LARAMIE COUNTY COMMUNITY COLLEGE

STUDENT HANDBOOK: PART 1

PHYSICAL THERAPIST ASSISTANT PROGRAM

Rev. 1/14/2025

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Welcome!

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.

The Physical Therapist Assistant Program (PTA) Handbook is a supplement to the LCCC Catalog and the LCCC Student Handbook. These policies apply to all students enrolled in the PTA Program. Please refer to the LCCC Catalog and Student Handbook and the Health Sciences & Wellness School Policies (HSW School Policies) for more information about college policies, procedures, and services.

The PTA handbook outlines policies & procedures specific to the Physical Therapist Assistant (PTA) program, the Associate in Applied Science (AAS) Degree in PTA, and PTA clinical education. It also supplies a framework by which students and faculty can function harmoniously. Students are expected to become thoroughly familiar with its contents, and to apply these procedures to their conduct while attending the LCCC PTA Program. The provisions of this Handbook do not constitute a contract, express or implied, between any applicant, student, or graduate and the faculty or the College.

Helpful Contacts: Laramie County Community College

Campus Operator 307.778.5222

Health Sciences & Wellness School 307.778.1140
Fax 877.399.1547

Admissions/Enrollment Services 307.778.1212
Out of state 800.522.2993

Financial Aid 307.778.1215

Office of Student Accommodations (OSA) 307.778.1359
TTY Number 307.778.1266

Veterans Affairs Office 307.778.4396

Campus Safety ..... 307.630.0645 / 307.630.0866

Bookstore 307.778.1114

Library 307.778.1205

Student Success Center (HUB) 307.778.4315

Helpful Contacts: School of Health Sciences & Wellness

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Laramie County Community College is committed to providing a safe and nondiscriminatory educational and employment environment. The college does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, political affiliation, pregnancy, sexual orientation, gender identity, or other status protected by law. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The college does not discriminate on the basis of sex in its educational, extracurricular, athletic or other programs or in the context of employment.

The college has a designated person to monitor compliance and to answer any questions regarding the college's nondiscrimination policies. Please contact: Title IX and ADA Coordinator, Suite 205, Clay Pathfinder Building,1400 E College Drive, Cheyenne, WY 82007, 307.778.1144, NDS@lccc.wy.edu. Contact information for the regional Office for Civil Rights is: Office for Civil Rights, Denver Office, U.S. Department of Education, Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, CO 80204-3582, 303.844.5695, OCR.Denver@ed.gov

In compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, Laramie County Community College does not discriminate against students with disabilities. Efforts are made to arrange effective, reasonable accommodation for any qualified individual. The Office of Student Accommodations (OSA) at LCCC provides comprehensive, confidential services for LCCC students with documented disabilities. Services and adaptive equipment to reduce mobility, sensory, and perceptual concerns are available through the OSA, and all services are provided free of charge to LCCC students.

Program History and Accreditation

Laramie County Community College (LCCC) in Cheyenne, WY began serving students on May 1, 1968, to help fill the need for academic, career and community service/continuing education in the county. LCCC, as the sponsoring institution, is currently fully accredited by the Higher Learning Commission of the North-Central Association of Colleges and Schools.

Laramie County Community College received approval from the Wyoming Community College Commission, the state agency charged with oversight from community colleges in the State of Wyoming, to confer the Associate of Applied Science (AAS) degree in Physical Therapist Assistant (PTA) in June 2007. The community built a new Health Sciences building which opened in January of 2009 enabling the PTA program to have a space to occupy. The program graduated its first class in 2010.

The Physical Therapist Assistant curriculum is designed to meet all accreditation requirements for the Commission on Accreditation in Physical Therapy Education (CAPTE). The Physical Therapist Assistant (PTA) at Laramie County Community College (LCCC) is accredited by:
The Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA).

3030 Potomac Avenue, Suite 100 • Alexandria, Virginia 22305-3085
Telephone: 703.706.3245 • E-mail: accreditation@apta.org • Website: www.capteonline.org

The PTA Program at LCCC provides students a curriculum consistent with the guidelines of The Higher Learning Commission of the North-Central Association of Colleges & Schools and the Commission on Accreditation in Physical Therapy Education (CAPTE) that constitutes current content that is appropriate for an entry-level physical therapist assistant.

Mission Statement

The primary mission of the Physical Therapist Assistant (PTA) program at Laramie County Community College (LCCC) is to provide a high-quality education in physical therapy in order to produce certified, professional, ethical, and competent practitioners in the field with a strong potential for advancement and leadership.

PTA Program Philosophy

The Physical Therapist Assistant (PTA) program philosophy is committed to a high standard of educational excellence while promoting learner responsibility, effective communication, critical thinking, and collaboration. We educate entry level PTA practitioner generalists that adhere to professional, ethical, and legal guidelines of the profession to serve our communities. Our students are focused on safe and effective care. We strive for excellence in all aspects of student education. Student learning is focused on the theory, knowledge, and application of clinical skills essential to the entry level PTA. The curriculum is designed for the optimal use of technical innovation, hands-on learning, and thorough practical clinical education. This structure drives our emphasis on technology and communication to facilitate learning in the classroom and the clinic. Graduates will meet the diverse needs of employers and the community while providing high quality patient care under the direction and supervision of a physical therapist.

The Physical Therapist Assistant (PTA) Program curriculum is highly structured, involving traditional, hybrid, and online coursework, in classrooms, labs, and clinical facilities, as well as a considerable amount of personal study. Class, lab, and clinical schedules may include Saturday and/or evening dates/times. Program faculty will work to ensure that competency in skills and knowledge gained in the classroom and lab, will adequately prepare students for clinical experiences.

Expectations of students by the PTA Program include, but are not limited to:

- Being available and on time for class or clinic as scheduled.
- Preparing in advance for class/lab activities.
- Providing your own transportation to assigned clinical sites.
- Providing your own housing during assigned clinical experiences.
- Always demonstrating professional behavior.
- Complying with all policies and procedures within the college, school, and program.

Upon completion of the PTA educational experience at LCCC you will be awarded the Associate in Applied Science (AAS) degree and will be eligible to sit for the National PTA Board Exam for Licensure/Certification nationwide. In Wyoming, all PTAs must take and pass the exam to practice as a Physical Therapist Assistant.

I. Physical Therapist Assistant Program Overview

A. The Physical Therapist Assistant

The Physical Therapist Assistant (PTA) is a skilled health care worker who assists the physical therapist in providing physical therapy treatment interventions to patients and/or clients in a variety of practice settings. Duties of the PTA are varied and may include, the rehabilitation of adult and pediatric clients with orthopedic, neurological, traumatic injuries, and various medical conditions through the application of physical modalities, exercise programs, gait training, functional activities, and patient education. Licensure is required in all fifty states as well as the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

If you plan to apply for a PTA license/certificate in a state besides Wyoming, you should contact the physical therapy regulatory agency for that state regarding licensure requirements. https://www.fsbpt.org/Free-Resources/Licensing-Authorities-Contact-Information provides access to previously mentioned licensing authorities.

B. Program Goals and Objectives

Goals

The PTA program seeks to prepare students to assume a professional and active role within the physical therapy community. The program will:

1. Produce PTAs prepared to competently meet the entry level duties of a PTA in a variety of settings.
2. Produce PTAs prepared to successfully complete the National Physical Therapist Assistant Examination (NPTAE).
3. Develop and deliver an integrated academic program leading to the successful completion of the guidelines developed by the Higher Learning Commission of the North-Central Association of Colleges and Schools, and The Commission on Accreditation in Physical Therapy Education (CAPTE).
4. Promote the importance of continued personal and professional development through life-long learning and membership in professional organizations and advance the recognition of the field of physical therapy and the role of the PTA within that field.
5. Contribute to the health and well-being of the community by engaging students and faculty in outreach activities, clinical partnerships, interprofessional education, and health promotion initiatives.
6. Explore innovative curriculum delivery models, including competency-based education, problem-based learning, hybrid and hyflex learning, to enhance accessibility and meet the evolving needs of students and the profession.

Objectives (graduates will be able to):

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.

C. Program Description

The Physical Therapist Assistant (PTA) Program has been designed as an integrated 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 72 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.

D. Physical Therapist Assistant Curriculum

Prerequisites		**Credits/Lecture/Lab/Clinical**
COM 2010	Public Speaking *or* STRT 1000: College Success	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
TOTAL PREREQUISITE CREDIT HOURS		**15 credit hours**
Spring I		
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
PTAT 2030	Functional Kinesiology	4/2/2/0
ZOO 2025 Human Physiology *or* ZOO 2020 Anatomy & Physiology II		4/2/2/0
TOTAL SEMESTER CREDIT HOURS		**16 credit hours**
Summer I		
PTAT 1650	Therapeutic Procedures I	4/2/2/0
PTAT 1720	Therapeutic Exercise	4/2/2/0
PTAT 1740	Cardiac Rehab	2/1/1/0
TOTAL SEMESTER CREDIT HOURS		**10 credit hours**
Fall II		
EDST 2420	Human Lifespan Development	3/3/0/0
PTAT 1660	Therapeutic Procedures II	3/2/1/0
PTAT 1820	Orthopedics	4/2/2/0
PTAT 2970	PTA Clinical Practicum I	7/0/0/7
TOTAL SEMESTER CREDIT HOURS		**17 credit hours**
Spring II		
POLS 1000 *or* HIST 1211 *or* HIST 1221 *or* HIST 1251 *or* ECON 1200		3/3/0/0
PTAT 1800	Neurology	3/1.5/1.5/0
PTAT 1840	Special Rehabilitation	1/.5/.5/0
PTAT 2971	PTA Clinical Practicum II	7/0/0/7
TOTAL SEMESTER CREDIT HOURS		**14 credit hours**

TOTAL DEGREE CREDIT HOURS	*72 credit hours*

E. Course Descriptions/Curriculum Overview

PTAT 1600 Introduction to Physical Therapy **3 credits**

Students examine the field of Physical Therapy (PT) from the development of the profession to current clinical practices. Students discuss the role of the PTA, ethical and legal issues that guide practice, psychosocial aspects of healthcare, specialty areas of PT practice, components of the plan of care, and patient care essentials. Students practice oral and written communication skills including essential documentation skills. Prerequisite: admission to the Physical Therapist Assistant program.

PTAT 1650 Therapeutic Procedures I/Lab **4 credits**

Students explore and develop skills involving the principles and practices of physical therapy including performing range of motion assessment and measurements, assessing posture, monitoring vital signs, implementing universal precautions, performing and assessing body mechanics during a variety of activities, performing transfers for a variety of patient populations, assessing wheelchair fitting, utilizing assistive devices, developing edema management programs, assessing and applying compression wraps, and demonstrating a variety of taping procedures. Prerequisite: admission to the Physical Therapist Assistant Program.

PTAT 1660 Therapeutic Procedures II/Lab **3 credits**

Students examine the principles and practices of physical therapy including assessment and measurement of pain and inflammation as it relates to the use of modalities. The students also assess and apply a variety of modalities including: thermal agents, cryotherapy, ultrasound, infrared, electrical stimulation (TENS, FES, IFC, EMG, and Biofeedback), diathermy, mechanical traction, manual traction, iontophoresis, and phonophoresis. Prerequisite: completion of PTAT 1720.

PTAT 1720 Therapeutic Exercise/Lab **4 credits**

Students explore the theory, principles, and implementation of therapeutic exercise programs for a variety of patient populations. In addition, they apply specific strategies for stretching (sustained hold, contract/relax, strain/counter strain), strengthening (isometrics, isotonics, open/closed chain, resistive exercises, weight training, aquatics), and balance and coordination activities. Students also examine theories of motor control and motor learning, and implement these theories into clinical practice. Lab activities will involve therapeutic exercise programs set up, joint mobilizations, and Proprioceptive Neuromuscular Facilitation (PNF) techniques and implementation in the clinical setting. Prerequisite: completion of PTAT 2030.

PTAT 1740 Cardiac Rehabilitation/Lab **2 credits**

Students explore an in-depth description of cardiopulmonary rehabilitation and develop skill to read and assess basic EKGs (normal and pathological), identify cardiac protocols, assess and monitor common cardiopulmonary conditions, review cardiac and pulmonary circuitry, identify cardiac precautions for variety of patient populations, develop a comprehensive treatment program for patient with cardiopulmonary conditions, assess and perform postural drainage, and establish endurance and wellness programs for healthy and diseased individuals Students explore an in-depth description of cardiopulmonary rehabilitation and develop skills to implement cardiac protocols, assess and monitor common cardiopulmonary conditions, identify cardiac precautions for a variety of patient populations, and perform postural drainage techniques. Students will design fitness and wellness programs for healthy and diseased individuals. Prerequisite: completion of PTAT 2030.

PTAT 1800 Neurology/Lab **3 credits**

Students examine multiple pathologies of the nervous system including stroke, demyelinating diseases, spinal cord injury, Parkinson's disease, cerebral palsy, and traumatic brain injuries (TBI). In addition, students contrast normal structures and function of the nervous system, including motor control center of the brain and spinal tracts, to a nervous system with specific impairments. Students also develop skills to assess, treat, and manage

the neurologically impaired patient based on clinical signs and symptoms of neurological disorders across the lifespan. Prerequisite: completion of PTAT 2970.

PTAT 1820 Orthopedics **4 credits**
Students identify and assess common orthopedic conditions and analyze findings to implement intervention strategies and develop comprehensive treatment plans under the direction and supervision of a physical therapist. Students participate in case studies common to orthopedic conditions including amputations. Students learn to progress physical therapy plans of care for a variety of orthopedic and postsurgical conditions. Prerequisite: completion of PTAT 1720.

PTAT 1840 Specialty Rehabilitation/Lab **1 credit**
Students will explore an in-depth overview of specialty areas of physical therapy practice including burns, chronic pain, geriatrics, lymphedema, pediatrics, vestibular rehabilitation, women's health, and wound care. Students will utilize assessment tools specific to these areas of specialty to develop intervention strategies for improvements in function and to minimize disability. Prerequisite: completion of PTAT 2970.

PTAT 2030 Functional Kinesiology/Lab **4 credits**
Students explore the application of human anatomy to the study of human movement patterns. Students identify normal versus abnormal movement with the use of posture analysis, gait analysis, functional movement, and sport activities. Students will apply information demonstrated for data collection including manual muscle testing, goniometry measurements, and palpation techniques to the application in the physical therapy field. Prerequisite: admission into the Physical Therapist Assistant program.

PTAT 2970 PTA Clinical Practicum I **7 credits**
This course provides the students with selected experiences to provide practical clinical experience under the direct supervision of a physical therapist/physical therapist assistant. The clinical experience gives students the opportunity to correlate didactic course work with clinical skills. Students are required to complete the 280-hour clinical at an affiliate site that provides physical therapy services. Prerequisite: completion of PTAT 1720.

PTAT 2971 PTA Clinical Practicum II **7 credits**
This course provides the students with selected experiences to provide practical clinical experience under the direct supervision of a physical therapist/physical therapist assistant to meet entry-level PTA requirements. The clinical experience gives students the opportunity to correlate didactic course work with clinical skills. Students are required to complete the 280-hour clinical at an affiliate site that provides physical therapy services. Prerequisite: completion of PTAT 2970.

II. PTA Program Admission

A. Physical Therapist Assistant Program Admissions Policy

Admission to the Physical Therapist Assistant (PTA) Program is open to all academically qualified LCCC students. The program has a capacity of twenty (20) students and a competitive admissions process. Admissions criteria are set forth by the PTA Program Director, PTA Faculty, PTA Advisory Committee, Admissions Committee, HSW Dean, and CAPTE guidance. The criterion set forth in the Application Information and Process are available online at http://lccc.wy.edu/programs/physicalTherapistAssistant/apply.

Note: *"Academically qualified students" are defined as students who have completed the prerequisite courses with a grade of "C" or better, have been accepted to LCCC, and have a 2.5 cumulative GPA or better in their overall college grade point average (GPA).*

PTA Program admission is contingent upon successful completion of any in-progress prerequisites. Failure to complete these courses will result in the voiding of admission.

The pre-requisites for entry into the PTA program are as follows:

- MATH 1400 - College Algebra or higher
- ENGL 1010 - English Composition I
- ZOO 2010 - Anatomy/Physiology *or* ZOO 2015 Human Anatomy
- STRT 1000 College Success *or* COMM 2010 - Public Speaking
- HLTK 1200 - Medical Terminology

B. Physical Therapist Assistant (PTA) Program Admissions Procedure

LCCC PTA Application:

- **For the most current and accurate application information, please refer to the official website (https://lccc.wy.edu/programs/PTAApply). The details provided below are for reference purposes.**
- The PTA Program uses the LCCC Health Sciences and Wellness (HSW) Common Program Application.
- New applications are available online each summer, all application materials are due during the Fall semester with classes beginning in the following Spring semester
    - Late applications may be accepted if seats are still available.
- Interested students may contact the HSW Administrative Assistant or reach out to the PTA Program Director.

Student Selection:

- Selection of new students is completed within 30 days of the application deadline.
    - The LCCC PTA program notifies applicants their admission status by email and in writing.
- The PTA admissions committee (comprised of PTA Program Director and Clinical Coordinator) reviews applications and determines admission status by scoring applicants on several criteria, including:
    - Grade point average (GPA)
    - Prerequisite coursework
    - Complete receipt of application
    - Additional criteria listed on the program application

Alternate/Waitlist Policy

1. If the PTA Program reaches its capacity, qualified applicants whose score did not earn acceptance may be placed on a waitlist.
2. Waitlisted students are eligible for admission if a seat in the program becomes available.
3. Waitlisted students cannot register for PTA core courses unless a position opens.
4. If a position becomes available, waitlisted students will be notified and admitted to the class. These notifications are sent in writing, via email, and/or by phone.

Applicant Scoring Table

The PTA Program Selection Committee awards grade-based points based on the number of credit hours per course, in-progress courses are scored at two points per credit. The following table provides an outline of scoring processes. **For the most current and accurate application information, please refer to the official website (https://lccc.wy.edu/programs/PTAApply). The details provided below are for reference purposes.**

Item[1]	Points
MATH 1400 College Algebra or higher (3 credits)	4(A), 3(B), 2(C) X 3
ENGL 1010 English Composition (3 credits)	4(A), 3(B), 2(C) X 3
ZOO 2010 Anatomy & Physiology I or ZOO 2015 Human Anatomy (4 credits) [2]	4(A), 3(B), 2(C) X 4
STRT 1000 Strategies for Success (3 credits) or COMM 2010 Public Speaking (3 credits)[2]	4(A), 3(B), 2(C) X 3
HLTK 1200 Medical Terminology (2 credits)	4(A), 3(B), 2(C) X 2
Prerequisite GPA	**6(≥ 3.5 GPA), 5(≥ 3.0 GPA), 4 (≥ 2.5 GPA) X 4**
ZOO 2020 Anatomy & Physiology II or ZOO 2025 Human Physiology (4 credits) [2]	4(A), 3(B), 2(C) X 4
POLS 1000 American and Wyoming Government[2,3] or ECON 1200 Economics, Law, and Government or HIST 1211 U.S. History to 1865 or HIST 1221 U.S. History 1865 to Present or HIST 1251 Wyoming History (3 credits)	4(A), 3(B), 2(C) X 3
EDST 2420 Human Lifespan Development (3 credits)	4(A), 3(B), 2(C) X 3
HLTK 2510 Pathophysiology (2 credits)	4(A), 3(B), 2(C) X 2
COMM 2010 Public Speaking (3 credits) or STRT 1000 Strategies for Success (3 credits)	4(A), 3(B), 2(C) X 3
Overall College GPA	**6(3.5 or above), 5(3.0 or above), 4 (2.5 or above), X 4**
Previous College Degree(s)	10 Points for a Bachelor Degree
Employment in a Physical Therapy department/clinic, as PT Aide, six months or more	20 Points
Other employment in a related healthcare field	10 Points
Pre-Admission Observation: Total Hours[4]	15 Points (80 hours or more), 10 Points (40 hours or more), 5 Points (20 hours)
Physical Therapy Observation: Evaluation Average	12 points max
Cover and Resume	30 Points max
1st Reference Form	12 Points max
2nd Reference Form	12 Points max
3rd Reference Form	12 Points max

TOTAL POINTS POSSIBLE:	301

[1] If any single course has been repeated, the most recent attempt will be used to score the application.
[2] Whenever multiple courses are accepted, scoring prioritizes the course with the higher grade.
[3] State statutory requirement.
[4] Work-related experiences will not be accepted as observation/volunteer experience beyond the initial 20 hours.

Tie-Breaking Process:

In case of identical applicant scores, the PTA Program Director makes the final decision using the following tie-breaking criteria:

1. Residence within the LCCC service area
2. Prerequisite GPA
3. Overall GPA
4. Observation evaluation scores
5. Reference letter scores

C. Transfer into the PTA Program

At the discretion of the HSW Dean and the PTA Program Director, a student may transfer from a physical therapist or physical therapist assistant program, provided the student meets the following requirements:

1. The applicant meets the definition of "academically qualified"
2. The applicant completes the LCCC and PTA Program application and registration procedures
3. The applicant agrees to the transition plan developed by PTA program faculty. Transfer planning will be similar to readmission application, see below.

Transfer students must complete the material from all the LCCC courses in which they enroll, even if the student has already completed similar coursework in another PT or PTA program. Additional information can be found in 3.18 & 3.18P of the LCCC Policy and Procedure manual (https://www.lccc.wy.edu/about/policiesProcedures/3studentServices.aspx).

D. Readmission to the PTA Program

Eligibility for Readmission

Readmission is not guaranteed, permitted only once, and evaluated on a case-by-case basis. All requests for program readmission must be submitted four months prior to their desired readmission date. Students who are suspended or disqualified from the program or from LCCC are not eligible for readmission without Program Director approval. Students suspended or disqualified for ethical violations or unprofessional conduct will not be eligible for readmission to the program.

Each PTA program course may be repeated only once. Failure in more than one core course disqualifies the student from program readmission. To ensure a solid academic foundation, a student who is disqualified for academic reasons must retake all PTAT courses upon readmission. Additionally, suspended or disqualified students, may be placed on a decelerated success plan. See *Retention within the PTA Program* for more information.

Admission for re-entering students will be filled in the following sequence:

1. Former LCCC student who withdrew in good standing.
2. Successful challenge by students from another accredited PTA Program who withdrew in good standing.

***Note**: "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 Director and Dean. It is the student's responsibility to prove that the previous violations have been resolved; both the PD and Dean must believe that the student will not willfully violate the College's or PTA Program's procedures again.*

Readmission/Transfer Process

Readmission to the program is offered to academically qualified students in "good standing" with LCCC and the PTA program based on several factors, including but not limited to:

1. Recommendation by the Program Director and HSW Dean.
2. Review of student files by the PTA Admissions Committee.
3. Prior clinical, classroom, and laboratory performance.
4. Professional behaviors demonstrated while in the PTA program and/or interim.
5. Remedial work completed by the student and satisfaction of any requirements outlined including clinical skills check -off and readmission examination addressing previous coursework.
6. Proper and timely completion of all LCCC and program requirements including expectations outline in relevant Performance Improvement Plans of either a non-academic (e.g., attendance, safety, communication, etc.) or academic nature (e.g. completion of remediation and relearning experience, meeting with faculty and LCCC support personnel, etc.)
7. Scores on Readmission application (see *Student Handbook Appendix* for more information).
8. Space available within the program.

ALL students seeking readmission or transfer into the program must:

1. Meet the same academic and professional requirements as the cohort they wish to join.
2. Submit a Readmission application (see *Student Handbook Appendix* for more information).
3. Complete a new drug test, criminal background check, and meet immunization, TB screening, and CPR requirements as outlined in CastleBranch and in accordance with HSW policy.
4. Students may also be required to demonstrate proficiency in physical therapy skills learned up to the point of entering a decelerated success plan, withdrawal, or leave of absence from the PTA program by completing the clinical skills check-off and a readmission examination.

III. Retention within the PTA Program

Individuals may have unique needs, capabilities, and experiences. A key to success in the PTA program is to recognize and address areas for improvement. Successful students take responsibility for strengthening any deficiencies. LCCC offers resources to support you, including help with study habits, test-taking strategies, reading skills, and time management. Seek help early and make use of the assistance available. We are dedicated to helping you achieve your educational goals. Upon acceptance into the program, students will meet regularly with the Program Director and Clinical Coordinator, who will work together as faculty mentors to support your success. See Routine Student Conferences and Advising.

A. Required Performance Criteria

Ensuring safe and competent clinicians is essential to the LCCC PTA Program. Therefore, to progress in the program, students are expected to:

1. Maintain the standards of conduct set by LCCC, HSW, and APTA.
2. Maintain acceptable background checks and drug screens throughout the program and during all related activities.

3. Keep clinical clearance documentation up to date, including immunizations and TB screenings, in the designated document storage system
4. Maintain a cumulative GPA of 2.5 or higher on a 4.0 scale.
5. Earn minimum grade of "C" for each general education and technical (program) coursework within the degree map. Earning a "C" in a PTAT course requires the following minimums:
    a. 75% or higher on all competency and skill checks. When completing practical examinations, a 0 on any safety element will result in an automatic failure for that practical skill check.
    b. 75% or higher weighted average on all exams for each given course.
        i. Remediation and relearning opportunities will begin whenever a student exhibits difficulty in their PTA course coursework. See Interventional Student Conferences

Students must meet competencies outlined in each course syllabus and pass all didactic courses in sequence to progress and enter clinical experiences. *Further details on each of the above criteria are included in the following subsections.*

B. Holistic Evaluation of Student Performance

Academic and Clinical Faculty assess students' cognitive, psychomotor, and affective performance using various methods. These domains, and their assessment are explained below.

Affective Domain (A): Involve attitudes, work ethic, professional conduct, and communication. Affective skills are developed as students learn and practice professional behaviors. These behaviors may be discussed, practiced, or reinforced through various activities students perform.
Cognitive Level 1 (C1): Involves learning activities where students prepare to recall information. Activities at this level typically include tasks like labeling, identifying, describing, or listing.
Cognitive Level 2 (C2): Requires deeper engagement with the material, encouraging students to apply, analyze, synthesize, and evaluate information. Students may encounter questions like "What would I do if…?" or "How do I solve…?." Tasks at this level often involve analyzing, synthesizing, comparing/contrasting, assessing, and applying knowledge.
Psychomotor Skills (P): Involve hands-on skills that students acquire through physical practice. Activities at this level typically involve demonstrating, performing, or implementing specific techniques.

Domains of Learning

DOMAIN	*MODE*	*EXAMPLES*	*ASSESSMENT TOOLS*
Cognitive [Remembering]	Thought/Thinking	Recalling, Describing, Listing, Labelling	Exam, preparation assignment, discussion, survey, video quiz
Cognitive [Creating]	Thought/Thinking	Creating, Judging, Analyzing, Synthesizing	Project, presentation, case study, Portfolio
Psychomotor	Actions, Doing	Demonstrate, Performing, Copy, Implement	Skill checks, self and peer assessment, video reflection
Affective	Reflection, Emotion, Self-Evaluation	Awareness, Responding, Valuing	Discussion, journaling, attendance, simulated patient care

Students may wish to review the PTA Program Master Skills List (in the Student Handbook Appendix) at the beginning of each semester. Detailed skill check criteria is posted in the learning management system (LMS) for each PTAT course.

Course Sequence and Program Continuity

Students attempting to schedule co-requisite courses must ensure that they do not conflict with required PTA classes, labs, and clinical education experiences.

PTA courses are sequential, requiring continuous enrollment in the appropriate order. As a result, failure to meet course or term requirements prevents progression and will result in suspension or disqualification from the PTA Program.

Any lapse in program continuity will require successful demonstration of SPTA knowledge and skills learned in the program. This demonstration may include auditing lab skills courses, taking comprehensive exams, retaking skill checks, and/or retaking program courses. (See *Readmission to the Program* for more information.)

C. Routine Student Conferences and Advising

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, assignment feedback, practical exams, evaluations, clinical instruction, and student conferences. The program has two types of student conferences: routine and interventional.

Routine Student Conferences

Routine conferences are generally scheduled with program faculty near the time of registration for the next term or during the selection of clinical sites (see *Clinical Education: Arrangement of Clinical Experiences*). Students may request additional conferences at any time online or in person.

In these meetings, faculty and students discuss general academic and clinical progress. Routine student conference notes may be collected (as needed) and will be signed by the student/advisor as needed (Please see *Handbook Part 2* for an example form.)

D. Interventional Student Conferences

Interventional Student Conferences

Interventional student conferences are held as needed when students experience academic, behavioral, or professional difficulties. These will begin whenever a student exhibits difficulty in their PTA course coursework, such as scoring < 75% on an exam or skill check. Interventional conferences are intended to assist the student the standards set by the program. The specific issue of concern will be addressed, and a **performance improvement plan** (PIP) may be formulated if it is determined that such a plan is necessary to address identified difficulties. Failure to resolve previously identified concerns may result in progressive discipline up to disqualification.

Interventional student conference notes will be collected by faculty and signed by the student/faculty as needed (Please see *Handbook Part 2* for an example form.) For more information on the non-academic expectations of PTA students, please see: VI. Professionalism and Student Responsibilities.

E. Remediation Activities and Progressive Discipline

Relevant Definitions:

Performance Improvement Plan (PIP): A written warning issued to identify either a pattern of unsatisfactory conduct or a single violation of the PTA program Handbook, Health Sciences and Wellness (HSW) division, Laramie County Community College (LCCC), or clinical facility policies. Students are required to meet with faculty

and/or the program director to discuss the identified conduct concerns and plan to address these areas. Additional staff and faculty may be included in the meeting as appropriate.

The PIP will outline specific instances of unsatisfactory conduct, with references to relevant HSW, PTA program, and LCCC policies, rules, or regulations allegedly violated, along with a specified timeframe for follow-up. The student's signature on the PIP is not required for the PIP to take effect. The faculty or program director will store the document in the student's file and the student will receive a copy via their LCCC email.

If necessary, the faculty or program director may determine that further disciplinary actions are warranted. These actions could include suspension or disqualification from the PTA program.

Probation: Students placed on a Performance Improvement Plan (PIP) are on probation within the PTA program. This probationary status reflects the need for improvement in specific areas identified by faculty or program director. While on probation, students are expected to actively participate in all outlined corrective actions within the PIP to demonstrate satisfactory progress. Failure to resolve issues at this disciplinary level will result in suspension and/or disqualification of the student from the PTA Program.

Suspension: Suspension is a temporary removal from the PTA program due to noncompliance with PTA Program, Health Sciences and Wellness (HSW) division, Laramie County Community College (LCCC), or clinical partner policies and procedures. During suspension, the student is prohibited from participating in all PTA program activities, including classes, clinical learning experiences, and lab sessions. Suspension may be enacted immediately when a student's behavior or actions pose a potential risk to patients, clinical staff, other students, or themselves. Suspension remains in effect until the student meets with faculty and/or the program director to resolve the issues of concern. Absences incurred during suspension are unexcused, and the student will receive zero points for any missed assignments or experiences. Failure to engage in the resolution process may lead to further disciplinary action, up to and including disqualification from the program.

Decelerated Success Plan: Any student required to repeat a course will be placed in a decelerated success plan. On a case-by-case basis, suspended or disqualified students may also be placed a decelerated plan. Decelerated success plans require students to take all co-requisite courses according to an approved timeline prior returning to the program. The faculty or program director will store the document in the student's file and the student will receive a copy via their LCCC email. See also Withdrawal or Leave of Absence.

Disqualification: Disqualification is the removal of a student from the PTA program due to significant or repeated noncompliance with PTA Program, Health Sciences and Wellness (HSW) division, Laramie County Community College (LCCC), or clinical partner policies and procedures. Disqualified students seeking re-entry must follow the policies outlined in Readmission to the Program.

Note: Additional action may be taken by Laramie County Community College, these policies are outlined in the LCCC Student Handbook and Policies and Procedures Manual. Students wishing to appeal a decision should follow Policy 2.16 of the previously mentioned manual.

Progressive Discipline Process

Progressive discipline is utilized to assist the student in correcting issues that may negatively impact program progression, graduation, and/or clinical readiness. We expect that the student will resolve identified issues at the lowest disciplinary level whenever possible. Following inappropriate conduct by a student:

1. The faculty will meet with the student to discuss the matter and inform the student of the specific conduct that is deemed inappropriate. A verbal warning concerning the inappropriate behavior will be given to the student and a written record of the behavior will be placed in the student's program file.

2. If the student does not redress the stated concern(s), the faculty member will meet or speak with the student a second time, a written warning will be given with documentation of a performance improvement plan (PIP). A deadline for definite measurable improvement to be demonstrated by the student is typically included.
3. If satisfactory improvement is not demonstrated before the deadline, additional disciplinary action may be taken up to and including disqualification of the student from the PTA program. **Repeated warnings or an initial concern of sufficient severity may result in immediate probation or disqualification**.

The PD may place a student on PTA Program suspension or disqualify the student from the program for several reasons. Examples include, but are not limited to, the following:

1. Failure to meet the criteria established by the College as written in the LCCC Academic Probation Policy found in the LCCC Student Handbook.
2. Failure to meet the criteria established by the PTA Program and outlined in this handbook, including *Required Performance Criteria.*
3. Inability to maintain the physical, emotional, or mental health necessary to function in the program. Students may be referred to the Counseling and Campus Wellness office (http://www.lccc.wy.edu/services/counseling/ | 307.778.4397 | Clay Pathfinder Building 207)
4. Failure to meet the program attendance policy outlined in this handbook and relevant syllabi.
5. Participation in substandard, unethical, or inappropriate conduct including, but not limited to:
    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.
    d. Gross carelessness regarding safety of patients or colleagues.
    e. Dishonesty, cheating, plagiarism, or theft.
    f. Release of confidential information regarding patients and/or clinical education site personnel or activities.
    g. HIPAA/FERPA (Health Insurance Portability and Accountability Act/Family Educational Rights and Privacy Act) violations.
6. As the Core Abilities Assessment (see *Student Handbook Appendix)* reflects behaviors necessary for success as a physical therapist assistant in the clinical environment, failure to demonstrate progress in the Core Abilities, or failure to meet the specific behavior levels by the defined target dates, may result in program probation or disqualification (see Clinical Education and the *Student Handbook Appendix* for more information).

IV. Graduation Criteria

Upon successful completion of the above criteria, Laramie County Community College (LCCC) will grant an Associate of Applied Science (AAS) Degree in Physical Therapist Assistant (PTA). To earn this credential, students must also complete:

1. Credit courses: Students are required to complete all program general education and technical (program) coursework with a minimum grade of "C" for each course as outlined in this manual and the relevant syllabi.
2. Clinical education: Students are required to pass all clinical education course requirements outlined in this manual and the relevant syllabi.

3. Cumulative capstone examination: Students are required to score at least a 600/800 (75%) on a pre-approved NPTAE practice exam. (e.g., FSBPT PEAT or NPTE-Final Frontier)
4. Captone (TREX) transition experience: Includes career development, portfolio creation, ethical training, and examination preparation.
5. Compliance with all other LCCC graduation requirements.

V. Student Resources at Laramie County Community College

A. Withdrawal or Leave of Absence

Students considering a leave of absence or withdrawal from the program should discuss the matter with the PTA Program Director and/or their advisor prior to the withdrawal process.

Withdrawal: Withdrawal refers to the formal process of a student exiting a course or the program. This requires the student to follow the college's approved withdrawal process, which involves notifying their student success coach and instructor to avoid remaining on the course roster and receiving a grade based on completed work. The withdrawal process should be initiated by the student and is outlined in the college catalog.

Leave of Absence: A leave of absence is a temporary, approved break from the program, requested by the student and documented in writing. Ideally, this is submitted in the semester prior to the absence. This absence can last up to one year, allowing the student to retain their place in the program upon return. If a student's leave extends beyond one year, they must reapply to the program, following the policies outlined in *Readmission to the Program*.

B. Student Accommodations

Office of Student Accommodations (OSA)

The Office of Student Accommodations (OSA) plans for and provides services for students with disabilities. The OSA office is in the Clay Pathfinder Building Room 207. They can be contacted via phone at 307.778.1359 (TTY: 307.778.1266) or email at OSA@lccc.wy.edu.

Students with documented disabilities may request reasonable accommodation. The student must still be able to adequately meet all technical standards and critical elements of the PTA profession and this program. To receive accommodation, a student must:

1. Initiate a request for services through the Office of Student Accommodations (OSA) in person or online at http://www.lccc.wy.edu/services/disability/index.aspx.
2. Provide documentation verifying the disability.
3. Follow the plan as determined after consultation with the Office of Student Accommodations (OSA).

Please refer to the LCCC Catalog for more information regarding services available for students with disabilities.

Pregnancy Policy

All LCCC, PTA program, and clinical site policies, as well as the obstetrician's recommendations, will be followed. Any student requiring accommodation is directed to the Office of Student Accommodations.

Clinical Education

For information regarding accommodations by clinical partners, see Student Accommodations during Clinical Education.

C. Learning Commons

The LCCC Learning Commons promotes student learning through a comprehensive program of academic support services via the Student Success Center (SSC) and Writing & Communications Center (WCC). The Student Success Center (307.778.4315) is in the Ludden Library and provides free tutoring and assistance with time management, study skills, and test taking strategies. The Writing & Communications Center (307.778.1311) is in Ludden Library Room 430 and provides free writing, reading, and public speaking/communication support. Students who feel they are having difficulty in any course should not hesitate to contact the SSC or WCC.

D. Financial Aid

To assist students in meeting college costs, LCCC offers a comprehensive program of student financial aid. Students are encouraged to speak with the **Financial Aid Office (307.778.1215)** early to discuss financial assistance options. For more information on eligibility and application procedures, inquire in person at the Financial Aid Office located in the Clay Pathfinder Building, online at http://www.lccc.wy.edu/services/financialaid/index.aspx, or via email to financialaid@lccc.wy.edu.

E. Library Access

The LCCC Ludden Library (307.778.1206) has a variety of holdings appropriate for the PTA Program. The library's online publication database located at http://lccc.wy.edu/library provides access to many physical therapy and other medical journals. The library also has subscriptions to the following physical therapy journals: *Physical Therapy*, *New England Journal of Medicine*, *Journal of Orthopedic and Sports Physical Therapy*, *Journal of the American Medical Association*, *Australian Journal of Physiotherapy*, *Annals of Internal Medicine*, and *Archives of Physical Medicine and Rehab*.

The library also has reserved holdings for the PTA Program including relevant textbooks, and treatment tables which may be used when the PTA laboratory is closed.

F. Computer Access

Owning a laptop is not a requirement of the PTA Program. Computer access is available in the library and in other computer labs throughout campus. When available, laptop computers may be checked out from the LCCC Ludden Library. Wireless internet is available on campus. Please refer to the LCCC Student Policy Handbook for appropriate computer use guidelines.

G. Licensure/Certification

Graduates of an accredited PTA Program are eligible to sit for the National Physical Therapist Assistant Examination (NPTAE). Licensure is required in all fifty states as well as the District of Columbia, Puerto Rico and the U.S. Virgin Islands and graduates are required to take the NPTAE prior to seeking licensure. Please see the Rules and Regulations set forth by the State of Wyoming Board of Physical Therapy (Promulgated by authority under the Wyoming Physical Therapy Practice Act, w.s. 33-25-101 through w.s. 33-25-115). This information can be obtained by contacting the Wyoming Board of Physical Therapy, 2001 Capitol Avenue, Room 104, Cheyenne, WY 82002 | (307) 777-5403 | http://physicaltherapy.wyo.gov/.

The LCCC Ludden Library retains a list of NPTAE study materials which students may access free of charge.

H. Career Services

Laramie County Community College has several resources to assist with finding employment in the field of physical therapy. First, students may visit the LCCC Career Services (https://www.lccc.wy.edu/services/careercenter/) and Career Coach (lccc.wy.edu/careercoach) for trainings and job openings. Additionally, your LCCC Student Success Coach is available to assist with resumes/interviewing

skills, job searches, etc. This help center is in the Clay Pathfinder Building. They can also be reached by using the Navigate app in myLCCC to schedule an appointment or by calling 307.778.1212.

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

I. Additional Resources

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

PTA lab spaces may also be used for group study when classes are not being held with PTA faculty permission or during open lab time. There are also student study areas in the Health Sciences building and at various locations around campus.

VI. Professionalism and Student Responsibilities

A. Professionalism

Professional behavior by students is always expected. At a minimum, students will be formally assessed on professional standards when in the classroom, laboratory, and clinical settings. Follow all college and program-specific policies, including those related to electronic devices, privacy, and safety and maintain a professional demeanor in all interactions, both on and off campus.

American Physical Therapy Association's (APTA) Code of Ethics

Student Physical Therapist Assistants (SPTAs) are expected to exhibit professional, legal, and ethical behavior always, including during class, laboratory, and clinical education experiences. Additionally, faculty, students, and their clinical instructors are expected to abide by ethical guidelines set forth in the American Physical Therapy Association's (APTA) Code of Ethics. The appendix to this handbook includes *APTA's Standards of Practice for Physical Therapy*, *Standards of Ethical Conduct for the Physical Therapist Assistant*, and the *Core Values for the Physical Therapist and Physical Therapist Assistant*. These are also available via the APTA web site: (http://www.apta.org). For more information on how these rules apply to clinical education experiences, see the clinical education section of this handbook.

Abilities-Based Self Assessment

PTA students will assess themselves on eleven core abilities throughout the program and report their findings to PTA faculty. These eleven abilities, and stress management, are included in the assessment of student professionalism, safety, and readiness to engage in clinical education. These abilities are:

1. Commitment to Learning
2. Interpersonal Skills
3. Cultural Competence
4. Communication Skills
5. Effective Use of Time and Resources
6. Use of Constructive Feedback
7. Problem Solving
8. Professionalism
9. Personal Responsibility
10. Critical Thinking

11. Stress Management

Faculty will provide oral and written feedback regarding professional behaviors each semester. Copies of written reflections and feedback will be placed in the student file and in Canvas LMS. If a student is not demonstrating professional behaviors at an appropriate level, students (with faculty supervision) may develop a plan for improvement. Significant deficits in professional behavior with no improvement may result in probation, suspension, or disqualification. See Progressive Discipline.

Expected Generic Abilities levels are:

- End of Spring 1 Semester: All Generic Abilities at least at level 2 ("beginning" level)
- End of Summer 1 Semester III: 50% of Generic Abilities at level 3 ("developing" level) or higher
- End of Fall 1 Semester: all Generic Abilities at level 3 ("developing" level) or higher
- End of Spring 2 Semester: all Generic Abilities at level 5 ("entry") level or higher

B. Academic Integrity

The PTA Program abides by the LCCC Academic Rights and Responsibility as outlined in the LCCC Catalog. Your future role in this profession relies on your ability to provide accurate, ethical, and responsible physical therapy services. Academic dishonesty, plagiarism, or cheating includes, but is not limited to:

1. Copying from another student's assignment or exam
2. Using material during a test not authorized by the instructor
3. Downloading and/or distributing quiz/exam content.
4. Stealing, buying, or otherwise obtaining all or part of an administered/unadministered test or information about said test.
5. Using media devices or other resources not allowed during online exams which require Lockdown Browser/Respondus Monitor (camera)
6. Selling, giving, or otherwise supplying to another any coursework to fulfill an academic requirement (e.g. quizzes, exams, reports, or assignments.)
7. Submitting nearly identical work that one has previously received credit for in another course, without the prior approval of the instructor.
8. Plagiarizing content by not acknowledging the source(s) of information or not paraphrasing content and using the author's words as your own without the use of quotations. (Students are required to use APA format in citing all sources.)
9. Submitting work generated by others or generative artificial intelligence (AI). **Note:** The use of artificial intelligence in supplementing or replacing the clinical decision-making of a student in not permitted without permission from the course instructor.

Dishonesty, plagiarism, or cheating in any form is subject to disciplinary action. These actions include, but are not limited to, a failing grade for the test or assignment, a failing grade for the course, probation or disqualification from the PTA program, and/or dismissal from the college. See Progressive Discipline.

Additional information about academic integrity at LCCC is provided in the Syllabus Addendum. LCCC's Administrative Procedure 3.16P pertains to academic integrity and is applicable to all classes at the College.

C. Dress Code

Physical Therapist Assistant (PTA) students are in pre-professional training and appearance is governed by standards that may be different from the rest of the campus. At all times, personal hygiene must conform to health, sanitation, and safety standards. Therefore, students are expected to be well groomed, clean, and neat.

Classroom Attire:

- Wear comfortable, appropriate clothing.
- Clothing with inappropriate language, symbols, or disruptive pictures is not permitted.

Lab Attire:

- Wear loose-fitting clothing that allows easy access to the body parts being discussed.
- Recommended attire: Shorts and a T-shirt. Sweatshirts and sweatpants may be worn over these.
- For trunk or upper quadrant anatomy sessions:
    - Females: tank top, halter top, sports bra, or similar garment.
    - Males: tank top, or similar garment, shirtless as appropriate.
- Safe patient handling may also require the use of close-toed shoes, when this is necessary, your instructor(s) will provide prior notice.
- "Clinical attire" may be requested by instructors for final skill checks, including appropriate footwear and name tag.

Clinical Attire:

- Wear an official college name tag with SPTA designation (provided) on a lanyard (student-purchased) during all clinical experiences.
- Professional clothing is required; specific requirements vary by clinical site.
- General Recommended clinical attire (each clinical site may vary)
    - Top: Collared shirt, polo shirt, button down shirt, or professional blouse.
    - Bottoms**:** Khakis, slacks with clean, supportive professional shoes.
    - Alternative: clean, well-maintained scrubs

Failure to comply with dress code standards will result in removal from class, lab, or clinical experience with an unexcused absence until resolution is satisfactory to the Program Director and Dean of HSW.

D. Attendance Policy

Consistent attendance is critical for success in the PTA Program. Attendance in lectures, labs, and clinical courses is essential for safe and effective patient care. Attendance is a key factor in evaluating professional behavior and class participation.

Expectations Summary:

- Students should be punctual and prepared for all scheduled learning experiences on and off campus. Preparation will often include the completion of **Entry Tickets**. Additional detail regarding required preparation for laboratory experiences are outlined in Laboratory Expectations: Preparation & Punctuality.
- Students are responsible for adjusting travel time for weather conditions to arrive on time.
- A minimum of 90% attendance is required for each course component to receive a passing grade.
- Students must notify instructors of expected absences. *Further requirements for attendance, and communication with clinical instructors can be found in Student Clinical Education Policies.*

Entry Tickets:

Quizzes, assignments, etc., that demonstrate learning and competency essential to the class or clinical session may be required before class begins. Students may be restricted from class and/or clinical experiences without these items. Requirements for class participation will be outlined in the course syllabus and identified during course orientation.

Notification of Absence:

- Notify the instructor in person, by phone, or by email before any anticipated absence.

- The instructor has the discretion to excuse absences for personal or family medical emergencies, with appropriate documentation. Vacations do not qualify as excused absences.

Missing Assignments:

- To ensure accountability while maintaining integrity of the grading process, **any assignment that is not submitted by the deadline or receives a score below 75% must be resubmitted to demonstrate mastery of the material**. While resubmission is required, the original score for missing or low-scoring work will remain unchanged.
- Students are responsible for arranging make-up work with the instructor. However, the instructor will determine the timing and method of make-up work on an individual basis.

Missing Exams:

- Instructors may refuse to give a make-up exam if proper notification procedures are not followed.
- Make-up exams or quizzes may differ from the original to maintain academic integrity.
- Students are responsible for arranging make-up work with the instructor. However, the instructor will determine the timing and method of make-up exams on an individual basis.

E. Electronic Devices

During Learning Experiences:

- Turn off or silence all electronic devices, including cell phones and pagers, during lectures and labs.
- During clinical experiences and field trips, devices should be turned off to respect clinical faculty.
- You may check your phone during scheduled breaks or between classes.
- Audio or video recording is only allowed with the instructor's written permission.
- If you are expecting an urgent call, inform the instructor before class.

During Testing:

- Devices with internet access are not allowed during testing.
- Calculators may be permitted for certain quizzes/tests/exams.

F. Classroom Expectations

To facilitate an optimal learning environment and respect for other learners and the instructor(s), the following behaviors are expected in the classroom and laboratory:

1. Follow all published policies and procedures and instructor's verbal directions, including those listed in the course syllabi.
2. Arrive in a timely manner and have their learning materials organized and ready by the scheduled class start time.
3. Remain in the classroom/laboratory during the entire class session. Regular breaks will be scheduled and announced. If a student must leave the classroom prior to the scheduled break, please exit as unobtrusively as possible. Students are responsible for any material covered while they are absent from the classroom.
4. Direct all discussion and questions to/through the instructor unless otherwise instructed.
5. Food and drinks are allowed in the classroom unless otherwise instructed by the instructor.
6. No students are allowed in the laboratory outside posted lab times unless the instructor or lab assistant grant prior permission. The PTA lab is for student use and may be scheduled for individual or group study when not in use by a PTA class.
7. On occasion, classes may need to be rescheduled. Efforts will be made to reschedule at a time when the majority of students can attend.
8. In the event a faculty member must cancel a class session, it is the faculty member's responsibility to notify the Program Director (PD) and the HSW School Administrative Assistant. The PD or administrative assistant will post a class cancellation notification for students outside the scheduled classroom. The Program

Director or other faculty members will notify the class via email if there is sufficient time. If the class session is to be made up, it is the responsibility of the faculty member to schedule the make-up session in communication with those involved (students, room scheduler, PD, etc.)

9. Students are expected to comply with Electronic Devices Policy.

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 added 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.

G. Laboratory Expectations

HS Room 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, each student must:

1. Maintain professional behavior and privacy standards
2. Arrive prepared and punctual to all lab sessions
3. Replace equipment in its proper location.
4. Put refuse in available receptacles and clean treatment surfaces. See:
5. Clean, dry, fold and put linens and pillows in the appropriate cabinet.

Professional Behavior & Privacy

- Always demonstrate professional behavior; NO horseplay is allowed.
- Maintain focus on assigned tasks to maximize learning opportunities.
- Proactively request additional support and practice time if needed to achieve skill competency.
- Collaborate with peers to ensure successful team-based learning and preparation for clinical practice.
- During practice sessions, students may role-play as patients or PTAs. *Students should be prepared to allow access to the entire treatment area or body region when needed.* Privacy will be respected, and modesty will be retained as appropriate using draping methods.
- When acting as a patient, communicate relevant safety information and feedback to the student clinician
- Adhere to the electronic devices policy and refrain from unauthorized transmission of photos or videos

Safe Use of Laboratory Equipment

Students are often given assignments that require the use of equipment or computers without direct faculty supervision. This use may occur in the PTA lab, the library, or in another location at 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.

- All classroom and lab equipment are property of Laramie County Community College (LCCC) and are not for personal use.
- Students are expected to exercise safety and good judgment when using all college equipment. Intentionally or recklessly causing physical harm is grounds for immediate suspension (see HSW handbook.)
- Reckless activity with equipment in any course will result in a failing grade in a course.

- Students are responsible for obtaining faculty/staff approval before initiating any thermal, mechanical, or electrical intervention.
- Electrical equipment and modalities may only be administered under direct faculty supervision. **Students must confirm with the instructor or lab assistant that the correct parameters are set before** beginning treatment with any device or modality.
- During unsupervised practice, equipment must remain powered off at all times.
- All lab equipment and supplies must be returned to their proper place of storage after use.
- No equipment may leave the lab without faculty approval. Students may not remove equipment from LCCC under any circumstances.

Cleanliness & Organization

- Plinths, mats, and other treatment surfaces will be cleaned using a bactericidal agent after each use (anti-bacterial wipes are supplied).
- The hydrocollator will be cleaned a minimum of every six months, per the hydrocollator cleaning procedure suggested by the manufacturer.
- PTA faculty members are responsible for assuring the infection control policies are enforced in their labs.

Laundry Usage

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

- Place towels, pillowcases, and sheets that have contacted hair and skin in the dirty laundry bin.
- Towels, pillowcases, and sheets that were used for positioning may be folded and returned to the laundry cart to be used again
- Place any towels, pillowcases, or sheets that are soiled with dirt, sweat, or other body fluids, mineral oil, alcohol, ultrasound gel, or e-stim gel in the dirty laundry bin.

Preparation & Punctuality

- Students are expected to arrive on time for all lab sessions, wearing lab attire already on.
- Bring all necessary texts, equipment, and course notes as directed by the instructor.
- Utilize changing areas located in the respective Men's/Women's restrooms near the PTA Program Lab.
- Notify faculty of any medical condition(s) or medication(s) that could impair performance and follow appropriate medical guidelines for infectious diseases.
- Inform the instructor promptly of any anticipated absences and take responsibility for arranging makeup work or assessments.
- PTA Program students are expected to notify academic faculty (and clinical faculty when participating in clinical education experiences) of any medical condition(s) and/or medication(s) taken that could potentially impair or alter the student's safe and effective performance during any educational experiences.
- Students contracting an infectious disease during the time they are enrolled in the PTA Program must report that fact to program faculty and follow appropriate medical guidelines to minimize the risk of transmission.

H. Crisis Management and Medical Emergencies

Crisis Management

- Students will follow college policies in the event of a building evacuation. These policies can be found in the LCCC Crisis Management Plan. A copy of this plan will be kept in HS 302, the PTA Program Laboratory.
- Equipment user manuals are kept in the PTA Program Laboratory, room HS 302.

Medical Emergencies

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

- If someone else is in the room, ask him/her to report the emergency to a faculty member or college staff. If appropriate, call for medical assistance (dial 9-911 on campus phones) or have someone else call.
- Assess vital signs and begin CPR, if appropriate.
- A first aid kit is located in the PTA Program Laboratory, Room HS 302.
- An automated external defibrillator (AED) is located in the HSW building on the first floor next to the restrooms.
- Security can be reached 24/7 at 307.630.0645 or 307.630.0866.

I. Off-Campus Experiences, Personal Property, and Material Safety Data Sheet

Off Campus Experiences

Students are responsible for the cost and liability of travel to and from off-campus experiences, including field trips, off-campus lab sessions, clinical education, and service-learning projects. See: Field Trips and Off-Campus Learning.

To participate in Clinical Education, students must complete required Immunization, Background Checks, & Drug Screening. See the relevant section with General Program Policies for more information.

Personal Property and Valuables

Laramie County Community College (LCCC) and the PTA Program do not accept responsibility for loss of personal items. Theft does occur on campus, and students should secure their valuables accordingly. All lost items should be reported to the PD and campus safety.

Material Safety Data Sheet (MSDS)

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 the lab as well.

J. Clinical Experiences

Students are expected to attend all clinical experiences. Clinical experience schedules are arranged in advance by the Academic Coordinator of Clinical Education. Please see ***Clinical Education*** for more information on clinical experiences.

K. Student Record-Keeping

It is important that you be well informed about your academic program. To accomplish this task, students should maintain the following items in their files:

- LCCC's Catalog and Student Handbook
- LCCC's Schedule for each semester enrolled.
- LCCC's Physical Therapist Assistant Student Handbook 1 and 2
- LCCC's Health Sciences & Wellness School Policies (HSW School Policies)
- Personal records of Immunization, Background Checks, & Drug Screening.

All students at LCCC are subject to the policies of the College as found in the LCCC Catalog, LCCC Student Handbook, Health Sciences & Wellness School Policies, and the Physical Therapist Assistant Program Student

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

Student Information Changes

Changes to student information including email address, mailing address, phone number, and/or legal name are to be reported in writing to the College and the Physical Therapist Assistant Program office as soon as possible. The program is not responsible for inability to contact the student(s) when changes have not been reported.

VII. General Program Policies

A. Grading System

The Physical Therapist Assistant Program is consistent with all LCCC Health Science & Wellness School curriculum and is as follows:

A = 92-100%
B = 83-91%
C = 75-82%
F = 74% or lower

B. PTAT Course Audit Policy

No audits of the PTA Program courses are allowed unless the Program Director gives written permission.

C. Field Trips and Off-Campus Learning

At times within the PTA Program, students and faculty may travel off campus for departmental related field trips. PTA Program faculty will accompany and supervise students during all off-campus program activities, such as laboratory experiences or field trips. However, program faculty do not accompany students to their clinical experiences.

The following procedures apply for field trips:

1. Travel Request Forms must be filled out by faculty prior to traveling.
2. All LCCC student travel policies are applicable during the trip.
3. Students participating in field trips are required to sign the "Waiver of Liability Assumption of Risk, and Indemnity Agreement – On/Off Campus Activities" form prior to the activity.
4. Faculty and students have the right to a clean and safe environment for off-campus field trip experiences.
    a. The program is responsible for establishing off-campus educational experiences that support the curriculum and student learning.
    b. The off-campus facility is responsible for providing an educational experience that supports student learning.
    c. If faculty and/or students do not feel the setting supports the appropriate learning environment, they may terminate the experience until the facility is able to remediate the situation or another setting is established.

D. Program Costs

The following is the estimated cost of the program following acceptance as a student physical therapist assistant (SPTA) at Laramie County Community College. Student incidental cost may vary significantly. All figures are estimated. Please see the LCCC catalog for more specifics. In addition to these fees, students should budget for the cost of completing the NPTAE ($485) and obtaining their PTA license ($190 in Wyoming.)

Note: Annual costs are estimates and may be subject to increases. Students should contact the program for further information related to costs.

	Year 1	Year 2	Total
Annual Tuition Public Institution, In-district, or In-state student:	**$2,730.00**	**$3,255.00**	**$5,985.00**
Annual Tuition Public Institution, WUE student:	$4,108.00	$4,898.00	$9,006.00
Annual Tuition Public Institution, Out-of-district, or Out-of-state student:	$8,190.00	$9,765.00	$17,955.00
Annual Tuition Private Institution Student:	N/A	N/A	N/A
Annual institutional fees for a full-time student in the technical phase of the program[Includes general institutional fees, i.e., health insurance, recreation, etc.]	$1,267.50	$1,511.25	**$2,778.50**
Total expected cost of other program- related expenses [Includes: required texts, laboratory fees, and other program costs for the entire technical program.]	$513.00	$501.00	**$1,014.00**
Total Cost of the Program [Includes: tuition, fees, other program costs for the entire technical program			**$9,777.50**

E. Confidentiality/Data Protection and Student Records

Confidentiality and Data Protection

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 helpful, instructors will obtain permission if they would like to provide feedback in front of other students.
4. Clinical faculty must follow the data privacy policies of LCCC and the PTA Program.
5. Requests for student information from any government agency will be referred to the Registrar's Office.
6. Students will sign a confidentiality agreement which applies to maintaining the privacy and confidentiality of patients during all clinical experiences.
7. During the first semester of the PTA program, students are instructed in basic HIPAA (Health Insurance Portability and Accountability Act) policies and procedures for proper use and handling of confidential patient/client information. Additional information on HIPAA may be accessed at the US Department of Health & Human Services' website https://www.hhs.gov/hipaa/.

Student Files Maintained by PTA Program:

- The PTA program will store department/student forms, consent forms, waivers of liability, contracts, correspondence, and clinical education performance evaluations.
- Stored in: PTA Program Director's office or ACCE's office (for clinical education) which remain locked whenever unoccupied.
- Online copies of exams and assignments: stored in Canvas LMS database.
- Immunization, background checks, health records: stored in CastleBranch.
- Retention Policy:
    - employment: 1-year post-graduation
    - Basic student information: available up to 5 years.

Student Rights:

- Student access files: whenever the director or faculty member is present. Please make an appointment or visit during published office hours.
- Detailed in the LCCC Student Handbook: LCCC Student Handbook (available online).

Liability and Consent

Students within the PTA program is expected to perform a variety of physical therapy procedures on each other and on patients for educational purposes. This participation is especially important to the learning process. Students must sign the *Release and Waiver of Liability*, the *Student Statement of Understanding and Liability Release*, and the *Statement of Agreement* forms prior to practicing laboratory skills (see appendix). These forms, along with the *Physical Therapist Assistant Program Essential Functions Verification* form, will remain in effect during the student's tenure in the PTA Program. All forms will be kept in the student file in the PTA Program Director's office and stored electronically. See appendix for a sample form.

The *Release and Waiver of Liability* is also used by any "patients" that may visit the PTA lab and participate in hands on demonstrations for student learning.

Photography and Videography Consent

Students may be video recorded or have digital pictures taken of them, both of which may be used only for educational purposes. Prior to practicing any laboratory skills, students should sign the *Videotape/Photograph Consent Form*.

However, 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.

F. Immunization, Background Checks, & Drug Screening

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 people 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 is communicated to students 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. Additionally, all students accepted into a health professions program at LCCC are subject to random drug screening. 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.

LCCC has partnered with CastleBranch to complete the background checks and coordinate the drug screenings through SAMHSA certified laboratories. Our website (www.lccccompliance.com) will be open to submissions in the fall of each year. You will need to enter the system, complete the data entry process, and pay your bill no later than *December 3* (date subject to change). Upon receipt of your Chain of Custody form, you must submit your urine sample no later than *January 7* (date subject to change). The system accepts credit cards and money orders, and the cost is $218 (subject to change). The cost includes your background check, initial drug screen, and your participation in our random drug screening program.

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.

G. Certification in Cardio-Pulmonary Resuscitation (CPR)

The student is responsible for submitting a photocopy, front and back, of a signed current CPR card to the Physical Therapist Assistant (PTA) Program Director by the date specified. It must be an American Heart Association CPR certification, and it must be earned at the Health Provider level. It is the student's responsibility to maintain and provide proof of current certification throughout the program.

H. Insurance

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.

Please see VIII. Clinical Education: Accidents for information regarding student access to and responsibility for the cost of emergency services in off-campus educational experiences.

I. Standard Precautions

Information on "Standard Precautions" will be provided in the first semester of the program in PTAT 1600 Introduction to Physical Therapy and during PTAT 1650 Therapeutic Procedures I. Content includes but is not limited to:

- HIV

- Hepatitis B
- Universal Precautions/Infection Control
- Chain of Infection
- Proper Hand Washing Technique

All students must demonstrate a satisfactory understanding of this information by passing a test and a skill check on standard precautions during PTAT 1600 and PTAT 1650.

Additional requirements regarding COVID-19 are updated through the HSW policies.

J. Complaints

Students, patients, clinical sites, employers, and the public may voice complaints about a student, faculty and staff, or the program in general. Complaints can be submitted in person, or through other means such as a patient survey or a college-initiated survey. All community members and students can send feedback via the internet at: https://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. When a complaint is filed by the administrator who received and responded to the complaint – President, Vice President of Academic Affairs, Dean, or faculty member. Complaints are routed to the Dean and/or the PD for their written response, and copies are maintained in a locked filing cabinet in the Program Director's office (except in an instance of a complaint against the program faculty, in which case relevant files will be maintained with the Dean of Health Science and Wellness and/or with Human Resources) and be retained for a minimum of five years.

Complaints regarding the student or graduate performance should be first addressed to the PTA Program Director. Unresolved complaints or complaints about the PTA program and/or Program Director will be directed to the Dean of the Health Sciences & Wellness School. Complaints regarding accreditation of the PTA Program should be addressed to the Commission for Accreditation for Physical Therapy Education (CAPTE). This Commission is located at 111 North Fairfax Street, Alexandria, Virginia, 22314 (703.706.3245).

VIII. Clinical Education

Welcome to clinical education! We hope the contents of this section will assist you in providing a high-quality clinical education experience for the clinical instructor and the student. Clinical education is a vital part of the physical therapist assistant (PTA) curriculum. It allows an opportunity for the student to fully integrate and implement the didactic knowledge and skills learned in the program coursework into the clinical environment.

The purpose of this section of the handbook is to provide guidelines and information for all who are involved in the clinical education experience including the Academic Coordinator of Clinical Education/Directors of Clinical Education (ACCE/DCE), Clinical Instructor (CI), Center Coordinator of Clinical Education (CCCE), Faculty, Program Director, Dean of Health Science and Wellness School, and Students.

A. Critical Resources for Clinical Education and the Practice of Physical Therapy

1. The Practice Act for the State of Wyoming may be found at https://physicaltherapy.wyo.gov/rules
2. To access the Rules and Regulations for the State of Wyoming, Board of Physical Therapy, visit https://rules.wyo.gov/Search.aspx?Agency=062, check the "Current Rules" box, and choose the following:
   - Agency: Physical Therapy, Board of (062)
   - Program: Physical Therapy, Board of (001)
3. Supervision Regulations is found in the Student Handbook Appendix, *APTA Guidelines for Supervision of the Student PTA* Clinical Performance Instrument (CPI) is accessible at https://cpi.apta.org/login using your log in identification and password.

4. Confidentiality and HIPAA guidelines are found at https://www.hhs.gov/hipaa/index.html with program-specific policies found under Confidentiality/Data Privacy in this handbook.

B. Education Tips for the Clinical Instructor

1. The Clinical Instructor should review the PTA Clinical Performance Instrument (CPI) with the student at the beginning of the clinical rotation. This is done to familiarize the CI and the student with the individual skills and their objectives. The Clinical Instructor can then identify which skills the facility is usually able to address. The CI and the student then design learning experiences to facilitate mastery of the identified skills.
2. Scheduling a formal meeting at least once a week to review the student's progress and goals to be addressed the next week is recommended.
3. It is helpful to have a student information packet to mail to the student prior to the affiliation. Information that is helpful includes:
   - Confirmation of the dates of the rotation
   - Name of the Clinical Instructor and the CCCE
   - Time the student should report to the clinic
   - Dress code for the facility
   - Directions to the facility and PT department
   - Parking information
   - Direct phone number to the PT department
   - Medical forms, if needed
   - Any orientation the student may need prior to seeing patients (HIPAA, standard precautions, etc).
   - Meals - is there a cafeteria or does the students need to bring a lunch?
   - Housing information, if applicable
   - Any information on other tests the student may require (background check, drug test, etc.)
   - Any additional orientation information you want the student to read prior to the start of the clinical rotation

C. Guidelines and Responsibilities of Clinical Education Sites, Clinical Coordinators, and Clinical Instructors

APTA's Guidelines to Promote Excellence in Clinical Education Partnerships are endorsed by the American Physical Therapy Association's House of Delegates as a resource to highlight the following criteria for selection of clinical education and clinical instructors. The program recognizes the full document in its entirety and should be understood by all parties involved in clinical education including the Program Director, Director of Clinical Education (DCE)/Academic Coordinator of Clinical Education (ACCE), Center Coordinator of Clinical Education (CCCE), Clinical Instructor, and student. This document, and other resources, can be found in the Student Handbook Appendix

Clinical Education Sites

1. The philosophies of the clinical education site and provider of physical therapy for patient/client care and clinical education are compatible with that of the academic program.
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 for 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 physical therapist assistant students, these opportunities may include education, administration, and social responsibility and advocacy.
7. The clinical site provides an active, stimulating environment appropriate to the learning needs of the student.
8. Work to ensure reasonable accommodation and support services are available to students.
9. The physical therapy personnel are adequate in number to provide an educational program for students.
   a. Direct clinical supervision of a physical therapist assistant student is delegated to a physical therapist or a physical therapist/physical therapist assistant team.
   b. Physical therapist responsibilities for patient/client care, teaching, critical inquiry, and community service permit adequate time for supervision of physical therapy students.
10. A Center Coordinator of Clinical Education is selected based on specific criteria.
11. Physical therapy clinical instructors are selected based on specific criteria.
12. Special expertise of clinical education site personnel is available to students.
13. The clinical education site encourages clinical educator (CI and CCCE) training and development.
14. The clinical education site supports active career development for personnel.
15. Physical therapy personnel are active in professional activities.
16. The provider of physical therapy has an active and viable process of internal evaluation of its affairs and is receptive to procedures of review and audit approved by appropriate external agencies and consumers.

Clinical Instructors

Clinical Instructors (CIs) are individuals who provide clinical instruction and supervision when students are engaged in the clinical education portion of the curriculum. CIs are considered PTA Program clinical faculty members but are not employed by LCCC. The CI demonstrates clinical competence and a willingness to share his/her insights and rationales related to patient care. Clinical Instructors 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 CI are as follows:

1. The clinical instructor (CI) demonstrates clinical competence, and legal and ethical behavior that meets or exceeds the expectations of members of the profession of physical therapy.
    a. The CI is a PT or PTA.
    b. The CI has at least one year of clinical experience.
    c. The CI graduated from an accredited program.
    d. The CI is licensed, registered, or certified in those states where applicable.
    e. The CI demonstrates clinical competence, professional skills, and ethical behavior.
2. The CI demonstrates effective communication skills.
    a. The CI defines performance expectations for students.
    b. The CI and student collaborate to develop mutually agreed-on goals and objectives for the clinical education experience.
    c. The CI provides feedback for students.
    d. The CI confers and consults with the ACCE/DCE regarding student learning needs and progress towards meeting objectives.
    e. The CI consults with the ACCE regarding unsatisfactory progress of the student immediately upon observation of behavior.
    f. The CI may contact the Dean of the Health Sciences & Wellness Division with any complaints regarding the ACCE or PTA Program Director. The CI should contact the PTA Program Director with any complaints involving the LCCC PTA Program or ACCE.
    g. When a patient or member of the public has a complaint or concern regarding a PTA student or the LCCC PTA Program, the CI is responsible for giving the individual the name, title, and phone number of the LCCC Dean of Health Sciences & Wellness School.
3. The Cl demonstrates effective behavior, conduct, and skill in interpersonal relationships.
4. The CI demonstrates effective instructional skills.
    a. Demonstrate an interest in teaching and in continuing education.
    b. Orientate the student to the facility and to all safety parameters for the clinical site.
    c. The CI collaborates with the 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 internally 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 learning experiences which will help the students develop clinical competence. The ACCE/DCE is responsible for the following:

1. Development of clinical education sites.
2. Coordinate and provide clinical instructor development activities.
3. Assessment and determination of student readiness for clinical experience in collaboration with program faculty.
4. Meet with students to discuss clinical site selection.
5. Set up and schedule clinical assignments for students.
6. Ensure that students get a variety of clinical experiences.
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. Maintain and update the Clinical Education section of student Handbook and relevant sections of the Student Handbook Appendix.
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 sites by phone mid-way through clinical experiences.
15. Schedule site visits.
16. Serve as a resource for 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. Assess student overall clinical education performance based on methods of evaluation.
21. Contact and secure new clinical sites and complete all appropriate paperwork.
22. Ensure that a Clinical Affiliation Agreement between LCCC and the clinical site is reviewed and renewed biannually/annually, as set forth in the respective agreement, by academic and clinical faculty, in collaboration with LCCC's contracts department.
23. Ensure that clinical education sites receive a copy of LCCC's liability insurance on an annual basis if required in the specific clinical contractual agreement(s).
24. Ensure that clinical instructors meet selection criteria.
25. Complete self-assessment and solicit feedback from faculty using designated assessment tools.

D. Education Affiliation Agreements

An Educational Affiliation Agreement must be signed by both the clinical site and LCCC prior to a student being assigned to the facility. This agreement includes a statement regarding general and professional liability and insurance. This agreement automatically rolls over from year to year within the agreement's timeline. Either LCCC or clinical sites can terminate this agreement with written notice. All Educational Affiliation Agreements originate in the office of the Contracting and Procurement Director at LCCC:

Abbie Connally
Phone: 307.778.1280
Fax: 307.778.4300
aconnally@lccc.wy.edu

E. Arrangement of Clinical Experiences

Requests for Clinical Practicum I and II placements are sent to the Clinical Coordinators of Clinical Education (CCCE) by June 1st of each year for placements in the Fall Semester and the following Spring Semester. The

clinical sites that are available to accept students are compiled into a list made available for students to view. The ACCE is responsibility to assign students to clinical sites. The CCCE is responsible for pairing students and clinical instructors.

F. Placement of Students at Clinical Sites

The PTA Program's Academic Clinical Coordinator of Education (ACCE) makes all clinical assignments in consultation with the Program Director (PD). Clinical placements are designed to expose the student to different physical therapy settings. The goal is for the students to attain the skills needed for entry level practice as a Physical Therapist Assistant (PTA).

All students must complete two (2), seven (7) week, full-time clinical practicums in the second year of the program. The first practicum occurs during the last fall semester of the program. The second practicum occurs during the last spring semester of the program.

Students are offered a variety of clinical experiences between inpatient and outpatient settings. Each student must have a minimum of 25% inpatient experience during at least one of the clinical education experiences. Students are given an opportunity to state their preferences (top five choices) for placement before assignments for the clinical experiences are finalized. The students' professional interests and experience are also given consideration. Special consideration/accommodation may be given if the student submits their request in writing with at least ninety (90) days advanced notice prior to the clinical experience and if contractual arrangements can be made within the appropriate time frames. Students may also request a clinical site outside of the region. Requests outside of the region will be discussed on a case-by-case basis. Consideration will be given to previous clinical experiences and relevance to potential employment upon graduation. No clinical experiences are guaranteed and are at the discretion of the PD and ACCE.

Clinical schedules are determined by the academic faculty in close collaboration with the clinical faculty. **Students may not rearrange clinical assignments**. Special situations should be discussed with the ACCE and the Program Director.

Students should not contact the clinical facilities to obtain a clinical assignment. Students may, however, discuss expanding the network of clinical partners with the ACCE. If, after this discussion, the student and ACCE determine that there are viable opportunities for new clinical sites, the student may contact a potential clinical partner to complete the *Clinical Site Information Request Form* located in the Student Handbook Appendix. If a student contacts a clinical site directly to request a specific clinical placement, please contact the PTA Program ACCE. Students are only placed at facilities in which there is a current, unexpired, written educational affiliation agreement in place.

Students are expected to complete at least one of the clinical education experiences outside the Cheyenne area. For clinical education placements, all expenses incurred (transportation, meals, housing, etc.) are the students' responsibility unless they are provided for (all or in part) by the clinical facility.

Students will not be placed at any clinical site or company where they have been employed in the past unless it is determined that the site would be particularly advantageous to the students' learning.

G. Student Readiness for Clinical Experiences

Once the program director has confirmed student compliance with the Required Performance Criteria, the ACCE, in consultation with other PTA program faculty, assesses each student's readiness prior to clinical experiences in PTAT 2970 and PTAT 2971. This assessment will determine student readiness and includes:

1. Academic status, including prior or current academic probations.
2. Clinical evaluations and performance from previously completed clinical experiences.

3. Ability to perform physical therapy treatments in a safe/effective manner.
4. Skill competency demonstrated on practical exams and skills checks.
5. Performance adequately in all didactic work.
6. Status of the student's Core Abilities

Safety regarding patient care is a priority of this program. 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 regarding safety criteria, including retakes. Students may als be

The students are notified, in writing, if they are placed on program probation or if they are denied a clinical placement.

H. Clinical Education Competencies

A. PTAT 2970 PTA Clinical Practicum I Course Competencies
   1. Demonstrate readiness for entry-level practice by passing a cumulative, capstone exam integrating knowledge and skills acquired throughout the PTAT program.
   2. Provide safe and effective interventions based on the physical therapists' examination, evaluation, diagnosis, prognosis, and plan of care with direct personal supervision less than 50% of the time working with patients with simple conditions and less than 75% of the time working with patients with complex conditions while maintaining 50% of a full-time physical therapist assistant's patient care workload.
   3. Demonstrate involvement in interprofessional practice through observation of a service or treatment outside of the physical therapy field.
   4. Educate other individuals on the practice of physical therapy.
   5. Engage professionally in the clinical environment by demonstrating open communication with the supervising physical therapist, collaborating under their guidance with the healthcare team
   6. Develop a plan to prepare for and complete the national licensure exam for physical therapist assistants, including key dates, associated costs, and effective study strategies.

B. PTAT 2971 PTA Clinical Practicum II Course Competencies
   1. Demonstrate entry-level performance in key clinical competencies, including professionalism, ethical and legal practice, communication, inclusivity, clinical reasoning, therapeutic exercise, functional training, application of devices and equipment, and documentation
   2. Provide safe and effective interventions based on the physical therapists' examination, evaluation, diagnosis, prognosis, and plan of care with general supervision by physical therapist for simple and complex conditions while maintaining 100% of a full-time physical therapist assistant's patient care workload in a cost-effective manner with direction and supervision from the physical therapist
   3. Demonstrate involvement in interprofessional practice through observation of a service or treatment outside of the physical therapy field
   4. Educate other individuals on the practice of physical therapy
   5. Engage professionally at an entry-level in the clinical environment by initiating open communication with the supervising physical therapist and necessary collaboration with the healthcare team
   6. Articulate how skills learned at Laramie County Community College apply to career or transfer. (TREX)
   7. Create a post-graduation plan. (TREX)
   8. Demonstrate readiness for entry-level practice by passing a cumulative, capstone exam integrating knowledge and skills acquired throughout the PTAT program.

I. Required Performance Criteria

In addition to completing the Required Performance Criteria outlined in III. Retention within the PTA Program, clinical experiences will be graded with two primary categories: **Clinical Proficiency** and **Course Assignments.**

Clinical Proficiency: Assessed through a satisfactory/unsatisfactory grading scale. Evaluation is based on the successful demonstration of clinical skills as measured by the Clinical Performance Instrument (CPI).

1. ***Clinical Practicum I (Initial Clinical Experience)****:* Final ratings on the CPI are expected to reflect progression along the continuum, with a minimum of **intermediate clinical performance**. Students must achieve satisfactory ratings in **9 out of 11 criteria** and have no unresolved performance concerns, unsafe events, or incidents to receive a satisfactory score in clinical proficiency.
2. ***Clinical Practicum II (Final Clinical Experience)****:* Students are expected to achieve **entry-level ratings for all 11 performance criteria** on the CPI (where applicable, and subject to review by the PD and ACCE). Students must also successfully pass the **Capstone exam** to receive a satisfactory score.

Unsatisfactory clinical proficiency*:* Occurs with failure to meet 9 out of the 11 performance criteria on the CPI for the initial clinical experience and 11 out of the 11 criteria for the final clinical experience OR failure to meet red flag and safety standards on the CPI, following the above Evaluation of Clinical Proficiency

*A Note on CPI Ratings***:** The CPI rating scale is designed to reflect a continuum of performance ranging from "Beginning Performance" to "Beyond 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. To place the rating on an anchor, all the conditions of that level of the rating must be satisfied as provided in the description for each of the 4 anchors. Students and CIs use the PTA CPI to rate the student on eleven (11) performance criteria.

Course Assignments: All course assignments are expected to be timely, complete, and reflect high-quality work.

Evaluation of Clinical Proficiency.

Evaluation of Clinical Proficiency is determined by the Academic Coordinator, based on stated syllabus policies and consultation with the PTA Program Director, CCCE, and CI. This assessment includes:

1. Clinical Instructor Evaluation:
    a. The Physical Therapist Assistant Clinical Performance Instrument (CPI) is used to assess clinical competence.
    b. Written comments and notation of any "Performance Concern(s), Unsafe Event(s), or Incident(s)," if any.
2. Performance Concerns:
    a. Reported performance concerns, unsafe events, or incidents indicate unacceptable performance for the clinical experience.
3. Documentation of Concerns:
    a. If concerning or unsafe behavior is noted, the CI must provide written comments, additional documentation (e.g., critical incident form, learning contract), or place a phone call to the ACCE.
4. Pattern and/or Resolution of Concerns:
    a. Whether the concerns were addressed an resolved in a timely manner by the student or if this aligns with a recurring issues observed in previous clinical or academic work.
5. Impact on Patient Care:
    a. Analysis of how identified concerns affect patient care, safety, and the student's ability to achieve entry-level performance by graduation.
6. Complexity of the Clinical Site:
    a. Consideration of the uniqueness or complexity of the clinical education site.
7. Syllabus Outcomes:
    a. Evaluation of whether all course syllabus outcomes were achieved.

Evaluation of Course Assignments

Course assignments are assessed through an A-F grading scale. Evaluation is based on the completion and quality of all assignments specified in the course syllabus and assessed according to the relevant rubric.

Determining a Final Grade

To pass each course, students must achieve the Clinical Education Competencies and required performance criteria in **both** clinical proficiency and course assignments of the respective clinical practicum. The final decision regarding successful completion of the clinical experience is made by the ACCE in consultation with the CCCE, CI, and PD.

When unsatisfactory performance is noted, the ACCE meets with the student and CI to discuss the reason for the grade. Recommendations are made for the remediation of the problem(s), if available. The student is placed on PTA Program probation and may be disqualified from the program.

Questions about student performance will be addressed through the policies outlined in this handbook.

J. School Closures and Inclement Weather

Holidays and School Closures

Not all clinical education sites recognize the same holidays as LCCC. *Due to the expected availability of college personnel when students are engaged with our partners, we cannot allow students to meet our course requirement on days when the College is closed*. Students must follow the clinical education site schedule for holidays, unless the college is fully closed. This includes Thanksgiving, Winter, and Spring breaks as long as the college is open. LCCC maintains a calendar at https://www.lccc.wy.edu/academics/calendar/index.aspx.

When a clinical site remains open for regularly scheduled business during a holiday, the student is to perform their clinical education duties during those days. If the clinical education site is closed for a holiday, the student will also have that day off.

Students may continue clinical experiences during days following the close of the semester provided the College is open and the student's achievement to date falls within the parameters of earning an "I" or Incomplete grade.

Inclement Weather

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 as safely possible.

K. Student Clinical Education Policies

Delegation

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*.

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 the Student Handbook Appendix: *Resources for CCCEs and CIs*.

Student Responsibilities

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 five 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 always.
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.

Attendance and Absenteeism

Attendance is required for the entire clinical experience. All absences must be made up apart from the official closing of the clinical education site's physical therapy department. All effort should be made to avoid missing any clinical time. If clinical time is missed, every effort to make up for that time should be made and arranged with the CI. All make-up time must be made 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 **CI and ACCE** 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 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 on clinical experience, excluding time spent on break(s).

Required Clinic Duration:

Clinical Practicum I	280 hours or seven weeks, whichever is longer.
Clinical Practicum II	280 hours or seven weeks, whichever is longer.

Timecards: Timecards are available to students at the beginning of each clinical experience. Each timecard is to be labeled with the student's name and the dates for which the card is used. Each student is to write down the total hours spent at the facility on appropriate clinical education tasks each day. These timecards are to be signed by the CI and the student must turn them in to the ACCE with the other required clinical paperwork at the end of the internship.

Professional Behavior

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

1. *Core Abilities (located in appendix):* Eleven specific professional behaviors, called "Generic Abilities" are assessed throughout the PTA Program curriculum. Students will self-assess these professional abilities during final clinical experience. Additionally, they will review it with their clinical instructor whenever need for improvement is identified.
2. *American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant (located in appendix)*

Clinical instructors provide oral and written feedback regarding professional behaviors through the CPI, verbal feedback, and Core Abilities as appropriate. If a student is not demonstrating professional behaviors at an appropriate 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 disqualification.

Professional Appearance

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

Hair must always be clean and neat 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, students should wear professional street clothes and comfortable closed-toe shoes. Professional street clothes typically will include a shirt with sleeves, a tie (for males), dress slacks or khaki-type pants (no jeans), sturdy low-heeled shoes with a closed toe, socks, and a watch with a second hand. A white lab coat may be worn in some facilities. Athletic shoes are acceptable if they are neat, clean, and professional looking. Given today's fashions and the level of physical activity required in most PT settings, it is recommended that students check their appearance from all angles and positions to ensure that clothing ensures freedom of movement, remains in position, and does not expose undergarments or inappropriate body parts at any time. If available and compliant with site's dress code, students may wear a PTA program polo shirt.

Name Tags

A name tag (student ID) is to be always worn by all students while at clinical education sites. Wearing the name tag ensures proper identification for security purposes and entitles the student access to the premises. The

name tag is also a necessary communication tool as the student meets a variety of people, including patients and staff. The facility may require that the student wear a facility name tag as well.

Student Preparedness

Students are expected to come to the clinic prepared for that day. Preparedness includes reading any assigned material, researching expected skills or diagnoses, preparing assignments on time, and bringing necessary books and materials to clinic.

Confidentiality

Students are expected to always maintain confidentiality standards in the clinical setting. It is unethical to share information with other individuals regarding patients/clients, facilities, clinical instructors, or 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 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 (located in the Student Handbook Appendix: *Required Student Forms*). This agreement will be considered in force for the rest of the student's tenure in the PTA Program.

Background Checks/Drug Screens

All students are required to have drug screens and background checks completed prior to providing services that involve direct contact with patients and residents. An individual, who is disqualified from having direct patient contact because of the background study and/or drug screen, will not be permitted to participate in a clinical education placement. Inability to participate in a clinical education placement required by the academic program could result in ineligibility to qualify for a degree in this program. Various clinical sites may require additional background checks and drugs screens according to their policies and procedures.

CPR/Immunization Requirements

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.

Accidents

Students are required to understand the safest methods of properly performing treatment procedures and operation of equipment before undertaking them. Students are responsible for the cost of their individual medical care that may result from an accident while in the clinic. In the event of an accident, please have the student complete an incident form and notify the ACCE of the incident.

All accidents occurring while in the clinic that result in patient injury, hospital personnel injury, personal injury, and/or damage to equipment must be reported to the clinical instructor (CI) immediately. Students are also required to fill out a facility incident report which can be found in the HSW Handbook or by contacting the ACCE.

Student Accommodations during Clinical Education

LCCC affirms the rights of students with disabilities to equal opportunity and treatment in all aspects of education. Reasonable accommodation will be made that will enable students with disabilities to enjoy equal educational opportunities. To receive accommodation, a student must:

1. Initiate a request for services through the campus Disabilities Coordinator (located in the Clay Pathfinder Building).
2. Provide documentation verifying the disability.
3. Follow plan as determined after consultation with campus Disabilities Coordinator.

The accommodation(s) will be implemented at the earliest possible date. If consultation with the student and the College does not identify an appropriate accommodation, the student shall be notified in writing of the program's inability to reasonably accommodate the student's special needs.

Early Termination of Clinical Experience

The PTA Program ACCE and the LCCC PTA program faculty may remove the student from the clinical site if it appears that the student is performing incompetently or poses a safety threat to the patients/clients or staff of the clinical site. This decision will be made based on input from the CI and/or CCCE. The ACCE will meet with the student either in person or by phone within twenty-four hours to explain the reasons for removal from the clinical area and to inform the student that he/she is failing. Please keep the ACCE informed of any potential problems. If you feel the student must be removed from your clinic, contact the ACCE or PTA Program Director immediately.

Following this action, an informal meeting with the student, ACCE, CI and/or CCCE, and PTA Program Director will be convened as soon as possible to discuss the student's status. If the removal from the clinical setting is upheld because of this meeting, the student receives a failing grade in the clinical component of the course and may be disqualified from the program. Even if a student is not removed from a clinical experience, failure to meet the standard clinical objectives by the end of the semester may also result in failure of that clinical education course.

Student Grievance Procedure

The LCCC Physical Therapist Assistant Program is committed to assisting students in finding fair and equitable solutions to grievances, questions, misunderstandings, or discrimination issues. Students are encouraged to address their concerns at each step with clinical faculty, PTA program faculty, and LCCC administration.

- **First,** students should bring concerns to their Clinical Instructor (CI), who often has direct knowledge and is best positioned to assist in resolving the matter.
- **If a solution is not reached with the CI**, the student should consult the Center Coordinator of Clinical Education (CCCE), who may seek input from the Academic Coordinator of Clinical Education (ACCE).
- If further resolution is needed, the student should discuss the matter with the PTA Program ACCE.
- If unsatisfactory solutions persist, the student should contact the PTA Program Director (PD).
- As a final step, if no resolution is reached with the PD, the student may bring the matter to the Dean of the Health Sciences & Wellness School. Refer to Complaints in this handbook.

Clinical Reassignment

When a student is on a clinical experience but is unable to complete the required hours, an alternative clinical may be provided. Reasons a student may be unable to complete these hours include, but will not be limited to, the following: (1) family crisis, (2) health status (3) conflict with the Clinical Instructor, and/or (4) lack of patients at clinical site. The ACCE and PTA Program Director will decide on an individual basis whether the student will be provided with a clinical reassignment.

A student will be allowed only one opportunity during the PTA Program to be considered for a clinical reassignment. The student will not be allowed a clinical reassignment if they are on PTA Program probation, and they must be off PTA Program probation prior to clinical reassignment.

Knowledge of Program and College Policies and Procedures

The PTA program abides by Laramie County Community College (LCCC) policies. The most current college policies can be found at http://www.lccc.wy.edu/academics/policies/index.aspx.

Students are expected to have a working knowledge of the content of the LCCC PTA Program Handbook, which is provided annually during the spring semester. After reviewing the handbook, students will sign and date the "Student Handbook Agreement" (see appendix: *Required Student Forms*), which is an agreement where the student states they understand the content of the handbook and agree to abide by the policies and procedures set forth during their tenure as a PTA student. Students will also be able to access the PTA Program Handbook on the PTA Program home page http://www.lccc.wy.edu/programs/physicalTherapistAssistant/index.aspx. The PTA Program Handbook is reviewed and revised annually by program faculty. To ensure all program policies are consistent with those of the College, the handbook is reviewed annually by the Dean of the Health Sciences & Wellness Division and periodically the VP of Student Services and/or the VP of Instruction. Program faculty will consider input for manual revisions from students, college administration, the PTA program advisory committee, and clinical faculty. When changes are made after the initial publication of each year's Clinical Education Handbook, PTA Program students and LCCC administration will be notified of the updates. The Handbook will be available in Health Sciences & Wellness Administrative Assistant's office, the Health Science & Wellness School Dean's office, and the PTA Program Director's office.

L. Responsibilities of the Clinical Faculty

Clinical Affiliation Agreement

Only clinical facilities with current, unexpired, written Clinical Affiliation Agreements in place will be utilized for the placement of students. A Clinical Affiliation Agreement is drafted specific to the facility upon establishment of clinical site and signed by representatives from the college and the facility. Renewal contracts are completed as needed for contracts that are not on automatic renewal.

Equipment and Facility Safety

All clinical facilities are expected to have policies concerning safety regulations governing the use of equipment and the storage and use of any hazardous materials. These policies should be reviewed with students affiliated with that facility. Equipment should be inspected regularly, and safety regulations should be posted and reviewed periodically.

Confidentiality

All clinical facilities are expected to have policies on the confidentiality of records and other personal information. Additionally, there should be facility policies concerning the informed consent of patients seen by the student. Facility guidelines on the use of human subjects for educational purposes should also exist at each facility. These policies should be reviewed with the students affiliating at that facility.

Supervision

All clinical facilities are expected to provide direct supervision of students to ensure patient safety and to enable the successful completion of the program's educational objectives. All students require on-site supervision by a licensed physical therapist or a physical therapist/physical therapist assistant team. Preferably, this should be the student's assigned clinical instructor. If the clinical instructor is unavailable on-site, another licensed person who is on-site must be assigned to that student for that time. The clinical instructor should have adequate release time to adequately supervise the student and be available for questions, assistance, and mentoring. All supervisory clinical faculty are expected to demonstrate positive role modeling for the students. If there is no PT in the building for part of the day when the student in on their clinical experience, the student may perform non-patient care clinic duties such as chart reviews, assignments on reference materials, documentation, in-service preparation, and observation of other health care practitioners. Students should contact the ACCE immediately if supervision does not follow these guidelines.

Complaints

Refer to Complaints (General Program Policies) in this handbook.

M. Clinical Faculty Rights and Privileges

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-and-answer session with the PTA Program Faculty. Additionally, topics that have been identified in assessments or through interviews and observations made by the ACCE will be discussed.

The LCCC PTA Program is required to determine the professional development needs of the clinical faculty members with the intention to facilitate continued growth and development of clinical faculty in their role as clinical educators. Clinical faculty are encouraged to complete relevant assessments from the APTA Guidelines and Self-Assessment for Clinical Education on an annual basis (found in appendix: *Clinical Practice Standards*.) These assessments are related to the ACCEs, Clinical Instructors, CCCEs, and Clinical Education sites. These assessments will be available in online format for clinical staff to complete at their convenience during the assessment period. Clinical staff will also be asked to complete a brief survey of professional development needs.

LCCC PTA Program academic faculty members are available to provide in-services for any affiliating clinical facility on mutually agreed upon topics. This in-service could be on clinical education topics or other physical therapy information. Contact the PTA Program Director if your facility is interested in arranging for an in-service.

Clinical faculty will be given the opportunity to use PTA Program departmental resources. Departmental resources are in the PTA Program laboratory and in program faculty offices. Please contact the PTA Program Director for a list of available departmental resources.

N. Patient Rights

Patients have the risk-free right to refuse student participation in treatment or observation. They also have the right to report concerns or complaints as outlined in Complaints (General Program Policies) earlier within this handbook.