



# STUDENT HANDBOOK

## PHYSICAL THERAPIST ASSISTANT PROGRAM

Rev. 1/13/2023

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Congratulations on your acceptance into the Physical Therapist Assistant Program (PTA) class at Laramie County Community College (LCCC). Having chosen to become a PTA you must assume that there are inherent rights and responsibilities of this healthcare field along with a world of opportunity. The faculty at LCCC is ready and eager to aid you in achieving your educational goals.

## *Helpful Contacts: School of Health Sciences & Wellness*

*Vice President of Academic Affairs*

Dr. Kari Brown-Herbst



faculty schedules all classes, labs and clinicals which may include Saturday and/or evening dates/times. A large part of clinical education is included in the curriculum. Program faculty will ensure that competency in skills and



1. Work under the direction and supervision of a physical therapist in a safe, ethical, legal, and professional manner.
2. Implement a comprehensive treatment plan under the direction and supervision of a physical therapist (PT).
3. Recognize and implement the use of interventions based on outcomes for patients in a variety of settings.
4. Demonstrate effective oral, written, and non-verbal communications skills with the patient, Physical Therapist, health care personnel and others in a competent manner.
5. Successfully integrate concepts from the pre-requisite course work, basic sciences and PTA programming into physical therapy practice.
6. Demonstrate a commitment to life-long learning, evidence-based practice, and ongoing professional growth and quality improvement in physical therapy practice.

## *II. Physical Therapist Assistant Admissions Policies and Procedures*

During the review of applicants for acceptance into the program, the admissions committee will complete the scoring of applicants. If there are students with identical scores, the PTA Program Director will make the final decision of student placement utilizing the reference letters scoring, reflective essay scores, and then overall GPA score in order, as needed, to break the tie.

*Note: PTA Program admission is contingent upon successful completion of in-progress prerequisites. If the student does not successfully complete in-progress courses, admission to the program will be void.*

A class of academically qualified students will be selected yearly for admission to the Physical Therapist Assistant (PTA) Program at LCCC. Up to twenty (20) students will be accepted each year based on criteria set forth by the PTA Program Director, the PTA Advisory Committee, Admissions Committee,

Student Handbook. These College and PTA Program documents have been developed as additional information resources for you.

Individuals may have unique and varying needs, capabilities, and experiences. One of the keys to success in the PTA program lies in the recognition by each student of any learning areas that need improvement. Successful students will assume responsibility for strengthening any deficiencies. LCCC has numerous resources to aid you including help with study habits, test-taking skills, increasing reading skills, and time management. Please seek help early and take advantage of the assistance available. We are committed to helping you reach your educational goals. Once accepted into the program, one of the PTA Program Faculty will be appointed as your program advisor to assist you during your time here. (See *Student Conferences/Advising and Progressive Discipline* for more information.)

Student Physical Therapist Assistants (



contact the appropriate instructor to arrange to make up any missed work. The instructor will decide the time and method of make-up work/examinations on an individual basis. The faculty member(s) reserves the right to refuse to give a makeup exam if the student does not follow the correct notification procedure. Also, the makeup exams or quizzes may be different than the original given to those who attended class to limit cheating.

If it becomes necessary to add/drop a course or withdraw from a course, it is the student's responsibility to complete the College's approved withdrawal process as outlined in the current LCCC catalog. If the student does not initiate course withdrawal with their student success coach and instructor, the student will be considered an enrolled student in the course and will receive an appropriate grade for the work achieved while enrolled. Students attempting to schedule co-requisite courses must receive written agreement from the PTA Program Director prior to proceeding so they do not conflict with required PTA classes, labs, and clinical education experiences.

A student can request a leave of absence from the program but must document their request in writing at least one semester prior to the absence, if possible, and submit their request to the PTA Program Director. A leave of absence is limited to one year after which time the student must reapply to the program.

Because of the varied demands of the practice of the Physical Therapist Assistant (PTA), the program requires considerable communication between the instructors and the students. Feedback is provided in the form of grades, practical exams, evaluations, clinical instruction, and student conferences. The program has two types of student conferences: routine and interventional.

Routine conferences/advising sessions are generally scheduled with the instructor at or near the time of registration for the next term. Students may request a conference at any time. Conferences/advising sessions may be held online or in person. At least one conference/advising session per year will be in person. Conference/advising forms will be provided for all conferences/advising sessions (as needed) and will be signed by the student/advisor as needed. The student's general progress is discussed.

Interventional student conferences/advising sessions are held as needed for students experiencing academic or behavioral difficulties. Interventional conferences/advising sessions are intended to assist the student in achieving academic, behavioral, and professional standards. The specific issue of concern will be addressed, and an action plan may be formulated if it is determined that such a plan is necessary for the desired outcome. The consequences for failure to complete the required action plan will be defined and explained to the student in written form.

The PTA Program Director ensures privacy and confidentiality of all student program records by storing them in a locking file in the Director's office, which is locked whenever it is not occupied. Students are allowed into the program director's office only when the director, or another faculty member, is/are present. Students can access their records during the PTA Program Director's office hours or by making an appointment.

Student's rights to due process are detailed at the college level in the LCCC Student Handbook, <http://lccc.wy.edu/life/handbook> which is available in both online and hardcopy formats.

Patients, clinical sites, employers, and the public have the opportunity to voice a complaint about a student or the program in general. Some may choose to use a document such as a patient survey or a college-initiated survey. Others may choose to voice their complaint in person. All community members, students, and friends can send feedback via the internet at: <http://lccc.wy.edu/about/feedback.aspx>. All administrators, from the Dean through the President maintain an open-door policy to listen to the views of students, employees, and community members. If an official complaint is submitted to the College,

- a. Possessing or using alcohol or any mood-altering substance(s) or chemical(s) on the premises of LCCC or clinical education sites. This includes attending class or clinical education while under the influence. Refer to HSW School Policies for details.
- b. Unexcused and/or excessive absenteeism and/or falsification of sick time. Please refer to the section, *Attendance Policy*, for more information.
- c. Grossly unethical or unprofessional behavior.

*Note: Readmission will be at the discretion of the PTA Program Director in consultation with the student, the PTA Advisory Committee, and the Dean of Health Sciences & Wellness School. Good standing is defined as a student who has met all previous program requirements and is not in violation of any program or college policies, procedures, or ethical requirements. If a student is not in good standing, discretion lies with the PTA Program*



The PTA Program faculty members have a responsibility to ensure that all PTA students have an adequate background, including competence in technical skills. The faculty must ensure that each student is able to utilize these skills and knowledge in a safe, effective, and competent manner. Learning experiences in the PTA Program are arranged sequentially, to ensure that new information, knowledge, and skills are integrated with previously introduced material. In addition, the curriculum includes opportunities for collaborative and interdisciplinary learning, where interaction between and among students and faculty are critical components of the students' learning.

All students are expected to:

1. Always demonstrate acceptable professional behaviors in the lab, including appropriate lab clothing.
2. Come prepared per instructor's directions. The instructor will assess preparedness.
3. Request additional practice time if needed to achieve skill competency.
4. Stay focused on assigned tasks to maximize the learning opportunities available in the lab course.
5. Learn to work as a team to prepare for clinical practice.
6. Students must complete a video/photography and liability release form.

1. Always demonstrate acceptable professional behaviors in the lab. NO horseplay.
2. Stay focused on assigned tasks to maximize the learning opportunities available in the lab course.
3. The use of the program's electrical equipment or the practice of skills involving electrical equipment can only be performed with direct faculty supervision.
4. All lab equipment and supplies must be returned to their proper place of storage after use.
5. If problems arise during the use of equipment, the program faculty must be contacted immediately!
6. If students are acting in the role of a patient-simulator, you are responsible for communicating to the student clinician any relevant information to improve the safety of you and the skill of the student clinician.
7. For infection control purposes, please sanitize/clean all equipment utilized.
8. Electronic transmission of photographs or videotapes of any person without permission is strictly prohibited.
9. Open lab times will be under the supervision of a faculty member and/or an assigned student.

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

1. All classroom and lab equipment are property of Laramie County Community College (LCCC) and is not for personal use. Students are expected to exercise safety and good judgment when using all college equipment.





board in the PTA lab will also post current PTA job openings that the program has received from employers.

The following is the estimated cost of the entire program including prerequisite (5 semesters) using the 2022-2023 tuition/fee schedule. Student incidental cost may vary significantly. All figures are estimated. Please see the LCCC catalog for more specifics.

*Wyoming Residents*

*Out-of-State Residents\**



## IV. Curriculum

The Physical Therapist Assistant (PTA) Program has been designed as an integrated two-year (five-semester) curriculum to promote learning and development so that the graduate will be able to practice as an entry level PTA upon graduation. In the current format, students complete at least five (5) pre-requisite classes prior to admission to the program. After admission to the program, students must complete a curriculum of academic and clinical study designed to lead to the Associate of Applied Science (AAS) Degree that includes integrated general education course requirements. Students are required to complete 71 credit hours to graduate. Students admitted to the PTA Program will complete their didactic and clinical education in five semesters (including one summer semester). Some pre-requisites and some theory courses may be presented online, in person, web enhanced, or hybrid format through a Learning Management System (LMS). Students are expected to have computer skills and access that enables them to participate in online courses. Access to the computer lab is part of the LCCC student fees.

CO/M 2010	Public Speaking	3/3/0/0
ENGL 1010	English I: Composition	3/3/0/0
HLTK 1200	Medical Terminology	2/2/0/0
MATH 1400	College Algebra or higher	3/3/0/0
ZOO 2015 Human Anatomy or ZOO 2010 Anatomy & Physiology I		4/2/2/0
STRT 1000	Strategies for Success	3/3/0/0
HLTK 2510	Pathophysiology	2/2/0/0
PTAT 1600	Introduction to PTA	3/3/0/0













it is used as feedback for all parties in relation to the skill/task/assignment that they are practicing in the labs throughout the semester.

2. All skills checks and practicals will be competency based and will require a passing grade for the execution of the components for each skill/treatment/procedure. Each skill check must be passed with a 75% or better (which is a passing "C"). All tasks are given appropriate point values. If the exam is not passed the first time, the student will have a chance x 2 following remediation.
3. The skills portions of the class for the students will be posted at the beginning of each semester. Students may access the skill check criteria and know what is expected during each semester's skill check(s).

It is advised that students carry their own health insurance during the program including all full-time clinical education experiences. Some clinical sites may require students to carry health insurance while performing a clinical experience at their facility. It is the students' responsibility to obtain the required insurance.

Students enrolled in a Health Sciences & Wellness (HSW) Division Program at LCCC participate in clinical training as an essential element of their studies. To protect the health of students, patients, employees, and others, and to comply with standards established by the affiliated healthcare providers, the College requires all students enrolled to provide dates of current immunization against certain vaccine preventable diseases, and the date and results of current tuberculosis (TB) screening before the student is eligible to participate in clinical training, unless an exception applies.

All Wyoming Hospitals with whom LCCC has Educational Affiliation contracts require drug screens and background checks for all persons who provide services that involve direct contact with patients and residents. LCCC has assumed responsibility to perform these screens with a contracted partner. This information was sent to each student via mail/e-mail prior to the beginning of the first semester. It is the students' responsibility to comply with the screening process prior to entering the program. Failure to comply may result in voiding acceptance into the program. All fees related to background checks and drug screens are the responsibility of the student.

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*December 3*

*January 7*

The following searches are required for students beginning clinical experience programs through Laramie County Community College, based on your residential history and all names used for the last seven years:

1. County Criminal History Record Check
2. Social Security Number Trace
3. Nationwide Criminal Search
4. Nationwide Sex Offender Registry Search
5. Office of Inspector General
6. Excluded Parties Listing System
7. 10 Panel Drug Screen

The following disqualifying offenses will prevent admission:

A conviction for any felony involving violence, sexual offenses, child abuse, or elder abuse (no time limit)

Any felony conviction in the last seven years

Any misdemeanor in the last seven years involving violence, sexual offenses, child abuse, or elder abuse

Registered sex offenders (no time limit)

OIG/GSA and Medicaid Sanctions (no time limit)

Any student who is currently on probation, parole, or under any type of deferred sentencing guidelines. Students who have successfully completed the terms of a deferred adjudication agreement will not be disqualified.

Positive drug test

The following potentially disqualifying event may prevent admission:

Except as applies above, any misdemeanor in the last seven years will be evaluated based on the nature of the offense, length of time since the offense occurred, etc. The student may be asked to provide more information which will be evaluated by the Dean on a case by case basis and may still prevent admission. The decision of the Dean is final.

If any applicant feels the criminal background check or drug screen is inaccurate, they may appeal the decision to the Dean of the Health Sciences and Wellness School and request a review of the report and/or decision.

3. A first aid kit is located in the PTA Program Laboratory, Room HS 302.
4. An automated external defibrillator (AED) is located in the HSW building on the first floor next to the restrooms.
5. Security can be reached 24/7 at 307.630.0645 or 307.630.0866.

In keeping with LCCC's FERPA Policy, the PTA Program will maintain privacy/confidentiality in the following manner:

1. Grades will be posted using the online learning management system (LMS), which requires students to sign in using an individual password.
2. All exams, quizzes, and assignments will be returned in a manner that does not expose the grade to the public and is accessed online.
3. Feedback is provided after skill checks and practical exams with only the student and instructor(s) present. When necessary or helpful, instructors will obtain permission if they would like to provide

A listing of all hazardous substances found at LCCC can be found in the Material Safety Data Sheet (MSDS) Manual located through myLCCC account. MSDS for all hazardous substances used in the PTA lab are kept in there as well.

Students within the PTA program are expected to perform a variety of physical therapy procedures on each other in the classroom and laboratory for educational purposes. This participation is very important to the learning process. Students must sign the \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ forms prior to practicing laboratory skills (see appendix). Students will sign a consent form at the start of the program that will remain in effect during the student's tenure in the PTA Program. Consent forms will be kept in the student file in the PTA Program Director's office. See appendix for a sample form. This form is also used by a "patient" that may visit the PTA lab and participate in hands on demonstrations for student learning.

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

Room HS 302 will be utilized for lab work. There will be open lab times scheduled when faculty are available upon request. Open labs can be used for practicing PTA skills, for peer skills checks, and for skills checks with faculty. Open lab times will have a student and/or faculty member assigned to provide supervision to the lab.

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

1. Replace equipment in its proper location.
2. Clean, dry, fold and put away linens and pillows in the appropriate cabinet.
3. Put refuse in available receptacles.

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

1. Plinths, mats, and other treatment surfaces will be cleaned using a bactericidal agent after each use (anti-bacterial wipes are supplied).
2. Soiled linen will be placed in the linen hamper located in the lab. If a bag is full, place a new bag in the hamper and take soiled linen to the laundry facility.





1. Place towels, pillowcases, and sheets that have made contact with hair and skin in the dirty laundry bin.
- 2.

4. Clinical Performance Instrument  
You may access the CPI at

2. Clinical education experiences for students are planned to meet specific objectives of the academic program, the provider of physical therapy, and the individual student.
  - a. Planning for students should take place through communication among the CCCE, CI, and ACCE/DCE.
  - b. A thorough orientation to the clinical education program and the personnel of the clinical education site should be planned for students.
  - c. Opportunities for discussion of strengths and weaknesses should be scheduled on a continual basis.
3. Physical therapy personnel provide services in an ethical and legal manner.
  - a. All physical therapists and physical therapist assistants provide services in an ethical and legal manner as outlined by the standards of practice, the state/jurisdictional practice act, clinical education site policy, and APTA positions, policies, standards, codes, and guidelines.
  - b. The clinical education site policies are available to the personnel and students.
4. The clinical education site is committed to the principle of equal opportunity and affirmative action as required by federal legislation.
5. The clinical education site demonstrates administrative support of physical therapy clinical education.
  - a. A written clinical education agreement, in a format acceptable to both parties, exists between each academic program and each clinical education site.
  - b. The clinical education site demonstrates support of the participation of its personnel in clinical education activities.
  - c. A clinical education program manual exists, which might include, but should not be limited to, structure of the program, roles and responsibilities of personnel, quality improvement mechanisms, policies and procedures, sample forms, and a listing of current academic program relationship.
6. The clinical site has a variety of learning experiences available to students.
  - a. Students in clinical education are primarily concerned with delivery of services to patients/clients; therefore, the provider of physical therapy must have an adequate number and variety of patients/clients.
  - b. The clinical education site will provide, if available and appropriate, opportunities for students to participate in other patient/client-related experiences, including but not limited to attendance on rounds, planning conferences, observation of other health professionals, and medical procedures, and health promotion, prevention, and wellness programs.
  - c. Other learning experiences should include opportunities in practice management (e.g., indirect patient/client care). For phys

- b. Physical therapist responsibilities for patient/client care, teaching, critical inquiry, and community service permit adequate time for supervision of physical therapy students. uiry, and

- b. Orientate the student to the facility and to all safety parameters for the clinical site.
  - c. The CI collaborates with student to plan learning experiences.
  - d. The CI demonstrates knowledge of the students' academic curriculum, level of didactic preparation, current level of performance, and the goals of the clinical education experience.
5. The CI demonstrates effective supervisory skills.
- a. CI provides direct clinical supervision of a physical therapist assistant student.
  - b. The CI and students both participate in ongoing formative evaluation.
  - c. Cumulative evaluations are provided at least at midterm and at the completion of the clinical education experience and include student self-assessments.
6. The CI demonstrates effective assessment and evaluation skills.
- a. The CI familiarizes herself or himself with the student's evaluation instrument prior to the clinical education experience.
  - b. The CI recognizes and documents students' progress, identifies areas of entry-level competence, areas of distinction, and specific areas of performance that are unsafe, ineffective or deficient in quality.
  - c. The CI completes requested assessments which may include assessment of ACCE, self, and student.

#### Clinical Coordinators of Clinical Education (CCCE)

Each clinical site with three or more PTs and PTAs should have a designated CCCE who is responsible for coordinating the assignments and student activities. CCCEs are responsible for understanding the information contained within the LCCC PTA Handbook and the Guidelines for Clinical Education endorsed by the APTA. The responsibilities of the CCCE are as follows:

1. The Center Coordinator of Clinical Education (CCCE) has specific qualifications and is responsible for coordinating the assignments and activities of students at the clinical education site.
  - a. The CCCE delegates clinical supervision of students to staff PTs or PTAs.
2. The CCCE demonstrates effective communication and interpersonal skills.
  - a. The CCCE interacts effectively and fosters collegial relationships with personnel internal and external to the clinical education sites, including students, clinical education site personnel, and representatives of the academic program.
  - b. The CCCE performs administrative functions between the academic program and clinical education site, including but not limited to, completion of the clinical center information forms (CCIF), clinical education agreements, student placement forms, and policy and procedures manual.
  - c. The CCCE is knowledgeable about the affiliated academic programs and their respective curricula and disseminates the information to the clinical education site personnel.
  - d. The CCCE should contact the PTA Program Director with any complaints involving the PTA Program. The CCCE should contact the Dean of the Health Science & Wellness School with any complaints regarding the ACCE or Program Director.
3. The CCCE demonstrates effective instructional skills.
  - a. The CCCE serves as a resource for the CI for establishing goals and objectives, setting up learning experiences and evaluating student performance.
  - b. The CCCE plans and implements activities that contribute to the professional development of the CIs.

- c. The CCCE, in conjunction with CIs, plans and implements alternative or remedial learning experiences for students experiencing difficulty.
- d. The CCCE, in conjunction with the CIs, plans and implements challenging clinical learning experiences for students demonstrating distinctive performance.
- e. The CCCE, in conjunction with CIs plans and implements learning experiences to accommodate students with special needs.
- f. The CCCE informs the CI of all pertinent information from the affiliated schools.
- 4. The CCCE demonstrates effective supervisory skills.
  - a. The CCCE supervises the educational planning, clinical experiences, and performance evaluation of the CI(s)/student(s) team.
- 5. The CCCE demonstrates effective performance evaluation skills.
  - b. The CCCE completes the requested assessment which may include assessment of ACCE, self, and clinical site.
- 6. The CCCE demonstrates effective administrative and managerial skills.
  - a. The CCCE is responsible for the management of a comprehensive clinical education program.
    - 1. The clinical education program includes, but is not limited to, the program's goals and objectives, the learning experiences available and the logistical details for student placements, and a plan for CI training, evaluation, and development.
    - 2. The CCCE implements a plan for program review and revision that reflects the changing health care environment.
  - b. The CCCE advocates for clinical education with the clinical education site's administration and the physical therapy providers.
  - c. The CCCE serves as the clinical education site's formal representative and liaison with academic programs.
    - 1. Activities include scheduling; providing information, documentation, and orientation to incoming students; and maintaining records of student performance, CI qualifications, and clinical education site resources.
  - d. The CCCE facilitates and maintains the necessary documentation to affiliate with academic programs.
    - 1. The CCCE maintains current information, including clinical site information forms (CSIF), clinical education agreements, and policy and procedure manuals.

Academic Coordinator for Clinical Education (ACCE)/Director of Clinical Education (DCE)

One member of the PTA program faculty is responsible for coordinating the clinical education portion of the program curriculum. The ACCE/DCE works directly with the other program faculty, clinical faculty, and students to provide learientad

7. Meet with students to discuss goals related to clinical education.
8. Coordination of all clinical education experiences.
9. Maintain and update clinical site contracts and database.
10. Maintain and update a Clinical Affiliation Agreements database in collaboration with the contracts department on an annual basis.
11. Update the Clinical Education Handbook.
12. Provide updated Clinical Education Handbook to all clinical sites and students.
13. Provide all forms and information to clinical sites and clinical instructors.
14. Contact clinical site by phone mid-way through clinical experiences.
15. Schedule site visits.
16. Serve as a resource to the student and the clinical instructor.
17. Confer with student and clinical instructor regarding student learning needs and progress towards meeting objectives.
18. Keep students and clinical instructors informed on APTA and state specific regulations and rules that guide clinical practice.
19. Facilitate conflict resolution and problem-solving strategies.
- 20.





5. Clinical evaluations and performance from previously completed clinical experiences
6. Ability to perform physical therapy treatments in a safe/effective manner

Safety in regard to patient care is a priority of this program. In order to ensure that the student is able to perform in a safe manner that minimizes risk to patients, self, and others, the PTA faculty considers all of the areas listed above. In addition, all practical exams are monitored in regards to safety criteria, including retakes. The students are notified, in writing, if they are placed on program probation or if they are denied a clinical placement.

Clinical Education courses are graded on a satisfactory/unsatisfactory system and use of the Clinical Performance Instrument (CPI). The CPI is a clinical assessment tool used by the program through online format. The final decision as to whether the student passes the clinical experience is made by the ACCE in consultation with the CCCE, CI, and PD. Any question about student performance will follow the Academic Progress, Integrity, and Grievance policy outlined in *Section II: J. Student Conferences/Advising and Progressive Discipline* of this handbook. If the ACCE has concerns regarding a student's performance, the ACCE addressed the issue first through the informal resolution policy and then through the formal process for consideration. The following explains how the satisfactory progress of clinical experience is determined:

1. The evaluation by the Clinical Instructor, including their written comments and whether any "Significant Concerns" boxes are checked on the final CPI form (online form).
2. Checking the "Significant Concerns" box indicates that the student's performance on this criterion is unacceptable for this clinical experience.
3. When the Significant Concerns Box is checked, written comments to substantiate the concern, additional documentation such as a critical incident form and learning contract are required with a phone call placed to the ACCE/DCE.
4. The significant concerns box provides an early warning system to identify student performance problems thereby enabling the CI, student, and ACCE/DCE to determine a mechanism for remediation, if appropriate.
5. The CI should not wait until the mid-experience or final evaluation to contact the ACCE/DCE regarding student performance if a problem arises.
6. Problems or concerns raised by the student and/or clinical faculty during the clinical experience and whether

The CPI rating scale was designed to reflect a continuum of performance ranging from “Beginning Performance” to “Entry-Level Performance”. Student performance should be described in relation to one or more of the five anchors. The rating scale is NOT a visual analog scale. The vertical mark indicates that the student has exceeded the anchor definition of on or to the left of the vertical mark. In order to

Inclement weather is a way of life in this part of the country, especially during the winter months. If a clinical education facility closes for regular business due to inclement weather, the student is to call or email the ACCE as per the absenteeism policy. It will not be considered an absence if the clinical education site is closed due to inclement weather and the ACCE is notified; however the day/time must be made up.

If the student is unable to get to the site because of poor weather conditions, closed roads, or other unforeseen circumstances, both the CI and the ACCE must be notified as soon as safely possible.

In accordance with Wyoming state law governing the practice of physical therapy, the following activities may not be delegated to a Student Physical Therapist Assistant (SPTA): *patient/client initial examination, intervention planning, initial intervention, and initial or final documentation*. Any documentation written by the student must be signed with the student's full name followed by the title Student Physical Therapist Assistant (SPTA). All documentation must be read and co-signed by a licensed physical therapist and/or certified physical therapist assistant. PTA students are expected to be asked to perform only those duties that are routinely delegated to PTAs and are within their scope of practice. For more information regarding student supervision, see Appendix B: Resources for CCCEs and CIs.

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Each student has two clinical experiences throughout the two years of the PTA Program. The students are involved in clinical site selection by being able to express their top three choices for placement. The students are guaranteed a clinical placement. However, the students must realize there are no guarantees for clinical placements because of the number of other classmates involved, other disciplines/schools needing clinical sites, the clinical sites scheduling, and the need for a well-rounded clinical experience by each student. The student's responsibilities are as follows:

1. Once the site has been assigned for a particular student, the student may contact the clinical site to obtain information related to housing, parking, and departmental policies and procedures prior to the start of the clinical experience.
2. Transportation and lodging arrangements and costs.
3. Wear professional attire, including a lab coat if required by that clinical site.
4. Adhere to all policies and procedures of the assigned clinical site.
5. Act in an ethical and legal manner at all times.
6. Identify and actively seek needed learning experiences to meet goals and objectives.
7. Confer and consult with the CI, CCCE, and ACCE regarding learning needs, progress, and/or concerns.
8. Display professionalism and responsibility.
9. Complete ACCE Performance Assessment, Evaluation of Clinical Experience and Instruction, and the Clinical Performance Instrument at midterm and final for self-assessment.

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Attendance is required for the entire clinical experience. All absences must be made up apart from Tf1 02 g7ace i Tf

made and arranged with the CI. All make-up time must be made up during the clinical rotation for time that was missed, if possible. If it is not possible to make up for the missed time, the student, ACCE, and CI/clinical site will attempt arrangements based on the circumstances. All make-up time must be documented on the student's time record as time made up for a specific date. Each clinical rotation week is defined as 40 hours. ACCCE and CI approval are required for any week where a student plans to complete fewer than the required 40 hours.

*Absences and tardiness:* will be monitored through communication between the ACCE, CI, and student. Timecards should accurately reflect all absences and hours spent in clinical time.

1. The student must report any absences to the \_\_\_\_\_ 30 minutes prior to the time the student is due to arrive at the clinical site. The student must call the CI. The student can contact the ACCE by e-mail or phone.
2. If a student fails to notify the CI of an absence or tardiness, the CI should notify the ACCE and make note of it on the student's time record. If the CI has any concerns regarding the professional behavior of the student (excessive absences or tardiness), the ACCE should be contacted as soon as possible. The PTA faculty will contact the student to discuss the absenteeism/tardiness problems and possible remedies. If needed, independent study assignments or other ways to "make-up" missed time may be arranged.

*Breaks:* Students are required to take a 30-minute break during the day. The 30-minute break may not count toward clinical hours. Timecards should reflect the actual amount of time spent in clinical experience, exs65.25 418.02016C015(u)3(rs)ours.

level, the faculty member and the student will develop a plan for improvement. Serious deficits in professional behavior with no improvement may result in program probation or program dismissal.

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

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A student is expected to set an example of cleanliness, tidiness, and professionalism in the clinical assignment area. Personal appearance is regarded as an important aspect of a student's overall effectiveness. Students are expected to be kept neat and clean at all times. Special attention should be given to personal hygiene and dress in the clinic areas.

Hair must be clean and neat at all times while in clinic. Hair must be worn back away from and out of the face. Beards and mustaches must be short and neatly trimmed. Nails must be clean and short. Nails should be shorter than fingertips when viewed from the palm side. The only jewelry which should be worn in clinic areas are watches, wedding rings, and stud type earrings. This is for the safety of the student and the patients. Students should avoid wearing excessive perfume, colognes, or after shaves in their clinical experiences sites as patients and/or staff may be allergic to them.

Students are expected to comply with the dress code for each clinical facility. Unless otherwise noted by the facility's dress code

classmates. This includes placing the patient's name or other identifying item on case study reports, class presentations; etc.; failing to obtain written permission to utilize pictures or videos of a patient in presentations or talking about patients to your classmates. Violation of this policy may result in probation or withdrawal from the PTA Program.

During the first semester of the PTA program, students are instructed in basic Health Insurance Portability and Accountability Act (HIPAA) policies (visit US Department of Health and Humans Service HIPAA guidelines at: <https://www.hhs.gov/hipaa/index.html>) and procedures for proper use and handling of confidential patient/client information. They are also required to view the online information from the Wyoming State Health Department and pass a Knowledge Assessment at 70% proficiency, prior to their first clinical education course. This information is made available by the Wyoming Department of Health (<http://wdh.state.wy.us/main/hipaa.html>). The CI should give the student instruction in site-specific HIPPA procedures at the start of each clinical experience.

Prior to the start of the first Clinical Affiliation, students are required to sign a Confidentiality Agreement (see Appendix D: Required Student Forms). This agreement will be considered in force for the rest of the student's tenure in the PTA Program.

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1. Each student must have a current Health Care Provider CPR certification upon entering their clinical experiences. Students are required to show proof of this certification prior to attending clinical experiences.
  2. Required immunizations must be current and kept up to date. Students are required to show proof of immunization during program orientation in the first semester of the program. Students are required to show proof of immunizations that require annual renewal. Required immunizations include:
    - a. MMR
    - b. Hepatitis B
    - c. Varicella
    - d. Tetanus
    - e. PPD (TB)
    - f. Flu Shot (annual renewal)
    - g. Color vision exam
    - h. COVID-19

Although students are not required to have health insurance, it is highly encouraged. Students should be aware that some clinical education sites may require students to have additional immunizations and/or health insurance.



unsatisfactory solutions after involving the ACCE, the student should then bring up the matter to the PTA Program Director (PD.)





Commission for Accreditation for Physical Therapy Education (CAPTE). This Commission is located at 111 North Fairfax Street, Alexandria, Virginia, 22314 (703.706.3245).

The LCCC PTA Program values the clinical faculty who are involved with the clinical education of our students. CCCEs and CIs are entitled to rights and privileges because of their participation with the LCCC PTA Clinical Education Program. All CCCEs and CIs are invited to participate in the LCCC PTA Advisory meetings. The agenda of these meetings includes such items as review of curricular changes within the PTA program, review of program assessments including the CPI used in clinical education, and a question-

