Academic Coordinator of Clinical Education**

**Karen Stephens, M.S., PT
Associate Professor**

**Ellen Dunn, PTA
Adjunct Faculty
Clinical Liaison**

MISSION

We are a community of learners dedicated to reaching out to all citizens of Orange County to enrich their lives through the highest-quality education possible. Intellectual rigor, personal commitment and enhanced citizenship distinguish a SUNY Orange education which will enhance students' economic opportunities, deepen their appreciation of culture and of their place in history while broadening their sense of responsibility in a democratic society.

VISION

We will be the best college in the SUNY System, the college of choice for all Orange County citizens. We welcome all as individuals, ensure academic and intellectual challenge, and mentor all in a caring, supportive environment. Students will remember the College as one of their most richly rewarding experiences, the compass that guides their continued development. We consistently renew our promise to be a most rigorous and caring academic institution, to provide visionary leadership, and to create a symphony of opportunity for personal and professional growth. We aspire to be the most efficient in shepherding public resources and to be a strategic force in enhancing the quality of life in Orange County and beyond.

VALUES

As community college educators our professional lives are informed by shared values of mutual respect, integrity in the rigorous and honest pursuit of academic inquiry, and a commitment to the highest standards of excellence in all we do. We further value a spirited dedication to service, a celebration of culturally rich campus environs, and the gathering to our community of the most varied mixture of maturity, ethnicity, patterns of thought, language and spirituality. Our sense of ethical and democratic responsibility bonds us to one another. All those who come here will experience at SUNY Orange a sense of belonging to a special community of learners and will speak with pride of our openness and inspiration in the creation of the strongest sense of local and global community.

PHILOSOPHY STATEMENT

Commensurate with the Mission Statement of Orange County Community College, and the Office of Academic Affairs, it is the philosophy of the Physical Therapist Assistant Program that the faculty members, staff, and clinical instructors are strongly committed

to providing all students with an exciting, stimulating, and comprehensive learning experience. Graduates of the program are expected to professionally and safely fulfill the responsibilities of a licensed/registered Physical Therapist Assistant as outlined by the American Physical Therapy Association and the Commission on Accreditation in Physical Therapy Education.

The faculty members of the Physical Therapist Assistant Program are consistent with all Orange County Community College faculty members in that they maintain a philosophy to encourage learning in an atmosphere where students feel safe to express their opinions and where there is mutual respect between faculty and students. The Physical Therapist Assistant Department believes that learning is the responsibility of the student, and that this process is facilitated by the faculty and the institution.

Faculty members coordinate their students' academic program and clinical education through an organized, planned curriculum. The role of the student, therefore, is to maximize his/her potential by assimilating the knowledge given in the academic setting in the best way possible. To facilitate this, students are encouraged to seek out new learning experiences whenever possible, both during their time in the program and after graduation. The faculty feels health care education is an ongoing process and that if the Physical Therapist Assistant is to provide the highest quality of care possible, continuing education must be an integral part of his/her professional life. It is also the philosophy of the Physical Therapist Assistant faculty that the role of the Physical Therapist Assistant be carefully delineated from that of the Physical Therapist by clearly defining these roles at the earliest onset of Physical Therapist Assistant education. The role of the Physical Therapist Assistant is not always consistent within the profession and individual state practice acts are diverse in their definition of these roles. However, students are made familiar with the New York State Practice Act and the guidelines established by the American Physical Therapy Association. In this way the faculty is assured its graduate will successfully fulfill his/her professional duties and responsibilities and become a contributing, respected member of the health care team.

MISSION & GOALS

Orange County Community College Physical Therapist Assistant Program seeks to prepare the students in its curriculum in such a manner that they may graduate and assume their place in the community and practice within the health care system, with skill and compassion. It seeks to educate these students in accordance with the requirements of the Physical Therapist Assistant Program and the College in general. (See Orange County Community College's Catalog.)

Orange County Community College is an equal opportunity/affirmative action institution. In accordance with Federal regulations, the New York State Human Rights Law & Section 504 of the Rehabilitation Act of 1973, Orange County Community College does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation in employment or in the educational programs and activities which it operates.

Program Goals & Objectives:

- 1. Graduates of our program will possess entry level skills as deemed appropriate for the Physical Therapist Assistant by the Commission on Accreditation in Physical Therapy Education.**
- 2. Graduates of our program will successfully complete the PTA National Examination, as part of the registration process for New York State.**
- 3. Graduates of our program will possess a broad general education background which includes humanities, mathematics, communication, social sciences, biological sciences, physical education, and technologies.**
- 4. Graduates of our program will be able to work under the supervision of a licensed physical therapist in an ethical, legal, safe, and effective manner.**
- 5. Graduates of our program will demonstrate an understanding of the New York State Education Law as it relates to the provision of Physical Therapy services. Graduates will also demonstrate an awareness of the existence of varying practice laws from state to state.**
- 6. Students/graduates of our program will develop the skills necessary to pursue lifelong learning needed for personal and professional growth.**
- 7. Graduates of our program will demonstrate appropriate critical thinking and problem solving skills in their role as a physical therapist assistant.**
- 8. Graduates of our program will become integral members of the healthcare team.**
- 9. Students/graduates will interact with patients, families, and co-workers in a manner which demonstrates an appreciation of cultural and socioeconomic diversity.**
- 10. Students/graduates of our program will be aware of their responsibility in the promotion of the profession through membership in the APTA, attendance at local and national meetings and conferences, and participation in community events.**

Role of the PTA:

The Physical Therapist Assistant works with and under the direction of the physical therapist in a wide variety of health care settings. These include hospitals, private offices, rehabilitation centers, nursing homes, schools, fitness centers, and home care settings.

A patient care program is planned by the Physical Therapist and may be carried out jointly with the physical therapist assistant. Duties of the Physical Therapist Assistant include: training patients in therapeutic exercises and activities of daily living, wound care, use of whirlpool and electrical stimulation during treatment procedures, application of heat and cold modalities, patient and family education, wheelchair activities, use of walkers and crutches, assisting the Physical Therapist in performing patient assessments and complex treatment procedures. The physical therapist assistant also monitors the patient's responses to treatment, documents relevant aspects of patient care, and maintains ongoing communication with the supervising physical therapist, as well as other health care professionals.

The Program's curriculum goals and objectives in conjunction with the Commission on Accreditation in Physical Therapy are as follows:

- 1. Produce a graduate who possesses at least entry-level skills as mandated appropriate for the assistant level by the American Physical Therapy Association.**

Comprehensive Curriculum:

The comprehensive curriculum consists of a combination of didactic and clinical learning experiences for the physical therapist assistant that are reflective of contemporary physical therapy practice. This organized and sequential series of integrated student-oriented learning experiences includes:

- a. the sciences basic to physical therapy which include but are not limited to physical, physiological, anatomical, social, and behavioral;**
- b. clinical sciences which include laboratory or other appropriate practical experiences;**
- c. measurement techniques and treatment procedures;**
- d. clinical activities provided in diverse areas of the physical therapy delivery system;**
- e. opportunities for student participation in the review of current professional literature;**
- f. the content and learning experiences foster attitudes and abilities which encourage students to have a commitment to continuing personal and professional growth through self-directed learning;**
- g. the content and learning experiences assist in an understanding of the influences of social, economic, legislative, and demographic factors on the delivery of health care.**

Communication

Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.

Individual and Cultural Differences

Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.

Behavior and Conduct

- a. Exhibits conduct that reflects a commitment to meet the expectations of members of society receiving health care services.**
- b. Exhibits conduct that reflects a commitment to meet the expectations of members of the profession of physical therapy.**
- c. Exhibits conduct that reflects practice standards that are legal, ethical and safe.**

Plan of Care

- a. **Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.**
- b. **Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Interventions include:**

Functional Training
activities of daily living
assistive/adaptive equipment
body mechanics
developmental activities
gait and locomotion training
prosthetic and orthotic devices
wheelchair management skills

Infection Control Procedures
isolation techniques
sterile technique

Manual Therapy Techniques
passive range of motion
therapeutic massage

Physical Agents and Mechanical Agents
athermal agents
biofeedback
compression therapies
cryotherapy
electrotherapeutic agents
hydrotherapy
superficial and deep thermal agents
traction

Therapeutic Exercise
aerobic conditioning
balance and coordination training
breathing exercises and coughing techniques

conditioning and reconditioning
posture awareness training
range of motion exercises
stretching exercises
strengthening exercises

Wound Management

application and removal of dressing or agents

identification of precautions for dressing removal

- 2. Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care.**

Aerobic Capacity and Endurance

- a. measures standard vital signs**
- b. recognizes and monitors responses to positional changes and activities**
- c. observes and monitors thoracoabdominal movements and breathing patterns with activity**

Anthropometrical Characteristics

- a. measures height, weight, length and girth**

Arousal, Mentation and Cognition

- a. recognizes changes in the direction and magnitude of patient's state of arousal, mentation and cognition**

Assistive, Adaptive, Orthotic, Protective, Supportive, & Prosthetic Devices

- a. identifies the individual's and caregiver's ability to care for the device**
- b. recognizes changes in skin condition while using devices and equipment**
- c. recognizes safety factors while using the device**

Gait, Locomotion, and Balance

- a. describes the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility**

Integumentary Integrity

- a. recognizes absent or altered sensation**
- b. recognizes normal and abnormal integumentary changes**
- c. recognizes activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma**
- d. recognizes viable versus nonviable tissue**

Joint Integrity and Mobility

- a. recognizes normal and abnormal joint movement**

Muscle Performance

- a. measures muscle strength by manual muscle testing**
- b. observes the presence or absence of muscle mass**
- c. recognizes normal and abnormal muscle length**
- d. recognizes changes in muscle tone**

Neuromotor Development

- a. recognizes gross motor milestones**
- b. recognizes fine motor milestones**
- c. recognizes righting and equilibrium reactions**

Pain

- a. administers standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain**
- b. recognizes activities, positioning, and postures that aggravate or relieve pain or altered sensations**

Posture

- a. describes resting posture in any position**
- b. recognizes alignment of trunk and extremities at rest and during activities**

Range of Motion

- a. measures functional range of motion**
- b. measures range of motion using a goniometer**

Self-care and Home Management and Community or Work Reintegration

- a. inspects the physical environment and measures physical space**
- b. recognizes safety and barriers in home, community and work environments**
- c. recognizes level of functional status**
- d. administers standardized questionnaires to patients and others**

Ventilation, Respiration and Circulation Examination

- a. recognizes cyanosis**
- b. recognizes activities that aggravate or relieve edema, pain, dyspnea, or other symptoms**
- c. describes chest wall expansion and excursion**
- d. describes cough and sputum characteristics**

- 3. 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.**
- 4. Recognizes when intervention should not be provided due to changes in the patient's status and reports this to the supervising physical therapist.**
- 5. Reports any changes in the patient's status to the supervising physical therapist.**
- 6. 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.**

7. **Participates in educating patients and care givers as directed by the supervising physical therapist.**
8. **Provides patient-related instruction to patients, family members, and care givers to achieve patient outcomes based on the plan of care established by the physical therapist.**
9. **Takes appropriate action in an emergency situation.**
10. **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.**
11. **Participates in discharge planning and follow-up as directed by the supervising physical therapist.**
12. **Reads and understands the health care literature.**

Education

- a. **under the direction and supervision of the physical therapist, instructs other members of the health care team using established techniques, programs, and instructional materials commensurate with the learning characteristics of the audience.**
- b. **educates others about the role of the physical therapist assistant.**

Administration

- a. **interacts with other members of the health care team in patient-care and non-patient care activities.**
- b. **provides accurate and timely information for billing and reimbursement purposes.**
- c. **describes aspects of organizational planning and operation of the physical therapy service.**
- d. **participates in performance improvement activities (quality assurance).**

Social Responsibility

- a. **demonstrates a commitment to meeting the needs of the patients and consumers.**
- b. **demonstrate an awareness of social responsibility, citizenship, and advocacy, including participation in community and service organizations and activities.**

Career Development

- a. **identifies career development and lifelong learning opportunities.**
- b. **recognizes the role of the physical therapist assistant in the clinical education of**

physical therapist assistant students.

- 13. To graduate a student who demonstrates appropriate problem solving skills in his/her role as a physical therapist assistant.**
- 14. To graduate a student who successfully completes the PTA National Exam.**
- 15. To provide the student with knowledge concerning resource material and the common vehicles for obtaining continuing education in the field of physical therapy.**
- 16. Upon completion of the curriculum, the student will be able to integrate the various skills and procedures that have been taught in all the courses (Physical Therapist Assistant courses as well as English, psychology, sociology, etc.) and demonstrate appropriate teaching skills.**
- 17. To graduate a student who is knowledgeable and who functions in a manner that protects the privacy, dignity, and safety of all persons he/she may come in contact with while engaged in professional activities.**
- 18. To provide the student with a variety of clinical experiences in order that he/she may have an opportunity to practice the complete range/variations of competencies/skills included in our curriculum.**
- 19. Encourage the student to be a member of the American Physical Therapy Association, first as a student and then as a graduate Physical Therapist Assistant, in order that he/she may be in a position to provide input and keep abreast of happenings in the field.**
- 20. Continual ongoing program assessment to insure that all aspects of the program are kept up to date and appropriate.**
- 21. Encourage faculty members' development in both teaching and professional skills, so that they can continue to revise their courses and help in program evaluation and revisions.**
- 22. Provide the student with the opportunity to gain additional information on professional topics by making resources, on hand, readily available.**

ACCREDITATION STATUS

Orange County Community College is accredited by the Middle States Commission on Higher Education. The Physical Therapist Assistant Department admitted its first class in 1975 and received initial accreditation by the Commission on Accreditation in Physical Therapy Education in 1977. The most recent self-study occurred in 1999. The

program has maintained its accreditation status since 1977.

CERTIFICATION/LICENSURE OF PHYSICAL THERAPIST ASSISTANTS

Individual states have different policies/codes concerning the requirements that will permit an individual to practice as a physical therapist assistant. For information about licensure/certification, a student will have to write to the various state boards of medical examiners in order to receive specific information for a particular state. Please contact the Department Chairperson for the addresses of the various state boards of medical examiners. Effective in February 2003, New York State requires that those wishing to register to practice as a Physical Therapist Assistant in New York State must pass the National Boards for PTA's as part of the registration process.

CAREER OPPORTUNITIES

Physical Therapist Assistants enjoy the ability to work in a variety of practice settings including: hospitals, private practices, nursing homes, rehabilitation centers, schools and out-patient settings. In addition, Physical Therapist Assistants may teach in Physical Therapist Assistant programs. They may serve as director of a Physical Therapist Assistant program, provided that they have a Master's degree.

Depending on the employment site, Physical Therapist Assistants may have the availability of full-time, part-time, and per diem work. Work hours may vary from 7 a.m.- 8 p.m., as well as weekends.

Physical Therapist Assistants may choose to further their education in a variety of fields. Many of our graduates have gone on to degrees in: Biology, Athletic Training, Physical Therapy, Exercise Physiology, Chiropractic, Massage Therapy, Education, Physician Assistant, etc.

TRANSFER OPTIONS

Our Department maintains contact with program directors at a number of Master's and DPT level physical therapy curriculums. Transfer to these programs is the responsibility of the student wishing to transfer. Articulation agreements exist with some institutions to facilitate transfer. Each upper level school reserves the right to review individual transcripts, and to make their own determination with regard to acceptance of credits and the student's suitability for their program. Upper level programs usually require General Biology I and II, General Chemistry I and II, General Physics I and II, Statistics, College Algebra. Core Physical Therapist Assistant courses are not considered in transfer to the Physical Therapy program. They may, however, be accepted for transfer as general elective credits.

JOB PLACEMENT

Orange County Community College, in cooperation with the New York State Employment Agency, provides part-time and full-time placement services for our

student body. An employment coordinator also arranges for various industries to recruit on campus. The office has also held Health Field Career Days where a number of employers in the field of health have had the opportunity to speak with and specifically interview students for employment. Students are also assisted in the development of resumes.

In addition to the above, any materials concerning PTA positions received by the PTA department are posted immediately on the department bulletin board outside BT323.

FINANCIAL AID/SCHOLARSHIPS

Students enrolled in the Physical Therapist Assistant program are eligible to apply for any financial aid programs that the College participates in. Students are also encouraged to apply for scholarships. There are three scholarships that are only available to Physical Therapist Assistant students, as well as numerous others that are available to the College community. Please refer to the College catalog for specific financial aid and scholarship information.

ESSENTIAL FUNCTIONS OF THE PHYSICAL THERAPIST ASSISTANT STUDENT

The field of Physical Therapy is demanding. Physical Therapist Assistant students are required to fulfill all program requirements, which are guided by the Commission on Accreditation in Physical Therapy Education. In order to meet these requirements, the Physical Therapist Assistant Department has identified the following essential functions which students must possess. These functions are not all-inclusive nor do they reflect what may be required for employment of the graduate Physical Therapist Assistant.

Observation Skills:

1. Students must possess the visual ability to observe a patient's response to treatment, read or set parameters on physical therapy equipment, observe and assess the environment, gather information from medical records and professional literature.
2. Students must possess the auditory ability to recognize and respond to a patient's or co-workers voice, equipment timers, and alarms.
3. Students must be able to use equipment to assess blood pressure, pulse rate, and breath sounds.
4. Students must possess the tactile ability to palpate surface anatomy, palpate pulses, detect skin temperature, and adjust physical therapy equipment.

Communication Skills:

1. Students must be able to communicate in English in both written and oral fashion with faculty, patients, fellow co-workers and family members using appropriate terminology, accuracy, and efficiency.
2. Students must possess the ability to recognize, interpret, and respond to nonverbal behavior of self and others.

Motor Skills:

1. Students must have the motor control necessary to safely transfer a 150 lb. patient from the bed to the wheelchair with maximal assist.
2. Students must have the motor control necessary to safely walk with patients and provide gait training with and without assistive devices.
3. Students must have the ability to lift 50 lbs. and carry 25 lbs.
Students must have the motor control necessary to adjust knobs on physical therapy equipment, perform manual therapy techniques, adjust equipment such as wheelchairs, and utilize physical therapy equipment such as goniometers, grip gauges, and free weights.
5. Students must be able to obtain and maintain CPR certification for the Professional Rescuer.
6. Students must be able to use proper body mechanics for all skills related to physical therapy.
7. Students must be able to demonstrate the ability to apply universal precautions when rendering physical therapy treatment.
8. Students must have the motor control necessary to provide for the patient's safety in all physical therapy activities.
9. Students must possess the endurance necessary to perform 40 hour work weeks during their clinical education courses.

Intellectual Conceptual Skills:

1. Students must be able to attain a 75% (C-) or better in all Physical Therapist Assistant core courses as well as a "C-" in Anatomy and Physiology I and II, and Basic Exercise Physiology.
2. Students must be able to prioritize multiple tasks, integrate information, and make decisions.
3. Students must be able to collect, interpret, and assess data about patients.

Behavioral Social Skills:

1. Students must be able to interact appropriately with individuals of all ages, genders, races, socio-economic, religious, and cultural backgrounds.
2. Students must be able to cope with heavy workloads, patient demands, changes in schedule, and patients who may be terminally ill.
3. Students must be able to recognize and respond appropriately to potentially dangerous situations.
4. Students must adhere to the Orange County Community College Student Code of Conduct in all academic and clinical settings.
5. Students must maintain patient confidentiality.
6. Students must possess the emotional health and stability required to fully utilize intellectual capabilities, demonstrate good judgement, and render physical therapy treatment.

The Physical Therapist Assistant Department fully supports the provision of reasonable accommodations to students with special needs. Program requirements are not altered. Instead, it is the policy of Orange County Community College and the Physical Therapist Assistant Program to provide reasonable accommodations to students with special needs who request them so that they can meet the program requirements.

Students are encouraged to contact the Department Chair and course instructor as early as possible to discuss their particular situation.

If you have a documented disability and anticipate needing special accommodations in this course, please make arrangements to meet with the Department Chair or course instructor as soon as possible. Please contact the Office of Disability Services located on the 3rd floor of the College Commons, (845) 341-4077, follow their guidelines regarding submitting documentation and bring your official Accommodation Notice to instructor as soon as possible. Provision of accommodations is not retroactive. Any grades prior to notifying the instructor of your accommodations will be counted in the calculation of final grades.

SECTION II

PROGRAM CONTENT

The Physical Therapist Assistant Program is a two-year curriculum leading to an A.A.S. Degree in Physical Therapist Assistant. There are a total of 72 credits in the program, 41 P.T.A. credits and 31 non-core course credits.

The PTA course of study includes: biological, physical and social sciences; humanities; physical therapy technical courses; laboratory instruction on/off campus; supervised clinical experience and instruction in health care facilities located within New York State (Orange, Sullivan, Ulster, Putnam, Westchester, Rockland & Dutchess Counties), New York City, Pennsylvania, New Jersey and Connecticut.

CURRICULUM SEQUENCE

<u>FIRST SEMESTER</u> (Fall-1st Year)			<u>SECOND SEMESTER</u> (Spring-1st Year)		
11101	Freshman English I	3	11102	Freshman English II	3
31105	A&P I	4	31106	A&P II	4
64103	Intro to Physical Therapy	2	64102	PTA II	4
64101	PTA I	4	64203	Kinesiology	4
64105	Med Conditions for the PTA	3	13110	Fundamentals of Speech	3
99197(8)	Concepts Of Phys. Wellness	. 5			18
99 —	Physical Education	. 5			
		17			
<u>THIRD SEMESTER</u> (Fall-2nd Year)			<u>FOURTH SEMESTER</u> (Spring-2nd Year)		
25111	General Psychology I	3	25120	Developmental Psychology	3
58230	Basic Exercise Physiology	3	64202	PTA IV	4
64201	PTA III	4	64208	Contemp Practice for the PTA	3
64207	Tests & Measure. for PTA	4	64206	Clinical Education II	3
64204	Clinical Education I	3	38 —	Math (38104 or higher)	3
		17	99 —	Physical Education	1
					17

SUMMER SESSION (2nd Year)

64220 - Clinical Education III - August Graduation - 3 credits

TOTAL PROGRAM CREDITS – 72

Students will be allowed to participate in May graduation ceremonies provided that they have successfully completed all course and clinical requirements with the exception of course #64220. Students will be required to register and pay for the final summer session.

Students may take non-core courses (except Basic Exercise Physiology) prior to beginning the Physical Therapist Assistant courses. Once enrolled in the core PTA courses, students must complete all courses in sequence, as courses within each semester are related, and courses build from semester to semester. The summer session between the first and second year can be used to off-load general education courses that are part of the second year.

Students who elect to take Anatomy & Physiology I and/or II prior to beginning the core

PTA courses must complete these within five years of beginning the PTA courses. Courses that are more than five years old but less than ten years old will be accepted, provided that students successfully complete comprehensive exams.

GRADES

An overall C average (2.0 CQPA) is required for graduation. A minimum grade of 75 (C-) is also required in all PTA core courses. A grade of "C-" is also required in Anatomy & Physiology I & II and Basic Exercise Physiology. Students who have not received a "C-" will be required to repeat these courses as part of the curriculum sequence. A numerical average between 60%-74% is **NOT** passing for any PTA core course. Failure to receive a 75% in any core PTA course will prevent you from progressing to the next course in the PTA curriculum sequence. For Non-Core courses, receiving a failing grade in sequential courses will prevent you from progressing to the next course in that particular sequence. For example, a failure in Anatomy & Physiology I will prevent you from going on to the second semester courses within the program as the material in these courses is based on an understanding of the material covered in Anatomy & Physiology I. Students may petition the department chair to repeat A&P I in the second semester if needed, however, the decision of the department chair is final.

Grade Equivalents for the PTA Department:

93 & above	= A		
90 - 92	= A-	68 - 74	= D+
87 - 89	= B+	63 - 67	= D
83 - 86	= B	60 - 62	= D-
80 - 82	= B-	Below 60	= F
77 - 79	= C+		
76	= C		
75	= C-		

Lab Practicals:

Students must pass each individual component of a PTA Department Core Course Laboratory practical with a 75% or better in order to pass the course. A student may repeat any component of a laboratory skills practical once only. Failure to obtain a 75% on the second attempt will result in removal from the course with a grade of F and removal from clinic with a grade of "W." The grade obtained on the first try of the Lab Practical will be the one used to calculate final grades.

Written Examinations:

1. Students are expected to be on time for all classes and exams. If you arrive late for an exam, you will not be allowed extra time. If you arrive more than 15 minutes late, the instructor is authorized to give you a grade of zero for that examination.
2. Students are not allowed to leave the examination room once the examination begins. Please take care of personal needs prior to the start time of the examination.
3. If you feel that you must miss an examination due to illness or personal difficulty,

you must speak directly with the instructor prior to the beginning of the examination. The instructor will determine if the excuse is acceptable. If the excuse is acceptable, you must take a make-up examination prior to the next scheduled class meeting. If the excuse is deemed unacceptable by the course instructor, you are expected to take the examination at the scheduled time, or a grade of "0" will result.

Quizzes:

Quizzes may be announced or unannounced. It is your responsibility to arrive at class on time, as some quizzes are given at the start of class and may be in the form of oral questioning. Make-up of missed quizzes due to lateness or absence is at the discretion of the course instructor. If a make-up is allowed, the quiz must be made up before the next class.

Written Assignments:

Students are expected to hand in assignments on time. Written assignments must be type written, double-spaced unless other instructions are given by the instructor. They will be graded for content and correct usage of written language with correct footnoting and referencing following AMA formatting. Late assignments will be penalized ten points initially and ten additional points each week they are late. All assignments must be handed in or a grade of incomplete will be given (unless student has already earned an "F" as a final grade). Assignments turned in during finals' week will receive a "0."

COURSE SYLLABI

It is the policy of the PTA Program at the beginning of a course to provide each student with a detailed course syllabus which includes a course description, behavioral objectives, assigned and suggested readings, and calendar (assignments, lectures, examination schedules). It also contains information concerning grading policies, absences and outlines of each individual lecture and lab session, instructor's name, office extension and location, instructor withdrawal policy, etc. Students are expected to be thoroughly familiar with this document.

USE OF INSTRUCTIONAL TECHNOLOGY

The PTA program is committed to graduating students who have the skills to enhance their knowledge using the Internet. Furthermore, the PTA program seeks to meet the needs of a variety of learning styles by using several methods of instructional technology. Several of the PTA core courses will utilize the Internet to enhance classroom instruction. The course instructor will provide an orientation to the BlackBoard Course Management System during the first week of classes. For the 2006-2007 year, the following courses will require student participation in the web-enhanced portion: Physical Therapist Assisting I, Medical Conditions for the PTA, Physical Therapist Assisting IV, Contemporary Practice for the PTA. Other courses, such as Kinesiology, will also encourage the students to utilize the Internet to enhance their knowledge. Students may access the web-enhanced component of the course from their homes or while on campus. Quizzes and weekly assignments may take place

online. Students will be able to participate in online office hours and discussion boards.

CLINICAL OBSERVATIONS

As part of the learning process, students are required to perform three half-day (4 hour) observations. These will take place as part of the second semester assignments. Students must make their own arrangements to visit one acute care hospital, one private practice, and one pediatric center. Students are encouraged to complete these visits over the winter break between first and second semester. These visits will provide students with early exposure to varieties of clinical settings in which they might practice. Students will be provided with a letter of identification from the PTA program. Students are to give this letter to the clinical site and are also to show their Orange County Community College ID card. Students may also be asked to produce a copy of their "Health Clearance Form." Students must dress appropriately during their clinical observations (see **DRESS CODE FOR CLINIC** on next page). Students must observe all HIPAA Guidelines and practice universal precautions while in the clinical site. Students are to spend their time at each of the clinical sites observing patient care. Given the nature of the setting, and the limited knowledge of the students at that time, questions regarding specific patients should be withheld until the therapist can meet privately with the student.

Students will be required to submit a typewritten summary of each of the observations to the appropriate course instructor as outlined in the course syllabi.

CLINICAL EDUCATION POLICIES & PROCEDURES

Starting with the third semester, students will be assigned to a total of three clinical education sites throughout the final year of the program (Fall: Clinical Education I, Spring: Clinical Education II, Summer Session I, II, or III: Clinical Education III). The decision as to which particular site a student is assigned is solely left up to the Academic Coordinator of Clinical Education (ACCE). The ACCE makes his/her decision in keeping with the philosophy of the program that we wish to expose our students to as great a variety of clinical experiences as possible. Students are asked to complete a "Clinical Affiliation Preference List" during the first semester in which they can indicate their first and second choices for a specialty such as pediatrics, sports, etc. An attempt will be made to place the student in at least one of his/her choices. Students may request a specific clinical site with the understanding that it may not be possible for the Program to fulfill a specific request. Trading of clinical sites will not be considered. Announced placements are considered tentative and subject to change. Hours may vary depending on the clinical site, i.e. 9-5, 7-3, 12-8, etc. Another variation would be a 10 hour day with a 2 hour lunch break. If a clinic is operative less than 7 hours/day, it will be the Department Chairperson's decision as to whether student will need to supplement the shorter clinic hours by attending extra clinic days. Since many of our clinical education sites are located in facilities that require some traveling, it is important that students understand that making arrangements for transportation to reach the clinical site is completely the student's responsibility. Students are financially responsible for cost of gas, tolls, parking fees, etc. Students must adjust their work and family commitments to meet their clinic schedules. Students may travel up to seventy-

five (75) minutes each way, depending on their site assignment.

Students who are assigned to a pediatric clinical affiliation will be required to attend clinic several days prior to the official beginning date of the semester due to potential snow closings/holidays.

Students are required to sign an Acknowledgment Form which documents that the student has read and understands the policies described in the Clinical Education Course Outline and the Clinical Education Policies and Procedures handout.

If a student is removed from clinic due to performance which indicates: failure to comply with facility policies and procedures, a lack of clinical safety, poor judgement, or unprofessional behavior, the student will receive a grade of "F." If this behavior occurs in another clinical education course, the student will be removed from clinic, receive a grade of "F," and be permanently separated from the program.

Students will be allowed to participate in May graduation ceremonies provided that they have successfully completed all course and clinical requirements with the exception of course #64220. Students will be required to register and pay for the final summer session.

ALCOHOL & DRUG TESTING & BACKGROUND CHECKS

Students may be required to comply with pre-clinical alcohol testing, drug testing and/or criminal background checks in order to begin and/or complete a clinical affiliation. The student is responsible for the costs associated with these tests. Students who do not successfully complete these tests, or refuse to comply with these mandates will receive a grade of "F" for the clinical affiliation. Furthermore, students will be required to show proof that they are "substance-free" prior to being assigned to a new clinical assignment. Students may be required to audit PTA core courses while waiting for their next clinical assignment. Failure to successfully pass a drug test for a second time will result in permanent removal from the PTA program. Students who are removed from clinic due to negative criminal background checks must make restitution before another clinical affiliation will be attempted.

In all instances, the PTA program must be completed within three years of beginning the core PTA courses.

DRESS CODE FOR CLINIC & CLINICAL OBSERVATIONS

Students must dress in a neat, professional and appropriate manner when participating in Clinical Education Courses and Clinical Observations.

1. Students are expected to practice good personal hygiene habits at all times;
2. Jewelry, if worn, must be modest in appearance; a maximum of two earrings in each ear lobe is acceptable. Others are not allowed due to infection control policies. Bracelets, rings and necklaces must be simple and not interfere with

- treatment or professional appearance;
3. Any other body piercing (tongue, umbilicus, etc.) must be removed or secured and covered when at all possible;
 4. Tattoos must be covered when at all possible;
 5. Students must wear their Orange County Community College PTA student name tag at all times;
 6. Students must wear an ID badge if provided by the facility;
 7. Sneakers and shoes must be clean, neat, low in heel height, and closed in;
 8. Students must conform to facility dress code or may wear tailored pants and shirts. Jeans, sweat suits, spandex, tight fitting clothes, tops which expose the shoulders or stomachs, are not allowed. Walking shorts are permitted only if the facility allows them;
 9. Students may wear a white lab coat with appropriate identification over their clothing (lab coats must be worn if required by the facility);
 10. All hair must be neat in appearance. Long hair must be worn up or tied back off the face. Hats and other hair coverings will only be allowed for religious observation;
 11. Excessive/extreme make-up, nail polish, perfume, after shave is not allowed;
 12. Nails must be short in order to perform techniques such as massage and joint mobilization. False nails must be removed;
 13. Gum chewing is not allowed.

Please remember that you are representing the medical profession and Orange County Community College when you are in clinic. Your conduct and appearance is expected to demonstrate that at all times. Failure to adhere to the clinic dress code will result in a written warning from the ACCE and the Clinical Instructor. If this warning is not heeded, removal from clinic will result, with a grade of "F" given.

DRESS CODE FOR LAB

Specific clothing is required for the laboratory sections of the following PTA courses: 64101, 64102, 64201, 64202, 64203, 64207. Privacy and modesty are of the utmost importance, however, one must be able to practice observation skills, data collection and direct treatments in the lab setting. Shorts and t-shirts are acceptable for men. Shorts and a halter top/sports bra are acceptable for women. This manner of dress is also required for all laboratory practical exams. Students must be changed before the start of the laboratory session, otherwise they will be marked "tardy" for the class. Securable lockers and changing space are available in the PTA lab. Students who do not dress appropriately for lab will be required to wear a hospital gown during lab, as needed. For lab sessions which do not require exposure of large portions of body surface, students should wear loose fitting clothing.

PATIENT SIMULATION BY STUDENTS

All students are required to participate in demonstrations, lab experiences, skills' checks, and laboratory practicals, as part of the preparation for clinical education courses. Students will experience data collection and treatment interventions similar

to that which they will render to patients in the clinic. Course instructors will take care to ensure that a safe practice environment is maintained during laboratory classes, open lab sessions, and laboratory practicals. It is solely the students' responsibility to notify the course instructor of medical conditions, which may prevent safe participation in a demonstration, lab experience, skills' check, and/or laboratory practical. This should be done during the first week of classes, or as soon as a condition becomes apparent, whichever comes first. These situations will be addressed on a case-by-case basis.

Students may be videotaped, audio taped or photographed for instructional purposes.

INFECTION CONTROL

Students will receive lecture, video, and laboratory instruction in infection control in the course entitled, "Physical Therapist Assistant I." Furthermore, students will be required to attend a review of infection control procedures the first Tuesday of classes in the third semester in order to attend clinical education courses.

Students must adhere to infection control procedures during all lecture, laboratory, open lab, and clinical education courses. Failure to do so will result in a written warning from the department chair for the first offense. Failure to comply in a second instance will result in removal from the course with a grade of "F."

PRIVACY

Patient Privacy

Students will receive instruction in patient confidentiality, privacy, and HIPAA regulations in the course entitled, "Introduction to Physical Therapy Education." Students will sign a confidentiality statement prior to beginning the PTA core curriculum.

Students must maintain confidentiality of all patients, students, and faculty members with whom they come in contact. Failure to do so will result in a written warning from the department chair for the first offense. Failure to comply in a second instance will result in removal from the course with a grade of "F."

Student Privacy

The PTA program faculty are committed to maintaining student privacy and confidentiality. All information related to student performance, advising, and counseling is kept confidential within the department. Student records are kept in a secure location in faculty offices. No one has access to the student records except faculty of the PTA program, without express written permission of the student.

PHYSICALS

It is required that each student has a complete physical examination prior to beginning

the core classes. Students will be required to have annual physicals until the core program is completed. This should be done in the month of July (not earlier) and the completed forms must be submitted to the Health Center no later than July 31. If physicals are received after this date, a \$25 penalty will apply. Each student should obtain a copy of his/her "Health Clearance Form" from School Health Nurse following submission of physical exam form so that this information can be submitted to each of his/her three clinical affiliations. The Health Clearance Form will be mailed to students who submit their physical exam forms with **ALL** required information by the due date. Students with incomplete or late physicals will need to obtain the Health Clearance Form "in person" from the Health Office after submitting required information and/or late physical exam form plus late fee. Failure to comply with the above will prevent a student from being allowed to participate in classes or in his/her clinical affiliation. Physicals are good for one year. Students who fulfill their Clinical Education III requirements during second Summer Session will be required to have a third physical and Mantoux prior to beginning Clinical Education III (due in Nurse's office by June 15).

SURGERY/MEDICAL CONDITIONS

In the event that a student has surgery, a significant change in medical status, or becomes pregnant, the student must notify the department chair immediately. The department chair may request that the student have permission from his/her medical physician to participate in class, laboratory, or clinical experiences.

CPR

All students must maintain professional level CPR Certification (American Red Cross: CPR for the Professional Rescuer or American Heart Association BLS for Health Care Provider) in order to participate in clinical education. Failure to do this will result in the immediate removal from clinic with a resulting grade of "F."

STUDENT ADVISEMENT

Each student will be assigned a department faculty member as an advisor. This assignment is made by the Admissions Office. If for some reason you have been assigned to a non-PTA faculty advisor, please bring this to our attention and we will correct the error with the Admissions Office. Once students are enrolled in our curriculum, advising is provided by all faculty members due to the smaller class sizes and nature of the program.

The role of the advisor is many-fold. The effectiveness of this interaction is dependent on the student as well as the advisor. Among other things, your advisor:

1. Counsels you on course selection.
2. Makes referral for you to appropriate student services such as the tutorial program, counseling center, career center, etc.

3. **Works with you to develop a program that you can handle, i.e., deciding on an appropriate number of credits, taking into consideration your other responsibilities like a job, family, etc.**

Office hours for every instructor are posted on the office door. When your schedule conflicts with your advisor's office hours, every effort will be made to arrange a more suitable time for an appointment.

STUDENT CONDUCT

The students in the Physical Therapist Assistant Program are expected to adhere to the Code of Student Conduct as stated in the College Student Handbook. This code applies for both academic and fieldwork experiences. The faculty and students are also expected to follow the APTA Standards of Practice for Physical Therapy, New York State Education Law and New York State Practice Act, and Standards of Ethical Conduct for the PTA. Failure to adhere to these principles will result in immediate removal from the program with a grade of "F" for all courses enrolled in that semester.

Orange County Community College Board of Trustees, administration, faculty and staff have a primary concern with academic achievement, standards, and personal integrity of its students. We recognize our obligation to protect College property and we take a special interest in the mental and physical health and safety of our community. We are committed to preserving the peace, uplifting campus morale, and creating a civil climate on our campuses. The College has adopted the following policies and procedures as an expression of its expectations of student conduct.

Refer to the complete "Code of Student Conduct" in the Orange County Community College's Student Handbook. The following information is from Article II, Section B - Conduct - Rules and Regulations:

Any student or organization found to have attempted to commit any of the following acts of misconduct is subject to the disciplinary sanctions outlined in Article IV.

1. **Acts of dishonesty, including, but not limited to:**
 - a. **Cheating, including cybercheating**
 - b. **Fabrication**
 - c. **Facilitating academic dishonesty**
 - d. **Plagiarism, including internet plagiarism**
 - e. **Forgery**
 - f. **Bribery**
 - g. **Multiple submission (submitting the same assignment to more than one instructor without the permission of the instructors). Please refer to the College Academic Policy for other means of resolution for academic dishonesty issues.**
2. **Violation of any provisions of the professional and/or ethical codes of programs in the fields of Allied Health, Nursing, Kindercollege or any other applicable programs.**
3. **Interference with the College approved operation of any College recognized student organization.**

4. **Disorderly conduct, including but not limited to: disruption or obstruction of teaching, research, administration, disciplinary proceedings, other College activities, and other campus activities.**
5. **Conduct which alarms, threatens or in some manner disrupts the learning process of another student and/or the ability of faculty to teach.**
6. **Physical abuse, verbal abuse, threats, intimidation, stalking, coercion and/or other conduct which threatens or endangers the health, well-being or safety of any person.**
7. **Sexual misconduct. (See Sexual Assault and Sexual Harassment Policies.)**
8. **Harassment which serves to degrade the status of another person. Most often, harassment focuses on a personal attribute, singling it out for ridicule, attack or disparagement. Attributes include, but are not limited to: race or ethnic origin, gender, physical or mental disability, age, religion, economic class, and sexual orientation. Harassment may include physical contact, written or verbal comments or suggestions, obscene or offensive pictures or "jokes," hostile or threatening gestures or other forms of degradation. This includes acts of harassment carried out by one or more students on behalf of and/or at the request of another student.**
9. **Theft of and/or damage to property of the College, property of a member of the College community, or other personal or public property.**
10. **Hazing, which is an act which endangers the mental or physical health or safety of a student, or involves the forced consumption of liquor or drugs, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. Consent of the participants is not a defense against a complaint of hazing.**
11. **Failure to comply with directions of a College employee or emergency or service personnel acting in performance of their official duties.**
12. **Failure to identify oneself to a College employee or emergency or service personnel acting in performance of their official duties.**
13. **Unauthorized possession, duplication or use of keys, combinations, or access cards to any College premises or unauthorized entry to or use of College property.**
14. **Violation of published College policies, rules or regulations found in, but not limited to, the College Student Handbook, Parking and Traffic Regulations, Individual Department Handbooks, Academic Policy, and the College Catalog.**
15. **Use, possession or distribution of illegal drugs, narcotics or other controlled substances, and drug-related paraphernalia, except as permitted by federal, state and/or local law.**
16. **Public intoxication or the use, possession or distribution of alcoholic beverages except as expressly permitted by federal, state and/or local law and College regulations. (See the College Alcohol Policy)**
17. **Possession of firearms, explosives, or other weapons, or unauthorized use of dangerous chemicals or substances on College premises.**
18. **Participation in a campus demonstration which disrupts the normal operations of the College and infringes on the rights of other members of the College community; leading or inciting others to disrupt scheduled and/or normal**

- activities within any campus building or area.
19. Intentional obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College sponsored or supervised functions.
 20. Conduct which is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on College premises or at functions sponsored by, or participated in by, the College.
 21. Theft or other abuse of computer resources, including but not limited to:
 - a. Commercial use of computing resources;
 - b. Data interception;
 - c. Forgery;
 - d. Willfully engaging in practices that place undue burdens on college resources (i.e. spamming);
 - e. Engaging in or disseminating illegal, obscene, threatening, discriminating, fraudulent, defamatory, intimidating, harassing, embarrassing or unwelcome electronic communication;
 - f. Copying, modifying or destroying college network or internet-based files; and,
 - g. Accessing or attempting to access the college network or internet resources for which the user is not authorized or granted explicit permission.
 22. Abuse of the judicial system, including but not limited to:
 - a. Failure to comply with the directive to appear before a hearing panel or disciplinary conference administrator after having received appropriate notification of such a directive;
 - b. Falsification, distortion, or misrepresentation of information before a hearing panel or disciplinary conference administrator.
 - c. Disruption or interference with the orderly conduct of a judicial proceeding.
 - d. Knowingly instituting a judicial proceeding without cause.
 - e. Influencing or attempting to influence another person to commit an abuse of the judicial system.
 - f. Attempting to discourage an individual's proper participation in, or use of, the judicial system.
 - g. Attempting to influence the impartiality of a member of a hearing panel or of a disciplinary conference administrator prior to and/or during the course of a judicial proceeding.
 - h. Harassment (verbal or physical) and/or intimidation of any person involved in a judicial proceeding.
 - i. Failure to comply with a sanction imposed under the Student Rights and Responsibilities.
 - j. Failure to comply with an agreed upon informal resolution.
 23. Engaging in gambling activities defined as illegal by federal, state or local law and/or by College regulations.
 24. Behavior prohibited by federal, state and/or local laws.

Student groups and organizations may be charged with violations of this code.

Alcohol & Other Drugs Policy

In compliance with "THE DRUG-FREE SCHOOLS AND COMMUNITIES AMENDMENTS OF 1989" as mandated by section 22 of Public Law 101-226, and the DRUG-FREE

WORKPLACE ACT of 1988, Orange County Community College will make the following information available to all its students and employees annually:

I STANDARDS OF CONDUCT

Employees: As an employee of Orange County Community College, a Unit of the State University of New York, one should be aware of the following policy which must be adhered to as a condition of employment:

- 1. The unlawful use, possession, manufacture, dispensation, or distribution of controlled substances at all Orange County Community College work locations is prohibited.**
- 2. Advance written approval and authorization is required from the President of the College for the consumption of alcohol at faculty functions.**
- 3. Employees who unlawfully manufacture, distribute, possess, or use a controlled substance will be subject to disciplinary procedures consistent with applicable and collective sanctions outlined in section II, Disciplinary Sanctions.**
- 4. Employees must notify the Personnel Office of any criminal drug statute conviction for a violation occurring in the workplace, or at a work site, no later than five (5) working days after such a conviction.**

Students: In accordance with the Orange County Community College Student Code of Conduct:

- 1. The unlawful purchase, manufacture, possession, use, distribution, or consumption of alcohol and other drugs on all Orange County Community College campus sites or college-sponsored events is prohibited.**
- 2. No alcoholic beverages may be bought, manufactured, possessed, used, distributed, or consumed on campus or elsewhere as part of college activities unless written approval is received in advance by the President of the College.**
- 3. As of December 1, 1985, the legal minimum age to purchase alcoholic beverages in New York State was changed to 21. Under the law, no person can sell, deliver, or give away any alcoholic beverage to any person under the age of 21.**
- 4. The forced consumption of liquor or drugs for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization is prohibited.**

Visitors: of all Orange County Community College campus sites are expected to adhere to the Standards of conduct regarding alcohol and other drugs required of Orange County Community College employees and students.

STUDENT EMPLOYMENT

While it is acknowledged that many students work part-time while completing their PTA degree, students must realize that this takes away from valuable study time, and may have a negative effect on the grades that a student attains.

If a student is employed in a physical therapy setting, the student must function as a PT Aide. Under no circumstance is the student to render direct patient care while employed, as this will violate New York State Education Law. Students may only render direct patient care while on clinical affiliation.

PHYSICAL THERAPIST ASSISTANT PROGRAM

Professional Development Assessment Form

Student: _____

Course: _____

Rating Scale

0 = UNSATISFACTORY: The student does not demonstrate the required level of professional skill.

1 = NEEDS IMPROVEMENT: The student, while beginning to demonstrate the required level of professional skill, needs improvement in either the extent to which the skill has developed or the consistency of its usage (or both).

2 = SATISFACTORY: The student demonstrates the required level of professional skill.

The purpose of this form is to document the students progress on integrating those attitudes, values and behaviors needed to assume their role as a PTA student and entry level paraprofessional. This form will be utilized in PTA I-IV. Ratings are based on observations of the student in class, lab and other professional contacts. The results will be discussed with the student at midterm and again at the end of the semester, if necessary. These results will be factored into the miscellaneous section of each skills course (PTA I-IV). If an area of concern develops, remediation will be recommended in the form of a learning contract.

In the event the student has one or more areas deemed unsatisfactory at the end of the second, third or fourth semester, it could delay their placement in clinic.

PROFESSIONAL DEVELOPMENT SKILL		RATING			COMMENTS
A.	<u>Communication Skills:</u>				
1.	Listens and speaks at appropriate times	0	1	2	
2.	Gives and receives feedback appropriately	0	1	2	
3.	Demonstrates appropriate non-verbal behavior (posture, gestures, facial expressions)	0	1	2	
4.	Asks appropriate questions & seeks assistance when in doubt	0	1	2	
5.	Writes effectively & professionally	0	1	2	
B.	<u>Responsibility for Learning:</u>				
1.	Arrives on time & ready to learn for classes, labs & meetings	0	1	2	
2.	Pays attention during instruction exhibiting a positive & motivated manner	0	1	2	
3.	Notifies faculty ahead of time of circumstances which prevent attendance	0	1	2	
4.	Satisfactorily makes-up missed assignments on own initiative	0	1	2	
5.	Completes assignments fully and on time	0	1	2	
C.	<u>Interpersonal Skills:</u>				
1.	Cooperates with peers/faculty/staff	0	1	2	
2.	Displays functional level of self-confidence	0	1	2	
3.	Displays honesty with self and peers	0	1	2	
4.	Relates tactfully, diplomatically with empathy to others, respecting cultural diversity	0	1	2	
5.	Demonstrates ability to work productively with authority figures	0	1	2	
D.	<u>Problem-Solving Skills:</u>				
1.	Uses resources & time effectively	0	1	2	
2.	Maintains open mind to new perspectives	0	1	2	
3.	Logically evaluates the facts	0	1	2	
4.	Demonstrates critical thinking & recognizes biases	0	1	2	
5.	Can self-assess & self-correct	0	1	2	

PROFESSIONAL DEVELOPMENT SKILL		RATING			COMMENTS
II	<u>Professionalism:</u>				
1.	Maintains appropriate hygiene/attire	0	1	2	
2.	Assumes responsibility for own actions	0	1	2	
3.	Demonstrates respect for peers/faculty/self	0	1	2	
4.	Demonstrates ability to be a cooperative & contributing member of the class & the profession	0	1	2	
5.	Displays integrity in academic & professional matters	0	1	2	
6.	<u>Stress Management Skills:</u>				
1.	Demonstrates ability to manage own time by meeting deadlines, prioritizing self & tasks, etc.	0	1	2	
2.	Works to achieve lifestyle balance incorporating student role	0	1	2	
3.	Demonstrates ability to be flexible with unexpected situations	0	1	2	
4.	Manages personal emotions maturely	0	1	2	
5.	Demonstrates ability to modify behavior in response to feedback	0	1	2	

Additional Comments:

Student Comments on Assessment:

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

Adapted from the Medical University of South Carolina & Russell Sage College OT Forms.

LABORATORY EQUIPMENT & FACILITIES

Students are encouraged to use the laboratory equipment and facilities to practice their skills. This is essential for their success in the PTA curriculum. The following rules must be adhered to:

Laboratory Rules

- 1. All students must sign in and out on the sign in sheet in the lab if they wish to use the laboratory for additional practice when it is not scheduled for teaching. Students are also required to sign in and out of the lab and computer room, when using them for extra practice.**
- 2. A student may use a piece of equipment only if he/she has been instructed in its use. The student must possess a working knowledge of the equipment, including indications and contraindications.**
- 3. No electrical equipment is to be used unless a member of the P.T.A. faculty is in attendance and/or has given permission. However, if the equipment remains unplugged, the student may practice with the modalities any time the lab is free.**
- 4. Each student is responsible for the equipment he/she is using.**
- 5. Students are to remove their shoes when utilizing the treatment tables and floor mats.**
- 6. Report any damage of equipment immediately to the laboratory instructor.**
- 7. Each student is required to clean the treatment area and equipment upon completion of use.**
- 8. All equipment must be returned to the shelf, cabinet, etc., where it is usually stored.**
- 9. All of the safety rules you have been instructed in when using various pieces of equipment and/or performing various procedures must be adhered to.**
- 10. If you wish to receive additional instruction from department faculty in any procedures, you must make arrangements that are mutually convenient.**
- 11. To insure the student's privacy and to protect them against any embarrassment, no unauthorized visitors will be permitted in the PTA lab during class session. This also applies to other course lab sessions when deemed appropriate by the instructor.**
- 12. To insure the student's safety, it is recommended that, when practicing in the lab, they do so in the company of at least one other PTA student and with the door closed.**

13. **Students may bring in non-alcoholic food and beverages into the lab. Food and beverages must remain in the classroom portion of the lab - away from all equipment. Students must clean up after themselves. Anything stored in the refrigerator must be labeled with the student's name and date. The department chair may assign a clean up schedule for the PTA students, if cleanliness becomes a problem.**

SAFETY IN THE PTA/MT LAB

The PTA faculty are committed to maintaining a safe environment for students enrolled in the program and visitors to the lab. At the beginning of each year, faculty members will review the location of the nearest exits, fire extinguisher, eye wash equipment, restrooms, first aid kit, and infection control materials. Faculty members will also instruct students in the handling of fire emergencies, medical emergencies, and matters related to personal safety. The following statements summarize the safety procedures to be followed in the PTA/MT lab.

1. **The first aid kit, eye wash equipment, and infection control materials are located along the wall where the sink is located.**
2. **The fire extinguisher is located along the front wall, next to the refrigerator.**
3. **There is only one exit from the PTA lab - the double brown doors. At that point, either make a right or a left to exit directly out of the building.**
4. **Restrooms are located outside the PTA lab. Make a right after leaving the lab. The restrooms are down the hall on the left.**
5. **In the event of a fire emergency, students should activate the RACE plan. (Remove individuals from the immediate vicinity, announce the fire, attempt to contain the fire, escape.) When in doubt – announce and escape.**
6. **In the event of a medical emergency in which the instructor is present, the instructor will take charge of the situation. Students are to listen for instructions, which may include- activating the EMS system, obtaining equipment and supplies, assisting with CPR, removing other individuals from the area.**
7. **In the event where the medical emergency involves the instructor, or the instructor is not present, the student(s) must take charge. Activate the EMS system using the directions by the phone. Provide emergency first aid (ABC's: airway, breathing, circulation - then bleeding).**
8. **In the event that the physical safety of a student and/or faculty member is threatened, the safety department should be notified as soon as possible.**
9. **Students are to maintain appropriate infection control procedures when in the lab - and everywhere else.**
10. **Students are to notify faculty members when they have a medical condition, which may prevent participation as a subject or patient-simulator in the lab setting.**

CLEANLINESS IN THE PTA/MT LAB

In order to maintain a clean and orderly work environment for all students using the

PTA/MT lab, this memo serves to outline the responsibilities of the students in regards to maintenance of the lab.

It is essential that all students work together to maintain an optimal learning environment, so that time is not wasted during lab classes. The lab is in constant use from 8am to 10pm on Monday through Thursday, and 8am to 3pm on Friday. As many as 90 students may be using the lab in a given semester. While our maintenance department handles the floors and the garbage, they do not clean specific equipment and facilities in a specialized lab, such as ours.

General Rules:

- 1. All shoes must be removed when sitting on the massage tables.**
- 2. Do not use the massage tables as a writing surface; the ink does not come off.**
- 3. Food is only to be eaten by the desks.**
- 4. No food is to be left out. We have had an "ants" problem in the past.**
- 5. Food placed in the refrigerator must be labeled with your name and date. Food that is in the refrigerator for more than two weeks will be removed by the "frig patrol" (your fellow classmates).**
- 6. Do not use any equipment unless you have been trained by a faculty member in its use.**
- 7. Do not turn on any electrical stim equipment unless a faculty member is present in the lab.**
- 8. Clean out the microwave, coffee pots, and toasters after each use.**
- 9. The lab must be put back in its original condition after each lab. The instructors will not do this for you. That means:**
 - a. All massage tables must be put back against the wall, with parts back in place. Do not store extra items under the massage tables.**
 - b. All stools must be placed along the wall by the weight equipment.**
 - c. All equipment must be placed back in its original storage area after each lab session - this includes wheelchairs, BP cuffs, ADL equipment, folding massage tables, oil bottles, etc. It is not fair to the next class if equipment is in their way.**
 - d. All tables and chairs must be returned so that the room is ready for a lecture class.**
 - e. The storage area/practice area must be left neat - so that it is available to practice in.**

Physical Therapist Assistant Students:

- 1. All freshmen PTA students are responsible for doing the laundry created by the PTA program.**

Massage Therapy Students:

- 1. Massage Therapy Students must bring their own linens.**
- 2. Massage Instructors will use linens provided by the program, and will do their own laundry.**
- 3. Massage Therapy students are responsible for keeping the oils and lotions filled.**

Thank you in advance for your cooperation with keeping our facilities neat and attractive. At the end of each semester, we also perform a “major” cleaning of the lab. All equipment should be wiped down and neatly put away. This should be completed during finals week.

PTA Freshmen: The storage area with the equipment and extra tables.

PTA Seniors: The wheelchair storage room, the locker room, the stairs, treadmill, traction table, bike, weight cart, therapy balls.

MT Freshmen: The classroom side of the room, desks, chairs, mat table, white board, refrigerator, sink and everything on the side wall.

MT Seniors: The treatment side of the lab - tables, stools, carts, weight column, thing that looks like a trampoline on its side.

POLICY TO SIGN OUT EQUIPMENT, TEXTS, VIDEOS, JOURNALS, etc.

- A. Students are encouraged to utilize texts, journals and videos from the PTA Department Library. The following procedures must be followed:**
- 1. Obtain item to be borrowed between the hours of 7:30 a.m.-3:30 p.m., Monday through Friday. The department secretary will provide access if faculty members are not available.**
 - 2. Sign item out in BT326 (department secretary’s office)**
 - 3. All items must be returned within specified time periods or further borrowing privileges will be revoked:
 *Textbooks - 1 week; Journals - 1 week; Videos - 1 night***
 - 4. The student is responsible for returning all items borrowed in the original condition in which they found them.**
 - 5. The student will incur any costs associated with replacing or repairing a lost or damaged item. In addition, students who have not returned borrowed items will not be cleared for graduation until this is done or proper reimbursement has been received.**
- B. Lab equipment is also available for students to borrow overnight. This includes: BP Cuffs, Stethoscopes, Ace Wraps, Crutches, Walkers, Canes, Wheelchairs. Under no circumstances is a student to borrow a piece of equipment from the lab without instructor approval and without being trained in the use of the equipment. The following procedures must be followed:**
- 6. Obtain item to be borrowed between the hours of 7:30 a.m.-3:30 p.m., Monday through Friday. The department secretary will provide access if faculty members are not available.**
 - 7. Sign item out in BT326 (department secretary’s office)**
 - 8. All items must be returned within 24 hours.**
 - 9. The student is responsible for returning all items borrowed in the original condition in which they found them.**
 - 10. The student will incur any costs associated with replacing or repairing a**

lost or damaged item. In addition, students who have not returned borrowed items will not be cleared for graduation until this is done or proper reimbursement has been received.

REPEAT POLICY

Departments in the Allied Health and Nursing curricula may, with the approval of the Vice President for Academic Affairs, designate courses with an (R-1) at the end of the course description in the College Catalog, meaning that they may be repeated only once. All courses in the core Physical Therapist Assistant curriculum are designated as such. If a student withdraws from a course for any reason or fails to attain at least a C- (75%), the student may petition to retake a course. The student must seek permission from the Department Chairperson in writing to retake the course. Permission to retake a course (or two in the same semester) may be granted only once, and only if space allows. The core Physical Therapist Assistant courses must be completed within three years of beginning the core curriculum.

Students will be required to audit, as appropriate, sequential Physical Therapist Assistant courses (PTA I-IV) and the Tests & Measurement Skills course. Student must pass the lab practicals on the first attempt while auditing a core course. Students will also be required to pass the written final exam for each course that they audit. The faculty also reserves the right to require a student to repeat an entire course which has undergone significant curriculum revision as well as repeat a clinical education course.

* Repeating and auditing courses may have financial aid implications.

COSTS OF THE PROGRAM

Students will be responsible for any and all additional costs including: APTA Student Membership fees, all transportation to clinics, shoes, uniforms, pins, name tags, patches, etc.

- Textbooks-Approximately \$400 for 1st semester, \$200 for 2nd semester, \$275 for 3rd semester and \$100 for 4th semester for PTA core courses, non core courses may run an additional \$100-300 per semester.
- APTA Membership - \$65 annually
- PTA Pin - \$35
- Transportation Costs - students must pay for all costs associated with attending clinic. This includes gas, tolls, parking, meals, etc.
- Lab Coats - some clinics require that students wear these (\$30-40 each).
- Name Tags - \$8
- Additional Study Aids - BP cuff and stethoscope, CD-ROMs, review books, etc.
- Physicals, Testing, and Immunizations - \$100-200 per year
- Potential Drug Testing and Criminal Background Check fees
- Subject to Change (Cost of Certification & NPT Exam):
 - \$95 application fee for Certification
 - \$50 limited permit (if student wishes to work prior to taking National

Physical Therapy Exam for PTAs)

- \$360 application fee for NPTA
- \$50 fee at the test site
- If an injury occurs in the Clinical setting, student may be required by the facility to seek medical attention for that injury; the financial responsibility will still belong to the student (whether by personal health insurance or by personal payment)
- Clinical Education III is a separately registered course (3 credits) in the Summer Session of the second year.

STUDENT SUPPORT SERVICES

Department Resources - The PTA Department maintains an extensive in-house library of texts, journals, videos, and CD-ROMs. A student computer with Internet access is available in the PTA Lab. Students may also access the BAT CAVERN which is a computer aided learning facility maintained by the Biology Department, located in BT 109.

Office Hours - Department faculty members hold office hours each week for students to use. Students are encouraged to use these hours for advising, assistance with course work, or anything else related to the field of Physical Therapy.

Tutoring - Tutoring is available through the College's Tutoring Center, located in the LRC. The PTA Department maintains a current list of adjunct instructors, recent graduates, and current students who are available for tutoring.

The Counseling and Guidance Center - Numerous programs and services are available through this center, which is located in the Commons. These include academic advising, counseling, testing services, career services, disability services, Student Support Services Program, Office of Special Services, Veteran's Affairs, Center for Adult Lifelong Learning, and the Educational Opportunity Program.

Financial Aid Office - A variety of programs, loans, and scholarships are available to students. Eligibility is based on academic progress, family income, and/or assets.

REQUIRED ATTENDANCE AT APTA SPONSORED MEETINGS

All PTA students must plan to attend a minimum of two APTA sponsored meetings by the time they complete PTA IV (one continuing education program and one business meeting). A continuing education course may be substituted at the discretion of the Department Chairperson. Course and meeting information will be posted in the department. A typewritten synopsis of each meeting must be given to the department chairperson. Failure to do this will result in an "incomplete" grade for PTA IV.

ATTENDANCE POLICY

The College-wide Academic Policy for Attendance states:

"Attendance: Attendance is required in all courses. Work missed during any period of absence, regardless of the reason for the absence, must be made up by the student (see course syllabi for details). Instructors are authorized to lower grades for class absences and may withdraw non-developmental students from a course for excessive absences. Instructors shall not lower grades for absences for religious observance nor, provided the instructor's permission is given in advance, for participation in athletics or other college-sponsored events. You should inform instructor when you anticipate an absence for religious observance so that arrangements can be made for you to make up examination, study or work requirements. If illness, accident or similar circumstances make it possible for a student to attend classes for three or more consecutive days, it is his or her responsibility to notify the Office of Records and Registration at once. The Records & Registration office will, in turn, notify each instructor. However, it is the student's responsibility to contact each instructor to make up missed work. Current or future awards of financial aid may be affected if a student does not attend classes for which he or she is registered."

It is the philosophy of the PTA Department faculty and our clinical instructors, that good attendance is crucial in order to: obtain all didactic material, observe and practice laboratory skills, demonstrate knowledge of course components, and implement skills/knowledge in the clinical environment.

Attendance in all lecture classes and laboratory sessions is expected. Faculty are authorized by the College to lower grades for poor attendance. The following guidelines have been established by the PTA Department Faculty. Failure to attend classes may lower final grades as follows:

3 hrs. lecture	grade lowered up to one full letter grade
6 hrs. lecture	grade lowered up to two full letter grades
9 hrs. lecture	grade lowered up to three full letter grades
1 lab session	equivalent to missing two hours of lecture
2 lab sessions	grade lowered up to one full letter grade
3 lab sessions	grade lowered up to two full letter grades
4 lab sessions	grade lowered up to three full letter grades

2 episodes of arriving late or leaving early counts as 1 hour absence

Attendance for all clinic sessions is also mandatory. Any days or hours missed must be made up in order to successfully complete the clinical education course.

A student may find that due to particular circumstances such as illness or inclement weather causing hazardous road conditions he will not be able to attend clinic on his assigned day. If the student is going to be absent from his clinical affiliation, he is to notify the clinical instructor at his affiliation, the Orange County Community College faculty member scheduled to visit him/her, and the department secretary. Notification to the visiting faculty member must be made by 7:00 a.m. if possible. The College office must also be contact to report early/extra and make-up days.

The student is to arrange make-up time with the clinical instructor and notify the academic clinical coordinator of the scheduled make-up date (note sent to office). Be aware that if Orange County Community College officially closes, you will be responsible for making up the time. Vacation time may have to be used for this purpose (Thanksgiving, Spring/Fall/Winter recess). Students who affiliate in pediatric setting should begin a minimum of two days early. Consult with the clinical instructor regarding the facility's calendar, since more than 2 days early may be required and clinic days will need to be made up even if the pediatric setting is officially closed due to weather.

Lateness will not be tolerated in the clinical setting as this is a reflection of the student's professional demeanor. Clinical instructors are authorized to lower final grades for chronic lateness as follows:

3 lates/leaving early	lowered up to 1 full letter grade
6 lates/leaving early	lowered up to 2 full letter grades
9 lates/leaving early	lowered up to 3 full letter grades

TELECOMMUNICATION DEVICES

The active use of any device classified as a “Telecommunications device,” including but not limited to pagers, cellular phones, PDA’s, and messaging devices, is prohibited in classrooms, as well as in other areas where a classroom atmosphere is assumed (e.g. libraries, labs, theaters, administrative offices), except by special permission of the instructor. Passive use, including silent and vibrate mode, may be used, provided it does not compromise the educational process or promote an unethical situation. Instructors reserve the right to regulate the monitoring of such devices as necessary.

PTA CLUB

All students enrolled in the Physical Therapist Assistant curriculum are automatically entitled to membership in the Physical Therapist Assistant Club. The purpose of the club is to promote physical therapy education, provide assistance to various health facilities and disabled individuals, and participate in activities that help the public to understand the field of physical therapy and its role in health care.

PINNING CEREMONY

The Pinning Ceremony is held each Spring to recognize the senior’s achievements and welcome them to the field of Physical Therapy. Faculty, administrators, students, family and friends gather to celebrate. Each student is presented with a school pin which is placed by a faculty member during the ceremony.

APTA MEMBERSHIP

The American Physical Therapy Association, founded in 1921, serves as the national organization for Physical Therapists, Physical Therapist Assistants, and students in the field of Physical Therapy. Students enrolled in our curriculum are expected to join the APTA in September of each year as the material provided by the APTA will be utilized throughout the curriculum for assigned readings, course projects, and independent learning. Membership benefits include: 1) subscriptions to “Physical Therapy,” our professional journal; “PT Bulletin” and “PT Magazine;” 2) access to “members only” information on the APTA Website; 3) discounts for APTA materials and conferences.

PROFESSIONAL LIABILITY INSURANCE REQUIREMENTS

The College maintains liability insurance for students enrolled in the PTA Program. This policy covers them while on campus taking classes or practicing in the PTA lab. Students must follow all laboratory rules. The College also maintains professional liability insurance to cover PTA students when enrolled in Clinical Education courses. Students may also choose to purchase their own malpractice insurance through the APTA or another company.

ACCIDENT/HEALTH INSURANCES

The College provides limited “Accident Insurance” for all enrolled students. Refer to the College Catalog for procedures, costs and limitations. Health insurance through the College is only available to full-time students.

Students are encouraged to maintain their own personal health care coverage, at their own costs if they are part-time students. While Clinical Education sites will make emergency medical care available to students, the student is responsible for the costs. Some clinical affiliations will not accept a student unless he/she has health insurance coverage.

WITHDRAWAL PROCEDURES

Students are strongly encouraged to speak with their faculty advisor and the department chair in the event that they are considering withdrawing from a PTA course, as this will have serious implications regarding completion of the PTA program. PTA courses are only offered once each year and must be taken in sequence. In addition, they must be taken with corresponding co-requisite courses.

If the student chooses to withdraw from one or more PTA courses, they must also withdraw from any clinical education courses they are enrolled in. In the event that the student wishes to withdraw from a PTA course after the tenth week of classes, the student may ask the instructor for an “Instructor Withdrawal.” It is up to the course instructor to determine if he/she will grant approval for a withdrawal. Instructor Withdrawal policies may vary by instructor and can be located in course syllabi. Students must complete Withdrawal form in back of this handbook. Students who withdraw from courses in the fourth semester of the PTA Program will be unable to participate in the May graduation ceremonies.

Students who wish to resume their studies in the PTA curriculum must meet with the department chair and gain approval. Students will be required to pay for, and audit, lab courses that they already completed so that they maintain their skills. All of the PTA core courses must be completed within a three year period.

DISMISSAL PROCEDURES

In the event that the department faculty believe that a student’s actions on campus or in the clinical education setting warrant dismissal from the program, the PTA Department will seek to have the student removed from the program. The Department will abide by all due processes afforded to the student. If necessary, the College Board of Inquiry will be convened as per academic policy.

DUE PROCESS

Orange County Community College has established procedures for students to follow

in the event that they feel their rights or freedoms have been violated. The PTA Department abides by these procedures, which are found in the College Catalog.

Complaints that fall outside due process should be made to the program director. These will be dealt with on a case-by-case basis. Records of each complaint, and the resolution, will be maintained in the program director's office.

SECTION III

PTA DEPARTMENT PHONE NUMBERS & E-MAIL ADDRESSES

Mrs. Peggy Boyle, dept. secretary	845/341-4291 - mboyle@sunyorange.edu
Dr. Maria Masker	8 4 5 / 3 4 1 - 4 2 9 0 - mmasker@sunyorange.edu
Mrs. Rhoda Collins	845/341-4280 - rcollins@sunyorange.edu
Mrs. Karen Stephens	845/341-4309 - kstephen@sunyorange.edu
Mrs. Donna Borrás	8 4 5 / 3 4 1 - 4 2 9 1 - dborras@sunyorange.edu

SECURITY

SECURITY OFFICE:	Located in Orange Hall, Room 110
SECURITY TELEPHONE:	341-4710

EMERGENCY PHONE LOCATIONS:

BioTech Building:	341-4673 (3rd Fl. near Room 314)
	341-4674 (1st Fl. near Computer Center)
	341-4675 (2nd Fl. near Room 254)

Commons:	341-4676 (2nd Fl. near Student Act.)
	341-4677 (3rd Fl. near Counseling)

Harriman:	341-4678 (Near Room 205)
	341-4027 (2nd Fl. near Chair Lift)
	341-4028 (3rd Fl. near Chair Lift)

Hudson:	341-4679 (Near Room 106)
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LRC:	341-4680 (1st Fl. Lobby Area)
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Orange Hall:	341-4681 (Outside of Theater)
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Phys Ed:	341-4682 (Main Lobby)
	341-4683 (Pool Area)

Sarah Wells:	341-4684 (Main Floor)
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Horton:	341-4685 (Main Floor)
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To further enhance our campus security, the College has hired an individual to fill the position of Evening Security Supervisor. The hours for the Evening Security Supervisor will be from 6:15 p.m. to 11:00 p.m., Monday through Thursday; dial extension 4710 for an emergency OR 4932 for non-emergency.

HEALTH SERVICES

The Health Office at Orange County Community College, located in the College Commons, 2nd floor, is available to all students, faculty and staff. A Registered Nurse is on duty whenever the office is open.

OFFICE HOURS: Monday - Thursday.....8 a.m. - 8 p.m.
Friday.....8 a.m. - 4 p.m.

TELEPHONE: 341-4870
FAX: 341-4872

Staff:

All members of the professional staff of Health Services are Registered Professional Nurses. Our job title is Nurse/Counselor. We have experience in both physical and mental health treatment and referral.

Mission:

The goal of Health Services is to promote Wellness on campus. Wellness is more than simply the absence of illness. It is a way of life that emphasizes healthy habits and choices that lead to reducing your risk of disease and injury; it promotes responsible self-care, but is not a substitute for medical care. Wellness encompasses the choices we make regarding nutrition, physical activity, how we handle stress, fulfill our spiritual needs, develop our intellects and pursue our career goals. As such, we define our mission in health services in terms of helping each member of the campus community to achieve a state of positive physical and mental health.

Services:

To achieve our goals we offer a variety of services to students and staff:

- **First Aid** - Anyone who is injured on campus must report the injury to the Nurse. We will provide emergency first aid at the site of the injury if necessary. Please call ext. 4870 to request first aid assistance if unable to report to the Health Office. All serious injuries are referred for medical evaluation and treatment.
- **Accident Insurance** - Full time students are covered by this policy 24 hours a day. Part time students are covered for accidents that occur while in school, traveling to and from school or while participating in a school sponsored and supervised activity. Information and forms are available in the Health Office and an accident report must be filed with the College Nurse within 72 hours of the accident.

- **Primary Nursing Care** - Limited primary nursing care for illness and injury is available. A Nursing assessment and evaluation can provide information that will be used to recommend appropriate self-care or medical referral and treatment.

We maintain a current listing of low cost and sliding scale providers for those with little or no health insurance coverage.

- **Self Care** - We maintain a supply of over-the counter drugs which are available to you at no charge, including:

pain relievers

antacids

throat lozenges

cough and cold medications

topical anesthetics

decongestants

- **Crisis Intervention and Referral** - We are here to listen and make appropriate referrals to help you cope with a variety of issues that block your ability to perform well in school and on the job including:

Family Violence

Depression

Eating Disorders

Substance Abuse

Parenting

Stress Management

Rape and Sexual Abuse

Recovery

- **Health Education Programs** - Throughout the year we provide a variety of health education programs that are offered free to students, as well as sponsor an annual Blood drive in the Fall and a Wellness Fair in the Spring.

- **Smoking Cessation** - We offer the American Cancer Society's *"Living Well, Fresh Start"* support program for smokers who wish to quit.

- **CHA CHA** - *"Changing Habits And Choosing Health Alternatives"* is an individually designed program to help you lose weight, get in shape and learn the habits you need to make it a way of life. Weekly weigh-ins and individual consultations with a registered nurse.

- **Health and Immunization Records** - All student Immunization records are to be presented to us prior to registration for six or more credits. All Health Professions' students are required to complete an annual physical in accordance with New York State Hospital Code and be cleared by the nurse for attendance at clinic and participation in laboratory sessions.

- **Health Maintenance** - We encourage any student or staff member with a chronic health problem to visit our office so we can be aware of your special needs and be able to respond quickly and effectively in any emergency. Our office can be utilized to perform any treatments that must be done while on campus and we can provide a quiet place to rest. Anyone with any questions concerning possible health problems is encouraged to visit our office.

EMERGENCY/FIRST AID PROCEDURES

In the event of any accident or medical emergency on campus, the following procedures should be followed:

- 1. Contact the Health Center at ext. 4870**

OR

If there is no nurse on duty, DIAL 77(After switchboard hours, a recording will come on when the recording prompts you to press "O" for Emergencies - do so, it will automatically forward to Security) or Call Security at 4710.

- 2. Please be aware that an accident report must be filled out by the Nurse for Insurance claim purposes on all staff and student accidents.**

INFORMATION TO GIVE NURSE OR OPERATOR:

- 1. Describe the type of emergency and assistance needed to the best of your ability; *if victim is unconscious or not breathing, state that immediately.***
- 2. Give your name and extension from which you are calling.**
- 3. Give name of victim (if known) and exact location.**
- 4. *Hang up last* to insure that nurse or operator has no further questions.**

BE PREPARED TO:

- 1. Know the location of nearest First Aid Kit tank in your building.**
- 2. Have someone meet nurse or ambulance attendants at a specified location.**
- 3. Give as much detail as possible regarding situation, e.g. time of occurrence, injuries noted, possible causes.**
- 4. In the event of a life-threatening illness or injury when neither the nurse or security is available, Call Mobile Life at 343-1212, or Dial 911.**

STUDENT ACCIDENT INSURANCE PLAN

Full-Time Students Only: full-time students are covered 24 hours a day for both health and accident insurance. Accident insurance coverage is through to the end of the academic calendar (August 31); health insurance applies assuming full-time status only.

Part-time Students Only: part-time students are covered for accident insurance only 24 hours a day through to the end of the academic calendar (August 31).

For Additional Information, Please Contact School Nurse @ 341-4870

SECTION IV

METHODS FOR SUCCESS

Student Responsibilities:

In order to facilitate the learning process and make the most of the college experience, students should:

1. **Attend all classes and laboratory sessions.** You are responsible for all material presented in class. If you miss classes, the instructor is not required to present the material again.
2. **Be on time.** It is recommended that you arrive five to ten minutes early for class to get settled. Arriving late for patient care or meetings in the work environment would not be professional nor would it be tolerated by your employer. Arriving late for class will cause you to miss important material and quizzes, as well as lower your grades.
3. **Be prepared** to spend a minimum of two hours of studying outside of class for every hour in class or lab. In order to master laboratory skills, you will need to use practice lab time.
4. **Review assigned readings prior to attending class.** You are responsible for all material in the assigned readings.
5. **Maintain a working knowledge of previously presented material.** The Physical Therapist Assistant curriculum is considered cumulative. In addition, information learned in earlier courses such as Anatomy & Physiology & Psychology will be required to successfully complete Physical Therapist Assistant core courses. Due to the heavy reliance of the PTA core curriculum on the A&P courses, they must successfully be completed within the five year time span prior to entering the core curriculum. A "C-" is required in Anatomy & Physiology I & II and Basic Exercise Physiology to continue in sequence through the program.
6. **Maintain a 75% average in all core course work.** Students are expected to keep track of their grades according to the course syllabus. Successful completion of a 64— course requires a C- (75%) and is necessary to progress to the next semester.
7. **Complete all assignments on time.** Late assignments will be penalized as outlined in the course syllabus.
8. **Actively participate in all classes and labs.** Ask appropriate questions and provide answers. A portion of your final grade is based on classroom participation.

9. **Access the web-enhanced portions of your classes.**
10. **Adhere to the Code of Student Conduct published in the Orange County Community College Student Handbook and to the American Physical Therapy Association's GUIDE FOR PROFESSIONAL CONDUCT, STANDARDS OF ETHICAL CONDUCT FOR THE PHYSICAL THERAPIST ASSISTANT, and STANDARDS OF PRACTICE FOR PHYSICAL THERAPY. Failure to adhere to these policies will result in immediate dismissal from the Physical Therapist Assistant program.**

Faculty Responsibilities:

In order to facilitate the student's learning experience, the faculty will:

1. **Prepare and present a comprehensive education curriculum based on the guidelines established by CAPTE and the APTA.**
2. **Provide the students with appropriate professional role models. Faculty will consistently demonstrate good medical ethics, organizational skills, and compassion for others. Faculty will continue to further their knowledge through advanced degree course work, continuing education courses, reading of professional journals, work in clinical facilities, and educational interaction with their peers.**
3. **Be available to meet with students. Faculty will be available during posted office hours. Students may also arrange to meet with faculty at mutually convenient hours.**
4. **Keep student apprized of academic status in each core course. Faculty will access academic progress through the use of written oral exams, quizzes, lab practicals, papers, classroom participation and oral presentations. Faculty will grade these in a timely fashion and provide students with feedback. Faculty will hold mid-semester conferences with each student to discuss student performance. Faculty members may elect to develop a Learning Contract for students who are having difficulties with a particular course. Students who are having difficulty will be requested to meet with faculty on a regular basis.**
5. **Provide students with information regarding tutoring, the counseling center, and other academic support services.**

REQUIRED TEXTS

64101 - PTA I

Curtis & Newman, THE PTA HANDBOOK: KEYS TO SUCCESS IN SCHOOL & CAREER FOR THE PTA

Goodman & Boissonnault, PATHOLOGY: IMPLICATION FOR THE PT

Lippert, CLINICAL KINESIOLOGY FOR PHYSICAL THERAPIST ASSISTANTS, 3rd Ed.

Martin & Kessler, NEUROLOGICAL INTERVENTION FOR PTAs

Pierson, PRINCIPLES & TECHNIQUES OF PATIENT CARE

Schmitz & O'Sullivan, PHYSICAL REHABILITATION ASSESSMENT & TREATMENT

STUDENT MEMBERSHIP IN THE APTA

64103 - INTRODUCTION TO PHYSICAL THERAPY

Curtis & Newman, THE PTA HANDBOOK: KEYS TO SUCCESS IN SCHOOL & CAREER FOR THE PTA

STUDENT MEMBERSHIP IN THE APTA

64105 - MEDICAL CONDITIONS FOR THE PTA

Goodman & Boissonnault, PATHOLOGY: IMPLICATION FOR THE PT

Leonard, QUICK & EASY MEDICAL TERMINOLOGY

Martin & Kessler, NEUROLOGICAL INTERVENTION FOR PTAs

Mosby's MEDICAL NURSING & ALLIED HEALTH DICTIONARY, 6th Ed.

Schmitz & O'Sullivan, PHYSICAL REHABILITATION ASSESSMENT & TREATMENT

STUDENT MEMBERSHIP IN THE APTA

64102 - PTA II

Behrens & Michlovitz, PHYSICAL AGENTS THEORY & PRACTICE FOR THE PTA

Hayes, LAB MANUAL FOR THERAPEUTIC PHYSICAL AGENTS, 5th Ed.

STUDENT MEMBERSHIP IN THE APTA

64203 - KINESIOLOGY

Biel, TRAIL GUIDE TO THE BODY, 2nd Ed.

Lippert, CLINICAL KINESIOLOGY FOR THE PTA

STUDENT MEMBERSHIP IN THE APTA

64201 - PTA III

Bandy & Sanders, THERAPEUTIC EXERCISE TECHNIQUES FOR INTERVENTION

Goodman & Boissonnault, PATHOLOGY: IMPLICATION FOR THE PT

Kisner & Colby, THERAPEUTIC EXERCISE: FOUNDATIONS & TECHNIQUES, 4th Ed.

Magee, ORTHOPEDIC PHYSICAL ASSESSMENT, 4th Ed.

Schmitz & O'Sullivan, PHYSICAL REHABILITATION ASSESSMENT & TREATMENT

STUDENT MEMBERSHIP IN THE APTA

64207 - TEST & MEASUREMENT SKILLS FOR THE PTA

Daniels & Worthingham, MUSCLE TESTING, 7th Ed.

Norkin & White, MEASUREMENT OF JOINT MOTION: A GUIDE TO GONIOMETRY, 3rd Ed.

STUDENT MEMBERSHIP IN THE APTA

64202 - PTA IV

**ALL TEXTBOOKS PURCHASED TO DATE
STUDENT MEMBERSHIP IN THE APTA**

64208 - CONTEMPORARY PRACTICE IN PHYSICAL THERAPY

**Curtis, THE PTA HANDBOOK
STUDENT MEMBERSHIP IN THE APTA**

SUGGESTED TEXTBOOKS

Andrews, REHABILITATION OF INJURED ATHLETE

Effgen, MEETING THE PHYSICAL THERAPY NEEDS OF CHILDREN

Giles, A GUIDE TO SUCCESS

Irwin & Tecklin, CARDIOPULMONARY PHYSICAL THERAPY

Pauls & Reed, QUICK REFERENCE TO PHYSICAL THERAPY

Rothstein, THE REHAB SPECIALIST'S HANDBOOK

**Tappan & Benjamin, TAPPAN'S HANDBOOK OF HEALING MASSAGE TECHNIQUES,
3rd Ed.**

Techklin: CARDIOPULMONARY PT

Techklin, PEDIATRIC PHYSICAL THERAPY

Various licensure examination study guides

APTA - GUIDE TO PHYSICAL THERAPIST PRACTICE

CLINICAL EDUCATION SITES - 2006-2007 AY

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Danbury, CT 06810
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8205 Presidents Drive, 2nd Floor
Hummelstown, PA 17036
April Black, Corporate CCCE
717/220-2123**

**Eddy Cohoes Rehab
471 West Columbia Street
Cohoes, NY 12047
Julie DeBortolie, PT
518/238-4015**

**Eden Park Nursing Home
100 Franklin Street
Poughkeepsie, NY 12601
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845/454-4100 x19**

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Goshen, NY 10924
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172 Meadow Hill Road
Newburgh, NY 12550**

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**Ellenville Community Hospital
Route 209
Ellenville, NY 12428
Theresa Marcel, PT
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**Fishkill Health Center
130 North Road
Beacon, NY 12508
Donna Frazier, OTR
845/831-8704 x837**

&

**Hudson Haven Care Center
37 Mesier Road
Wappingers Falls, NY 12590
Donna Frazier, OTR
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**Fitness Forum
15 Racquet Road, Suite 2
Newburgh, NY 12550
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**Fitness Forum
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Fishkill, NY 12524
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**Full Range PT
135 Clove Branch Road
Hopewell Junction, NY 12533
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**Golden Hill Health Care Center
99 Golden Hill Drive
Kingston, NY 12401
Dr. Maria Masker, PT
340-3817**

**Good Samaritan Hospital
Route 59
Suffern, NY 10901
Howard Wilen, PT
845/368-5253**

**Health South Rehab Ctr. - Hamburg
225 Route 23N
Hamburg, NJ 07419
Joseph Nakouzi, PT
973-209-6462**

**Health South Rehab Ctr. - Sparta
280 Newton Sparta Road
Newton, NJ 07860
Joseph Nakouzi, PT
973/579-3777**

**Helen Hayes Hospital
Route 9W
West Haverstraw, NY 10993
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**Hudson Valley Orthopedics & Sports PT
1222 Hopewell Avenue, Route 52
Fishkill, NY 12524
Dennis Lopez, PT
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**Hudson Valley Sports & Phys. Trng Services Inc.
75 Crystal Run Road, Suite 201
Middletown, NY 10941
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**Inspire/CP Center
2 Fletcher Street
Goshen, NY 10924
Jeanne Morrissey, PT
845/294-0816**

Island Sports Physical Therapy
2130 Route 94, Station Road Square
Salisbury Mills, NY 12577
Rob Beck, PT
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Joyner Sports Medicine Institute
900 Virginia Avenue
Fort Pierce, FL 34982
John Brant, PT (CI: Barb Rosso)
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Kingston, NY 12401
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**&
Kingston Hospital
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Kingston, NY 12401
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**&
Kingston Hospital
Sports & Physical Medicine**
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Kingston, NY 12401
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**&
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Gerard Cuffe, PT
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Milford, PA 18337
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570/491-4121 x113

Millbrook Orthopedic & Sports PT
Church Street, PO Box 1464
Millbrook, NY 12545
Virginia Bubak, PT
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Montgomery Physical Therapy & Wellness
20 Walnut Street, Suite B
Montgomery, NY 12549
Christopher Albanese, PT, MS, CSCS
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Phyllis Moriarity & Assoc.
229 Manchester Road, Suite 101
Poughkeepsie, NY 12601
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Mt. Vernon Hospital
12 North 7th Avenue
Mt. Vernon, NY 10550
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Frank Nani Physical Therapy
345 North Main Street
New City, NY 10956
Frank Nani, PT
845/638-4040

**Newburgh Board of Education Annex
West Street School**
39 West Street
Newburgh, NY 12550
Nancy Brown, PT
845/563-3400

Newton Memorial Hospital
175 High Street
Newton, NJ 07860
Linda J. Jehl, PT
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Northern Dutchess Hospital
10 Springbrook Avenue, PO Box 5002
Rhinebeck, NY 12572-5002
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Nyack Hospital
Midland Avenue
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PO Box 256, 476 Christian Herald Road
Valley Cottage, nY 10989
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Orange Lake P.T.
239 Lakeside Road #2
Newburgh, NY 12550
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Orange Regional Medical Center (Arden Hill Campus)
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Goshen, NY 10924
Ann McEnroe-O'Connor, PT (In-Pt)

**Arden Hill Hospital Out-Patient Physical
Therapy
1997 Rte 17M & South Street
Goshen, NY 10924
Thomasz Pienkowski, PT/Kathy Kobylarz, PTA
(Out-Pt) 845/294-2128**

**Orange Regional Medical Center (Horton
Campus)
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Middletown, NY 10940
Ann McEnroe-O'Connor, PT
845/342-7211 (Rehab & Acute)
&
The Rehab Ctr @ Crystal Run
110 Crystal Run Road
Middletown, NY 10940
Thomasz Pienkowski, PT
845/695-8731 (Out-Pt.)**

**Peak P.T. Inc.
260 North Street
Newburgh, NY 12550
Dan Fishman, PT
845/565-5054**

**Phelps Memorial Hospital Center
701 North Broadway
Sleepy Hollow, NY 10591
Ann Toffel, PT
914/366-3703**

**Physical Therapy Professional Care
38 Ball Street
Pt. Jervis 12771
(143 Mulberry Drive, Milford, PA
18337, 70/686-5515)
Laura Mulhare, PT
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**Pine Bush Physical Therapy
PO Box 626
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Fritz Meier, PT
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**Putnam Hospital Center
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Carmel, NY 10512
Phil Toombs, PT
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**Rehab Programs, Inc.
230 North Road**

**Rockland Orthopedics & Sports Medicine
Shop Rite Plaza
785 Route 17M
Monroe, NY 10950
Karen Tomma, PT
845/782-1900**

**Sarno & Sarno
505 Route 208
Monroe, NY 10950
Robert & MaryBeth Sarno, PTs
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**Schnurmacher Center for Rehab & Nursing
12 Tibbits Avenue
White Plains, NY 10606
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**Scotchtown Chiropractic & P.T.
633 East Route 211
Middletown, NY 10941
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West Main Street
Sharon, CT 06069
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**Sports Phys. Therapy of NY, PC - Somers
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845/928-2426**

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Stewart Ross, PT
845/291-7060**

**St. Anthony Community Hospital Ctr. For Physical Rehab
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& St. Anthony Hospital 15 Maple Avenue Warwick, NY 10992 VA Hudson Valley Health Care System 845/987-5501 Castle Point Campus Castle Point, NY 12511 Christine Flewelling, PT 845/831-2000 x5312	
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& Therapy Connection (Satellite) 243 North Road Poughkeepsie, NY 12601 291-4110 845/485-5087	
& PreSchool Program-Martha Lawrence Site 23 Spackenkill Road Poughkeepsie, NY 12603 Mary Thompson, PT 845/462-0079 (Spackenkill Site)	
& St. Francis - Modena 2044 Route 32, Suite 1 Modena, NY 12548 ATTN: Rick Van Orstand, PT 845/883-6090	
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St. Lukes-Cornwall Rehab 219 Blooming Grove Turnpike New Windsor, NY 12553 Marie Donahue, PTA 561-1316	Vassar Brothers' Hospital Reade Place Poughkeepsie, NY 12601 Jackie Lamando, PT 845/437-3036
St. Luke's-Cornwall Hospital (St. Luke's Campus) 70 DuBois Street Newburgh, NY 12550 Jeanne Campbell, OTR 845/568-2395: PT Dept. (HOSPITAL: 561-4400)	Wayne Memorial Rehab Svcs Buist Road Milford, PA 18337 Pamela Peet, MSPT 570/296-6358
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	Wingate @ Ulster 1 Wingate Way Highland, NY 12528 Carrie Delorenzo, PTA 845/691-6880 x672
	Winslow Therapeutic Center 328 Route 17A Warwick, NY 10990 Marilyn Jones, PT

VIDEO LIBRARY LIST

- 001 --- The World of Physical Therapy - APTA
- 002 --- Effective Communication and Feedback
- 003 --- Medicare Prospective Payment Systems (DRG's)
- 004 --- Dynex III - Instructional video
- 005 --- Understanding the totality: Margaret Rood
- 006 --- Urias Stroke Rehab. Video
- 007 --- Cognition After Stroke
- 008 --- Brunnstrom Techniques for Facilitation of UE Motion of Stroke Pt.
- 009 --- Head Injury - Functional Outcomes & Community Re-entry-Prt. I & 2
- 010 --- Head Injury - Functional Outcomes & Community Re-entry-Prt. 3
- 011 --- Cognitive Levels of Recovery: Approach to Head Injured Patient
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- 015 --- Bobath-Neurophysiological Basis of Bobath Approach to Treatment-II
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- 017 --- Bobath - Assessment and Tx Planning - Adult with Hemiplegia
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- 021 --- Challenged Equestrians
- 022 --- Burn Care - A Team Challenge
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- 026 --- Above Knee Amputee - Beginning Prosthetic Training
- 027 --- Above Knee Amputee - Beginning Prosthetic Training
- 028 --- Shaping the Residual Limb - Stump Wrapping & Temporary Prosthesis
- 029 --- Preparation for Functional Activities: Exercise & Ambulation
- 030 --- Reciprocating Gait Orthosis
- 031 --- Function In Gait; Facilitating Lower Extremity Part I & II
- 032 --- Function in Gait; Facilitating Lower Extremity Part III
- 033 --- Canes & Walkers Part I
- 034 --- Canes & Walkers Part II
- 035 --- Assisted Transfers
- 036 --- Children w/Minor CNS Disorder - Eval. & Tx. Part I & II
- 037 --- Children w/Minor CNS Disorder - Eval. & Tx. Part III
- 038 --- C.E.S. - Basic Physiological Response to;
- 039 --- C.E.S. - Systematic Approach to Clinical Application of;
- 040 --- Parkinsons' Disease
- 041 --- Treat Your Own Back - Robin MacKenzie
- 042 --- Muscle Testing - Prgm. 1 - Trunk & Hip Muscles - Length Tests
- 043 --- Muscle Testing - Prgm. 2 - Trunk & Hip Muscles - Strength Tests
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- 046 --- Muscle Testing - Prgm. 5 - Lower Extremity Muscles
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- 049 --- Lumbar Traction
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- 051 --- Therapist to Teacher
- 052 --- Physical Exam of the Musculoskeletal System - Introduction

- 053 --- Physical Exam of the Musculoskeletal System - The Knee
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- 059 --- Phoresor II (TM) Iontophoretic Drug Delivery System
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- 062 --- Medication and Dementia
- 063 --- Assessment of the Geriatric Patient w/Total Hip Replacement
- 064 --- Infant Motor Development: A Look at the Phases
- 065a --- Perspectives of Dying: #1 & #2
- 065b --- Perspectives of Dying: #3 & #4
- 066 --- Temperature, Pulse, & Respiration
- 067a --- Neurodevelopmental Analysis: Neonate - 3 months
- 067b --- Neurodevelopmental Analysis: 4 - 7 months
- 067c --- Neurodevelopmental Analysis: 8 - 12 months
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- 068b --- TENS Application Tips
- 069 --- AOTA Ethics
- 070 --- Passive Range of Motion - In-service Education
- 071 --- Positioning, Turning & Transferring
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- 072b --- Head Trauma: A System of Care Pt. 2
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- 076 --- Total Gym
- 077 --- Total Hip Joint Replacement
- 078 --- Modalities of Physical Therapy
- 079 --- A Parents' View of Technology
- 080 --- Perspectives on Aging
- 081 --- Instruction In Range of Motion
- 082 --- Burn Management - 1
- 083 --- Burn Management - 2
- 084 --- Burn Management - 3
- 085 --- Decubitus Ulcers: Cleansing & Debridement
- 086 --- Infection Control: An AIDS Update
- 087 --- Ten Most Commonly Used Spinal Manipulations
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- 089a --- Spinal Cord Injury & Disease Update - Tape 1
- 089b --- Spinal Cord Injury & Disease Update - Tape 2
- 089c --- Spinal Cord Injury & Disease Update - Tape 3
- 089d --- Spinal Cord Injury & Disease Update - Tape 4
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- 089f --- Spinal Cord Injury & Disease Update - Tape 6
- 090 --- Block Aids
- 091 --- Health Sciences Consortium - Low Back Flexion Exercises

092	---	Health Sciences Consortium - Self-Range of Motion for Lower Extremity Stretching
093	---	Easy-Up Handle for Walkers
094	---	Sensory Integration Therapy
095	---	Perspectives on Aging, #1, 2, 3, 4
096	---	Post-Polio Syndrome
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-----	---	STROKE VIDEOS FOR PATIENTS, FAMILY & STUDENTS (videos are housed in the OT Lab - Please see Instructor if you wish to view.
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123	---	Proprioceptive Neuromuscular Facilitation:Principles & Techniques
124	---	Ball Dynamics: Orthopedic, Sports Medicine & Fitness Exercises Using the Swiss Gymnic Ball
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128	---	Principles of Pathologic Gait in Cerebral Palsy
129	---	Spinal Injuries: Recovery of Function
130	---	Spinal Injury
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138	---	Pediatric Therapy - A Career in Demand
139	---	Proprioceptive Neuromuscular Facilitation: Principles & Techniques
140	---	Rehabilitation of the Injured: Work Capacity Evaluation & Work Hardening
141a	---	Fundamentals of Therapeutic Massage - Massage Overview & Draping Procedures
141b	---	" " - Body Mechanics
141c	---	" " - Massage Manipulations
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143	--- The Living Body - The Aging Process
144	--- Living Fully Until Death
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147	--- Living Fully Until Death
148	--- Aquatics for Children with Disabilitis
149	--- The Mobile Prone Stander
150	--- New Dimensions In Health Promotion for Persons w/Spinal Cord Injury
151	--- PT - High Volt Galvanic Stimulator
152	--- Standing Room Only/Making Strides
153	--- Sabolich Prosthetic & Reseach Center
154	--- Barrier Free Lifts of New England "Helping You Achieve Greater Mobility"
155	--- A Walk with Laura
156	--- Adapted Aerobic Video, American Heart Assoc.
157	--- Danbury Hospital Phys. Medicine & Rehab: Your Route to Prof. Development
158	--- Jumping Into Plyometrics
159	--- Willowbrook: The Last Great Disgrace (Mental Retardation)
160	--- Viewer's Guide Normal Development Of Walking
161	--- Positioning the Physically Challenged Student
162	--- Who Are They Now?
163	--- Prosthetic Fitting & Self-Care Skills in a Bilateral Above Elbow Traumatic Amputee
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165	--- Hands-On Health Care: The Profession of Physical Therapy
166	--- Bodyblade
167	--- People Walking: Pathological Patterns & Normal Changes over the Life Span
168	--- GRACE
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172	--- Respiratory Management of the Patient with Quadriplegia
173	--- Aqua Exercise to Reduce "Back Pain"
174	--- Pool Exercise Program
175	--- Therapy & Beyond: Aquatic Therapy for Spinal Cord Injuries
176	--- Functional Training for Physical Rehabilitation
177a	--- Functional Fitness & Rehabilitation Lower Extremity -Video 1
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178	--- The ThAIRapy Vest
179	--- Urinary Incontinence in Women
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PTA DEPARTMENT BOOK LIST

A

ADULT EXERCISE, Pfau, Therapy Skill Builders
ADULT HEMIPLEGIA, EVALUATION & TREATMENT, Bobath
ADULT HYDROTHERAPY, Reid-Campion
ADULT POSITIONS, TRANSITIONS & TRANSFERS, Ossman & Campbell
AGING: THE HEALTH CARE CHALLENGE, 2nd Ed. & 3rd Ed., Lewis
ALZHEIMER'S - A CARE GIVERS GUIDE & SOURCE BOOK, Gruetzner
AMERICAN RED CROSS RESPONDING TO EMERGENCIES
AMPUTATIONS & PROSTHETICS: A CASE STUDY APPROACH & INSTRUCTOR'S GUIDE, May
ANATOMY & HUMAN MOVEMENT, STRUCTURE & FUNCTION, 2nd Ed., Palastanga, Field, Soames
ANATOMY OF CLINICAL RESEARCH, Stein
ANATOMY OF MOVEMENT, Calais-Germain
ANATOMY: PALPATION & SURFACE MARKINGS, Field
ANATOMY TO COLOR & STUDY, Poritsky
APPLIED ANATOMY & KINESIOLOGY, Brown
APPLIED KINESIOLOGY, Jansen & Schultz
AQUATIC EXERCISE, Sova
AQUATICS, Dulcy
AQUATICS: THE COMPLETE REFERENCE GUIDE FOR AQUATIC FITNESS PROFESSIONALS, Sova
AQUATIC THERAPY USING PNF PATTERNS, Jamison & Ogden
AROMATHERAPY FOR MASSAGE PRACTITIONERS, Martin
ASSESSMENT IN OCCUPATIONAL THERAPY & PHYSICAL THERAPY, Van Deusen & Brunt
AT ARM'S LENGTH: GOALS FOR ARM & HAND FUNCTION, Siegling & Click
ATHLETE'S SHOULDER, Andrews/Wilk
ATLAS OF LIMB PROSTHETICS, 2nd Ed., Ed. by Bowker & Michael
ATLAS OF PATHOPHYSIOLOGY, 2nd Ed., Anatomical Chart Company
ATTENTION DEFICIT DISORDER: STRATEGIES FOR SCHOOL-AGE CHILDREN, Jones
ATYPICAL INFANT DEVELOPMENT, 2nd Ed, Ed. By Hanson

B

BACK IN BALANCE, Headley
BALANCE, APTA
BALANCED BODY, 2nd Ed., Sceumann
BARRIER FREE DESIGN: THE LAW, VOL. II, Eastern Paralyzed Veterans
BARR'S HUMAN NERVOUS SYSTEM: AN ANATOMICAL VIEWPOINT, 8th Ed., Kiernan
BASIC BIOMECHANICS, Hall
BASIC HUMAN ANATOMY, O'Rahilly
BASIC HUMAN NEUROPHYSIOLOGY, Guyton
BASIC REHABILITATION TECHNIQUES, 3rd Ed., Aspen Publication
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PEDIATRIC STRENGTHENING PROGRAM, Stern
PERSPECTIVES IN NUTRITION, Wardlaw
PERSPECTIVES ON DYING
PHARMACOLOGY FOR MASSAGE THERAPY, Wible
PHARMACOLOGY IN REHABILITATION, Ciccone
PHYSICAL AGENTS: A COMPREHENSIVE TEXT FOR PHYSICAL THERAPISTS, Hecox, Mehreteab, & Weisberg
PHYSICAL AGENTS FOR PHYSICAL THERAPISTS, Griffin & Karselis
PHYSICAL AGENTS IN REHABILITATION FROM RESEARCH TO PRACTICE, Cameron
PHYSICAL AGENTS LAB MANUAL, Behrens
PHYSICAL AGENTS THEORY & PRACTICE FOR THE PTA, Behrens, Michlovitz
PHYSICAL & OCCUPATIONAL THERAPY: DRUG IMPLICATIONS FOR PRACTICE, Malone
PHYSICAL EVALUATION & TREATMENT, VOLUME 1 & 2, Taylor
PHYSICAL FITNESS: A GUIDE FOR INDIVIDUALS WITH SPINAL CORD INJURY, Apple
PHYSICAL MANAGEMENT FOR THE QUADRIPLÉGIC PATIENT, 2nd Ed., Ford & Duckworth
PHYSICAL MEDICINE & REHABILITATION, 4th Ed., Krusen
PHYSICAL MEDICINE & REHABILITATION, Lowman
PHYSICAL MEDICINE & REHABILITATION, Okamoto, Gary
PHYSICAL REHABILITATION ASSESSMENT & TREATMENT, 3rd Ed., O'Sullivan & Schmitz
PHYSICAL REHABILITATION FOR DAILY LIVING, Buchwald
PHYSICAL REHABILITATION LABORATORY MANUAL, O'Sullivan & Schmitz
PHYSICAL REHABILITATION OF THE INJURED ATHLETE, 2nd Ed., Andrews, Harrelson, Wilk
PHYSICAL REHABILITATION OUTCOME MEASURES, Cole, Finch, Gowland & Mayo
PHYSICAL THERAPIST'S GUIDE TO HEALTH CARE, Curtis
PHYSICAL THERAPY, Scully & Barnes
PHYSICAL THERAPY ADMINISTRATION & MANAGEMENT, 2nd Ed., Ed. by Hickok
PHYSICAL THERAPY AIDE, A WORKTEXT, Weiss
PHYSICAL THERAPY EDUCATION & SOCIETAL NEEDS, GUIDELINES FOR PT EDUCATION: THE PROFESSIONALIZATION OF PT - 1919-1990
PHYSICAL THERAPY ETHICS, Gabard & Martin
PHYSICAL THERAPY EXAM REVIEW BOOK, Vol. 1 & 2, Hershey & Siebert
PHYSICAL THERAPY FOR CHILDREN, Campbell
PHYSICAL THERAPY MANAGEMENT, AN INTEGRATED SCIENCE, Walter
PHYSICAL THERAPY MANAGEMENT OF MUSCULAR DYSTROPHY, The Parent Project for MD Research
PHYSICAL THERAPY MANAGEMENT OF PATIENTS WITH HEMIPLEGIA SECONDARY TO CEREBRO-VASCULAR ACCIDENT, Rancho Los Amigos
PHYSICAL THERAPY PROCEDURES, Downer
PHYSICAL THERAPY PROTOCOLS, Ed. by Benzer & Roger
PHYSICAL THERAPY REFERENCE GLOSSARY OF TERMS, Dotzler
PHYSICIAN'S GUIDE TO THERAPEUTIC MASSAGE, Yates
PHYSICS: HEALTH & THE HUMAN BODY, Gustafson
PHYSIOLOGY OF MUSCULAR ACTIVITY, Scheider & Karpovich
PHYSIOLOGY: THE BASIS OF CLINICAL PRACTICE, Irion
PHYSIOTHERAPY IN ORTHOPAEDICS, Atkinson, Coutts, Hassenkamp
PLAIN & SIMPLE GUIDE TO THERAPEUTIC MASSAGE & BODYWORK CERTIFICATION, Allen

POCKET GUIDE TO MUSCULOSKELETAL ASSESSMENT, Baxter
POSITIONAL RELEASE THERAPY: ASSESS. & TX OF MUSCULOSKELETAL DYSFUNCTION, D'Ambrogio, Roth
POSITIONING IN A WHEELCHAIR, Mayall & Desharnais
POST-STROKE REHABILITATION, US Dept. of Health & Human Services
POSTURE & PAIN, Kendal & Boynto
PRACTICAL EXERCISE THERAPY, Hollis, Sanford & Waddington
PRACTICAL GUIDE TO CARDIAC REHABILITATION, Karam
PRACTICAL JOINT ASSESSMENT, LOWER QUADRANT, 2nd Ed., Hartley
PRACTICAL JOINT ASSESSMENT, UPPER QUADRANT, 2nd Ed., Hartley
PRACTICAL KINESIOLOGY FOR THE PTA, Ed by Konin
PRACTICAL MANUAL OF PHYSICAL MEDICINE & REHABILITATION, Tan
PRACTICAL REHABILITATION TECHNIQUES FOR GERIATRIC AIDS, DiDomenico & Ziefer
PRACTICE ISSUES IN PHYSICAL THERAPY, Matthews
PRESSURE ULCER TREATMENT, CLINICAL PRACTICE GUIDELINE #15, US Dept of Health & Human Services
PRIMARY ANATOMY, 7th Ed., Basmajian
PRIMER ON LYMPHEDEMA, Kelly
PRIMER ON MEASUREMENT: AN INTRODUCTORY GUIDE TO MEASUREMENT ISSUES, Rothstein, Echternach
PRINCIPAL NERVOUS PATHWAYS, 4th Ed., Rasmussen
PRINCIPLES & PRACTICE OF CARDIOPULMONARY PHYSICAL THERAPY, 3rd Ed., Frownfelter, Dean
PRINCIPLES & PRACTICE OF ELECTROTHERAPY, Kahn
PRINCIPLES & PRACTICE OF PT: I, II, & III
PRINCIPLES & TECHNIQUES OF PATIENT CARE, 1st & 2nd Ed., Pierson
PRINCIPLES OF ANATOMY & PHYSIOLOGY, Tortora, Anagnostakos
PROBLEM ORIENTED RECORD SYSTEM IN PHYSICAL THERAPY
PROCEDURES FOR NURSING THE BURNED PATIENT, Jones
PROFESSIONAL ETHICS: A GUIDE FOR REHABILITATION PROFESSIONALS, Scott
PROFESSIONAL WHEELCHAIR CONTACT, Invacare Corp.
PROGRAM GUIDE FOR INFANTS & TODDLERS WITH NEUROMOTOR & OTHER DEVELOPMENTAL DISABILITIES, Connor, Williamson & Supp
PROGRAMMED FUNCTIONAL ANATOMY, Leyshon
PROGRESSIVE CASTING & SPLINTING FOR LOWER EXTREMITY DEFORMITIES IN CHILDREN WITH NEUROMOTOR DYSFUNCTION, Cusik
PROMOTING LEGAL AWARENESS IN PHYSICAL & OCCUPATIONAL THERAPY, Scott
PROPRIOCEPTIVE NEUROMUSCULAR FACILITATION, Voss, Ionta & Myers
PROSTHETICS & ORTHOTICS, Shurr & Cook
PSYCHOLOGICAL & SOCIAL IMPACT OF PHYSICAL DISABILITY, Dellordo & Marinelli
PSYCHOLOGY OF THE BODY, Greene & Goodrich-Dunn
PTA HANDBOOK, KEYS TO SUCCESS IN SCHOOL & CAREER FOR THE PTA, Curtis & Newman
PT ASSISTANT IN THE SCHOOLS, Gombash

Q

QUADRIPLEGIA AFTER SPINAL CORD INJURY, Duttarar
QUICK & EASY MEDICAL TERMINOLOGY, 2nd Ed., Leonard
QUICK MEDICAL TERMINOLOGY, 2nd Ed., Smith & Davis
QUICK REFERENCE DICTIONARY FOR MASSAGE THERAPY & BODYWORK, Denning
QUICK REFERENCE DICTIONARY FOR PHYSICAL THERAPY, Ed. by Bottomley

R

RAPID EKG INTERPRETATION, Dubin
REFLEX TESTING METHODS FOR CNS DEVELOPMENT, Fiurentinio
REHABILITATION FOR THE POSTSURGICAL ORTHOPEDIC PATIENT, Maxey, Magnusson
REHABILITATION MEDICINE, 3rd Ed., Rusk & Howard
REHABILITATION OF PERSONS WITH RHEUMATOID ARTHRITIS, Rehabilitation Institute of Chicago
REHABILITATION OF THE ADULT & CHILD WITH TRAUMATIC BRAIN INJURY, 2nd Ed. & 3rd Ed., Rosenthal
REHABILITATION OF THE HEAD INJURED ADULT, Ranchos Los Amigos Hospital
REHABILITATION OF THE SPINAL CORD INJURED PATIENT, Rossier
REHABILITATION OF THE SPINE, Liebson
REHABILITATION SPECIALISTS' HANDBOOK, 1st & 2nd Ed., Rothstein, Roy, Wolf
REHABILITATION WITH BRAIN INJURY SURVIVORS: AN EMPOWERMENT APPROACH, O'Hara & Harrell
RESTORATION OF MOTOR FUNCTION IN THE STROKE PATIENT
REVIEW BOOK FOR PHYSICAL THERAPY LICENSING EXAM, Meyer

REVIEW OF GROSS ANATOMY, Pansky & House

S

SAY IT IN SPANISH, A GUIDE FOR HEALTH CARE PROFESSIONALS, Joyce & Villanueva
SCIENCE & HEALTH, Eddy
SEATING & MOBILITY, Treffer, Hobson, Taylor, Monahan, Shaw
SENSABILITIES, UNDERSTANDING SENSORY INTEGRATION, Trott, Laurel & Windeck
SENSORY-MOTOR INTEGRATION ACTIVITIES, Fink
SENSORY INTEGRATION, Fisher
SENSORY INTEGRATION & THE CHILD, Ayres
SEXUAL FUNCTION IN PEOPLE WITH DISABILITY & CHRONIC ILLNESS, A HEALTH PROFESSIONAL'S GUIDE, Sipski & Alexander
SHIATSU THEORY & PRACTICE, Beresford-Cooke
SHORT COURSE IN MEDICAL TERMINOLOGY, Collins
SHOULDER IN HEMIPLEGIA, Calliet
SHOULDER PAIN, Calliet
SOFT TISSUE PAIN & DISABILITY, Calliet
SPA BODYWORK, A GUIDE FOR MASSAGE THERAPISTS, Williams
SPA BOOK, THE OFFICIAL GUIDE TO SPA THERAPY, Crebbin-Bailey, Harcup & Harrington
SPECIAL TESTS FOR ORTHOPEDIC EXAMINATION, Konin, Wiksten, Isear
SPINAL CORD INJURY, APTA
SPINAL CORD INJURY: A GUIDE TO REHAB NURSING, Rehabilitation Institute of Chicago
SPINAL CORD INJURY: CONCEPTS & MANAGEMENT APPROACHES, Ed.. by Buchanan & Nawoczenski
SPINAL CORD INJURY: FUNCTIONAL REHABILITATION, & 2nd Ed., Somers
SPINAL CORD INJURY MANUAL by EPVA
SPINAL CORD INJURY: MEDICAL MANAGEMENT & REHABILITATION, Rehabilitation Institute of Chicago
SPINAL CORD INJURY: MEDICAL MANAGEMENT & REHABILITATION, Yarkony
SPINAL CORD INJURY: PATIENT EDUCATION MANUAL, Aspen Reference Group
SPINAL CORD INJURY MANUAL, Eastern Paralyzed Veterans Association
SPINAL MANIPULATION, Bourdelton & Day
SPINAL ORTHOTICS
SPLINTING OF BURN PATIENTS, Bon Prince & Yeakel
SPORTS & EXERCISE NUTRITION, McArdle, Katch, & Katch
SPORTS INJURY ASSESSMENT & REHABILITATION, Reid
SPORTS INJURY PREVENTION & REHABILITATION, Shamus & Shamus
SPORTS THERAPY TAPING GUIDE, Mosby
STEDMAN'S CONCISE MEDICAL DICTIONARY FOR THE HEALTH PROFESSIONS, 4th Ed
STEDMAN'S ORTHOPAEDIC & REHAB WORDS
STEDMAN'S POCKET MEDICAL DICTIONARY
STRAIN & COUNTERSTRAIN, Jones
STRENGTH TRAINING ANATOMY, Delavier
STROKE/HEAD INJURY, Rehabilitation Institute of Chicago
STROKE PATIENT: PRINCIPLES OF REHABILITATION, Johnstone
STROKE, PUTTING THE PIECES TOGETHER, NSA
STROKE REHABILITATION PATIENT EDUCATION MANUAL, Aspen Reference Group
STROKE REHABILITATION: STATE OF THE ART 1984, Rancho Los Amigos
STRUCTURE & FUNCTION OF THE NERVOUS SYSTEM, Guyton
STUDENT'S WORKBOOK FOR LEARNING MEDICAL TERMINOLOGY, Young
SURFACE ANATOMY, 3rd Ed., Lumley
SURVEY OF FUNCTIONAL NEUROANATOMY, Garoutte
SURVEY OF HUMAN DISEASE, 2nd Ed., Walter

T

TABER'S CYCLOPEDIA MEDICAL DICTIONARY
TEACHING AT ITS BEST: A RESEARCH BASED RESOURCE FOR COLLEGE INSTRUCTORS, Nilson
TECHNIQUES IN MUSCULOOSKELETAL REHABILITATION, Prentice & Voight
TECHNIQUES IN MUSCULOOSKELETAL REHABILITATION COMPANION HANDBOOK, Goodyear
TEACHING PORTFOLIO: A PRACTICAL GUIDE TO IMPROVED PERFORMANCE & PROMOTION/TENURE DECISIONS, 2nd Ed., Seldin
TEACHING STRATEGIES FOR VALUES AWARENESS, Dalis & Strasser
TECHNIQUES FOR THE TREATMENT OF NEGLECT, APTA

TEST SUCCESS: TEST TAKING TECHNIQUES FOR THE HEALTH CARE STUDENT, Vitale & Nugent
TETRAPLEGIA & PARAPLEGIA: A GUIDE FOR PHYSIOTHERAPISTS, 5th Ed., Bromley
TEXTBOOK OF DISORDERS & INJURIES OF THE MUSCULOSKELETAL SYSTEM, 3rd Ed., Salter
TEXTBOOK OF ORTHOPAEDIC MEDICINE, Volume 2, Ed. Cyriax & Russell
TEXTBOOK OF PATHOPHYSIOLOGY, Snively & Bedshear
THEORY & PRACTICE OF THERAPEUTIC MASSAGE, 4th Ed., Beck
THERAPEUTIC CHAIR MASSAGE, Stephens
THERAPEUTIC COMMUNICATION, Navara, Lipkowitz, & Navarra Jr.
THERAPEUTIC EXERCISE, 4th & 5th Eds., Ed. by Basmajian
THERAPEUTIC EXERCISE, Licht
THERAPEUTIC EXERCISE, Sullivan & Markos
THERAPEUTIC EXERCISE & UV RADIATION, Licht
THERAPEUTIC EXERCISE FOR BODY ALIGNMENT & FUNCTION, 2nd Ed., Daniels & Worthingh
THERAPEUTIC EXERCISE - FOUNDATION & TECHNIQUES, Kisner & Colby
THERAPEUTIC EXERCISE - FOUNDATION & TECHNIQUES, 3rd Ed, Kisner & Colby
THERAPEUTIC EXERCISE IN DEVELOPMENTAL DISABILITIES, 3rd Ed, Connolly & Montgomery
THERAPEUTIC EXERCISE - MOVING TOWARD FUNCTION, Hall & Brody
THERAPEUTIC EXERCISE, TECHNIQUES FOR INTERVENTION, Bandy & Sanders
THERAPEUTIC EXERCISES USING THE SWISS BALL, Creager
THERAPEUTIC INTERVENTIONS IN ALZHEIMER'S DISEASE, Glickstein
THERAPEUTIC MASSAGE, Holey & Cook
THERAPEUTIC MODALITIES FOR PHYSICAL THERAPISTS, 2nd Ed., Prentice
THERMAL AGENTS IN REHABILITATION, Michervitz
TOPICS IN GERIATRIC REHABILITATION: PRESSURE SORES, Lewis
TRAINING OF THE LOWER EXTREMITY AMPUTEE, Kerr & Brunnstrom
TRAINING PROGRAM FOR EDUCATIONAL AIDES IMPLEMENTING CONSULTATIVE THERAPY ACTIVITIES,
Northwestern Illinois Assoc.
TRANSFERRING & LIFTING CHILDREN & ADOLESCENTS, Jaeger
TREATMENT OF BURN PATIENTS, Trotter & Johnson
TREATMENT OF CEREBRAL PALSY & MOTOR DELAY, Levitt
TUMBLE FORMS, METHODS MANUAL, Comments by Bobath, Bobath & Ayres

U

UNDERSTANDING BALANCE: THE MECHANICS OF POSTURE & LOCOMOTION, Roberts
UNDERSTANDING SPORTS MASSAGE, 2nd Ed., Benjamin & Lamp
UNDERSTANDING THE NATURE OF AUTISM, Janzen
UNDERSTANDING THE SCIENTIFIC BASIS OF HUMAN MOVEMENT, Gowtske & Milner
USING MEDICAL TERMINOLOGY, A PRACTICAL APPROACH, Nath

V

VITAL SIGNS, McInnes
VOCATIONAL REHABILITATION FOR PERSONS WITH TRAUMATIC BRAIN INJURY, Wehman & Kreutzer

W

WHEELCHAIR SELECTION & CONFIGURATION, Cooper
WORK HARDENING: A PRACTICAL GUIDE, Demers
WORK HARDENING: A PRACTICAL GUIDE, Milliken Physical Therapy Center
WORK INJURY: MANAGEMENT & PREVENTION, Isernhagen
WOUND CARE, A COLLABORATIVE PRACTICE MANUAL FOR Pts & NURSES, Sussman & Bates-Jensen
WRITING SOAP NOTES, 3rd Ed., Kettenbach

PTA DEPARTMENT JOURNAL LIST

Advances in Wound Care
Biomechanics
Cardiopulmonary Physical Therapy Journal
Journal of Orthopedic & Sports Physical Therapy
Journal of Physical Therapy Education
Journal of Rehabilitation Research & Development
Massage Therapy
Orthopedic Physical Therapy Practice
Pediatric Physical Therapy
Physical Therapy
PT Advance
PT Magazine of Physical Therapy

SUGGESTED WEB SITES

www.APTA.org	www.nypta.org
www.ADA.org	www.ucsw.byu.edu/ucs/ucf/phyther
www.americanheart.org	www.woundcarenet.com
www.physicaltherapist.com	www.medicaledu.com
www.advancweb.com	www.medscape.com
www.nutrition.org	www.rehabedge.com
www.nih.gov	www.nysed.gov
www.ptcentral.com	www.cms.hhs.gov

PTA DEPARTMENT CD-ROM LIST

Amputee, The
Auscultation of Breath Sounds
Clinical Upper Extremity Test & Review
ClipART: Medical Clip Art
Computerized PTA Exam Review Access
Dynamic Human
Gait
Goniometry
Guide to Physical Therapist Practice
Interactive Atlas of Clinical Anatomy
Interactive Hand Therapy Edition
Interactive Medical Terminology
Interactive Physiology
Interactive Skeleton: Sports & Kinetic Edition
LifeArt: Medical Clip Art
Manual Muscle Testing, An Interactive Tutorial
Saunders' Visual Guide to Musculoskeletal Assessment
VHI Computerized Home Exercise Programs
Virtual Ultrasound Modalities

TEST MASTER (Physical Therapist Assistant Examination) on Microsoft Windows

PREPARING FOR A WRITTEN EXAM

While some students may have a “photographic memory”, the reality for most of us is that we have to study in order to retain the necessary material and be successful on examinations. Preparation for these examinations takes place the minute you begin the program. It is essential that you consistently attend class, take good notes, read your textbooks, practice skills, study on a daily basis, and review material learned from previous semesters. “Cramming” should be avoided. While it may help you to pass a unit exam, it will hinder your success on larger exams, as the volume of material to be learned will be too large. More importantly, you owe it to yourself- and your future patients/clients to develop a comprehensive knowledge base so that you become a competent practitioner.

Study Suggestions:

- ✓ Create daily and weekly schedules that include work hours, class hours, study hours, “play time,” family time, meals, sleep, and anything else that you deem necessary.
- ✓ Set up a study area which is quiet and comfortable, and as distraction-free as possible.
- ✓ Identify the breadth and depth of the material that you will need to cover in the time period that you have set aside to prepare for the exam. Develop a schedule of what you need to accomplish, so that you leave the last three days for daily review.
- ✓ Organize the materials that you will need for studying: text books, review guides, class notes, paper, pens, highlighters, etc.
- ✓ Get the refreshments that you need: water, chocolate, popcorn, gum, etc.
- ✓ Create lists of what you want to accomplish in your study hours.
- ✓ Schedule smaller chunks of study time, rather than large blocks of time. For example, study for 45 minutes three times per day, rather than 2 ½ hours in a row.
- ✓ Study material in units or chunks. For example, focus on the muscles of the upper extremity during one session and the muscles of the lower extremity during another session.
- ✓ Take frequent 2 minute stretch breaks, every 15 minutes or so. Use the time for bathroom breaks, quick exercises, etc.
- ✓ Establish a rewards system for yourself - for example, I will watch my favorite TV show tonight if I study for two hours during the day.
- ✓ If time allows, take a day off once per week.
- ✓ Capture moments in time where you can get some quick “study time” in. For example, you’re getting a perm: study while you are under the hair dryer.
- ✓ Make flash cards and keep them with you. Use them while you are waiting on line at the store, or when you are riding (not driving) in a car.
- ✓ Develop acronyms for a series of statements or facts.
- ✓ Use Alphabet Cues: ABC’s of CPR.
- ✓ Develop small study groups.
- ✓ Make up practice examinations.
- ✓ Study what you don’t know yet, don’t get in the habit of constantly studying what you do know.

- ✓ **Practice taking tests: make up questions, access review questions. Review the answers.**

Taking a Multiple Choice Exam

Multiple choice examinations, when written well, can test many levels of cognitive ability. Healthcare professionals are expected to demonstrate knowledge, comprehension, application and analysis of information. You can expect that course examinations and state/national examinations will utilize multiple choice examinations which assess these four levels of cognitive development.

Knowledge Questions: test you rote memory of facts and figures

Example: What is the normal range of the adult radial pulse at rest?

- a. 40-60 bpm**
- b. 70-85 bpm**
- c. 90-105 bpm**
- d. 110-125 bpm**

Comprehension Questions: test your ability to understand information. In order to answer these questions, you must have the knowledge necessary and must be able to apply, interpret, or determine what to do with that knowledge. These are the how and why questions.

Example: To understand the human circulatory system one must recognize that blood moves from the:

- a. right ventricle to the pulmonary artery**
- b. superior vena cava to the left atrium**
- c. left atrium to the right ventricle**
- d. left ventricle to the pulmonary vein**

Application Questions: test your ability to use information, especially in a new situation. These are the show, modify, change, use, solve questions.

Example: Upon rising from the table after a massage session, the client becomes weak and states that they feel like they are going to pass out. The best intervention should be to:

- a. lower the client to the floor gently**
- b. hold the client up**
- c. walk the client into the waiting room & have them sit in chair**
- d. call 911**

Analysis Questions: test your ability to interpret data, evaluate, investigate.

Example: You are seeing one of your regular clients who is 78 years old. The client's vital signs upon arrival in your office are: pulse- 124 bpm, BP- 180/90, respirations- 26 breaths/min. They are also complaining of a headache. What should you do?

- a. render the massage session as requested
- b. cancel the session, encourage the client to seek help
- c. call 911
- d. call his/her physician

Multiple Choice questions (items) have three parts. The first part is the stem. It may be a complete statement, a partial statement, or a question. The options are all of the possible answers. The distractors are the answers that steer you away from the correct answer. The correct answer is just that, however, as we know, if the distractors are doing their job, then it can be difficult to choose the correct answer. Some questions have positive polarity: meaning that you are asked for the true answer. Some questions have negative polarity: meaning that you are asked for the false answer.

Specific Test Taking Strategies:

- ✓ Break the question down into its components. What is it asking?
- ✓ Underline the important information and key words.
- ✓ Try to answer the questions before you look at the answer options.
- ✓ Cross out the options that you know are the distractors. A guess between two options is better than a guess between four options.
- ✓ Watch out for negative polarity.
- ✓ Watch out for words like best, worst, first, least - these are asking you to make judgments.
- ✓ Watch out for "absolute" words: all, none, never. As there are few absolutes in this world, these are usually false.
- ✓ Look for answers that provide "opposite choices." Either one will be the correct answer, or they will both be distractors.
- ✓ Skip questions that you don't know, the answer may come to you later, as you answer other questions.

What to Do When the Test Has Arrived:

- ✓ Get a good night sleep
- ✓ Cut out the caffeine
- ✓ Get to the test ahead of time
- ✓ Take care of bathroom needs
- ✓ Make sure you have everything you need
- ✓ Monitor the time
- ✓ Answer the easy questions first
- ✓ Make educated guesses

SECTION V

SECTION VI

HEALTH REQUIREMENTS PRIOR TO BEGINNING THE PROGRAM

***PRE REGISTRATION**

All Health Professions' students are required to meet the New York State Department of Health immunization and screening requirements for healthcare workers. These requirements exceed those for enrollment at College and apply regardless of age.

ALL PTA STUDENTS

- Physical Exam (annually-which includes:
 - Mantoux (annual except for "double" dose the first time)
 - Tetanus immunization (within 10 years)
 - Hepatitis Vaccine Series completed, started or waived
 - Lab titers for Rubella, Rubeola, Mumps and Chicken Pox (copies of all lab titers must be attached to physical exam form)
- All students are required to complete a Meningitis Information Response

Form

indicating they have either received the vaccine in the past 10 years, or that they have read the information and have chosen not to receive the vaccine.

A completed physical exam form including ALL the above information must be received by school nurse by July 31 prior to each year in the core program. Physicals should be done early in the month of July. (Physicals done prior to July 1st would need to be repeated during the senior year in order to ensure coverage through the first summer session.) Students assigned to Summer Session II/III for their Clinical Education III would need to have had a third physical and PPD and have submitted the physical form to the school nurse by June 1. (Please note that most students are assigned to their third clinic in Summer Session I, and therefore would not be required to have the third physical.)

Upon submission of the physical exam form to the nurse's office, students will be issued a "Health Clearance Form." This form is to be retained by the student for the entire school year. No student will be permitted to attend clinical at any site without this form; participation in laboratory sessions will also not be permitted if student has not obtained this form. Non-participation (observation) in lab is considered an absence. A copy of this Health Clearance Form must be sent by the student to his/her assigned clinical education site at least three (3) weeks prior to attending for proof of required health clearance. **IT IS THE STUDENT'S RESPONSIBILITY TO SEE THAT THE ABOVE CHAIN OF EVENTS TAKES PLACE** to assure that student will be able to start clinic on assigned day or even earlier. Not having a Health Clearance Form in time to begin clinic on the assigned date may result in termination of clinical affiliation assignment with reassignment postponed to the following semester.

Reminder to Students Regarding the Hepatitis B Series:

If you chose not to have the Hepatitis B series, or plan to but have not as yet completed the series, you must sign the waiver on page 3 of the Physical Examination Form.

Be sure to submit proof of completion of Hepatitis B series to nurse's office whenever series is complete.

If you wish to claim an exemption from these requirements based on medical or religious reasons, please contact the Health Office at 341-4870.

Immunizations are not provided on campus. They are available to prospective college students free of charge through the Orange County Department of Health. The schedule for clinic locations, dates and times is available from the campus Nurse.

If you have any questions about these requirements, please contact the Health Services Office at 341-4870.

ORANGE COUNTY COMMUNITY COLLEGE
Middletown, New York 10940
PHYSICAL THERAPIST ASSISTANT PROGRAM

STATEMENT OF UNDERSTANDING

In order to participate in the Physical Therapist Assistant Program at Orange County Community College, I agree to the rules, regulations, policies and procedures listed below.

- ✓ **I have received a copy of 2006-2008 PTA Department Student Handbook and will abide by all of the rules, regulations, policies and procedures listed in it.**
- ✓ **I have received a copy of the PTA Rules and Regulations Manual, and will abide by all of the rules, regulations, policies and procedures listed in it.**
- ✓ **I understand that I may be required to provide my social security number to a designated person at my clinical education assignment prior to my attending so that a general background check and/or a NYS Nurse Aide Registry background check may be performed; some clinical affiliations require students to obtain/pay for the background check and submit it to the clinical affiliation prior to attending.**
- ✓ **I understand that I may be required to undergo substance abuse testing after I have been assigned to a clinical education assignment prior to my attending. Some affiliations require students to obtain/pay for the testing and submit it prior to attending.**
- ✓ **I have been informed as to the registration process in order to become a practicing PTA in New York State.**

PRINT NAME: _____

SIGNATURE: _____

DATE: _____

**ORANGE COUNTY COMMUNITY COLLEGE
Middletown, New York 10940
PHYSICAL THERAPIST ASSISTANT PROGRAM**

CONFIDENTIALITY STATEMENT

I understand that I will have access to confidential patient health information while enrolled in Clinical Education courses and/or when observing patient care in the clinical setting. I further understand that this patient information is private, must be kept confidential, and that unauthorized release of this information is punishable by law. I will abide by all policies, procedures, rules, and regulations related to the Health Information Privacy Act (HIPAA), as well as any additional policies and procedures of the clinic to which I am assigned.

PRINT NAME: _____

SIGNATURE: _____

DATE: _____

INFECTION CONTROL STATEMENT

I understand that I will be working with faculty, classmates and patients in the classroom and clinical environment. I understand that I may be exposed to various infectious agents such as, but not limited to, open wounds, bleeding emergencies, viruses, and bacteria. I understand that I must utilize infection control procedures, as established by the specific institution/facility, at all times, otherwise I will be removed from that setting.

I understand that, should I have a specific infectious agent, I must follow all infectious control policies of the institution/facility to avoid contaminating others.

PRINT NAME: _____

SIGNATURE: _____

DATE: _____

**ORANGE COUNTY COMMUNITY COLLEGE
Middletown, New York 10940
PHYSICAL THERAPIST ASSISTANT PROGRAM**

INFORMED CONSENT

Throughout the program, PTA students practice data collection and intervention skills in the controlled setting of the PTA Lab. PTA students serve as subjects for the instructors and as patient-simulators for their classmates. PTA students may also be videotaped, audiotaped, or photographed for instructional or promotional purposes.

All students must participate in these activities in each class. If a student has a condition, which may preclude participation in specific techniques, it is the responsibility of the student to speak with the instructor privately, before the class meeting, so that arrangements can be made.

Students may not practice any skills on any individual, unless they have been taught the skill in class or in the clinical setting. Students are responsible for contracting the instructor if additional instruction in a technique is required. Students are not permitted to turn on any modality equipment without permission of the instructor, and only when an instructor is in the BioTech Building.

While every effort will be made by the instructors to maintain a safe environment, it is solely the responsibility of the student to apprise instructor of conditions, which may preclude participation, and to avoid practicing those skills in which the student has not yet been taught. Following these rules, will keep the risk of injury in the program to a minimum.

I have read the above information, understand it, and agree to abide by it.

PRINT NAME: _____

SIGNATURE: _____

DATE: _____

ORANGE COUNTY COMMUNITY COLLEGE
Middletown, New York 10940
PHYSICAL THERAPIST ASSISTANT DEPARTMENT

AUTHORIZATION TO PROVIDE PROFESSIONAL REFERENCES

Employers frequently contact the college for professional references in addition to those listed by the prospective employee. In order to provide a reference, we must have the student's permission in writing. References will be provided only for students who have filed this form with the department chairperson.

I, _____, give permission for the faculty of the
Print Name

PTA Department at Orange County Community College to provide references to
prospective employers who initiate contact with the department.

Student Signature

Date

ORANGE COUNTY COMMUNITY COLLEGE
Middletown, New York 10940
PHYSICAL THERAPIST ASSISTANT DEPARTMENT

I, _____, am willing to participate
NAME

in demonstrations/video/still pictures and as a patient during Laboratory portions of
various Physical Therapist Assisting courses. I understand that it is solely my
responsibility to notify my instructors and classmates if I have a condition which
prevents participation in any component of a laboratory session.

SIGNATURE

DATE

ORANGE COUNTY COMMUNITY COLLEGE
Middletown, New York 10940
PHYSICAL THERAPIST ASSISTANT DEPARTMENT

STUDENT RESPONSIBILITY FOR 2006-2008 STUDENT HANDBOOK

I have read and understand the Policies specified in the Orange County Community College Student Handbook and the PTA Student Handbook. I will abide by them in order to continue in the accredited Physical Therapist Assistant Program at Orange County Community College.

STUDENT SIGNATURE

DATE

NOTE:

Both Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and the Americans with Disabilities Act prohibit discrimination against “otherwise qualified” persons with a disability. If an applicant can perform those “essential functions,” he or she is “otherwise qualified” under the law and must be treated the same as people without a disability. A person who cannot perform the “essential functions” is not “otherwise qualified” and may be denied access to the program without being subject to legal action for discrimination.

SECTION VII

CLINIC VISIT STUDENT IDENTIFICATION

_____ is currently enrolled at Orange County

Student Name

Community College in his/her second semester in the Physical Therapist Assistant

Program. He/she is required to observe physical therapy practice in three different clinical

settings for a half day (four hours). He/she has received educational training in universal

precautions and patient confidentiality.

Sincerely,

**Rhoda Collins, PT
Academic Coordinator of Clinical Education**

CPR CERTIFICATION LETTER

_____ has taken and passed:
Student Name

_____ **ARC:CPR for the Professional Rescuer** on _____
Date

OR

_____ **AHA:BLS for Health Care Provider** on _____
Date

at _____.
Location

Signature of Instructor

Print Name of Instructor

WITHDRAWAL FROM PHYSICAL THERAPIST ASSISTING DEPARTMENT

I, _____, have elected to withdraw from the
Student's Name

Physical Therapist Assistant Program, effective
_____.
Date

In doing this, I understand that I am not guaranteed a seat in any future classes. I must

go through the regular admission's process in order to be accepted into the Physical
Therapist Assistant program. I further understand that this withdrawal counts as my first

take of the following courses:

If I elect to take these courses again, I understand that I must pass them on that try,
otherwise I will not be allowed to continue in the program.

Student's Signature

Department Chair's Signature

