



LARAMIE COUNTY COMMUNITY COLLEGE

STUDENT HANDBOOK

PHYSICAL THERAPIST ASSISTANT PROGRAM

Rev. 1/12/2022

LARAMIE COUNTY COMMUNITY COLLEGE

HEALTH SCIENCES & WELLNESS SCHOOL PHYSICAL THERAPIST ASSISTANT PROGRAM

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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, sexual orientation 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 | 307.778.1217 | TitleIX_ADA.Coordinator@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 accommodations for any qualified individual. The Disability Support Services (DSS) office 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 DSS, and all services are provided free of charge to LCCC students.

PHYSICAL THERAPIST ASSISTANT PROGRAM STUDENT HANDBOOK

TABLE OF CONTENTS

Welcome	1
Frequently Called Numbers	1
History	2
PTA Program Accreditation	2
Mission Statement	2
PTA Program Philosophy	2
PTA Program Overview.....	3
PTA Admissions Policies & Procedures.....	4
PTA Program Admissions Policy	4
PTA Program Admissions Procedure	4
PTA Program Alternate/Wait List Admissions Status Policy.....	5
Transfer into PTA Program	5
PTA Student Responsibilities	5
PTA Code of Ethics	6
Student Information Changes	6
Academic Progress/Integrity/Grievance	6
Attendance Policy	7
Student Conferences & Progressive Discipline	8
PTA Program Readmission	10
Student Retention	11
Classroom Policies.....	11
Laboratory Expectations	12
Equipment.....	12
Clinical Experience	13
Grading System	13
Field Trips	13
Audit.....	14
Graduation Criteria	14
Licensure/Certification.....	14
Placement	14
Program Costs	14
Financial Aid	15
General Program Policies	15
Dress Code	15
Pregnancy Policy	16
CPR	16
Curriculum	17
Additional Policies & Procedures	20
Expectations	21
Clinical Education	28
Appendix.....	i
Signature Forms (to be turned in)	lxvii

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 assist 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 additional 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 provides 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.

Frequently Called Numbers

Campus Operator	307.778.5222
Health Sciences & Wellness School	307.778.1140
Fax	307.778.1395
Admissions/Enrollment Services	307.778.1212
Out of state.....	800.522.2993
Financial Aid	307.778.1215
Disability Support Services	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

History

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.

Program Accreditation

The Physical Therapist Assistant curriculum is designed to meet all accreditation requirements for the Commission on Accreditation in Physical Therapy Education (CAPTE). The PTA Program at 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 classroom, hybrid courses, online optional classes, lab and clinical work as well as a considerable amount of personal study. Program faculty schedules all classes, labs and clinicals which may include Saturday and/or evening dates/times. A large component of clinical education is included in the curriculum. Program faculty will 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 for your own housing during assigned clinical experiences.
- Demonstrating professional behavior at all times.
- 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 PTA's 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, but are not limited to, 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. The PTA must obtain a license/certificate to practice in Wyoming. A majority of other states also regulate the PTA primarily through licensure and/or certification. If you plan to apply for a PTA license/certificate in another state after graduation, you should contact the physical therapy regulatory agency for that state regarding licensure requirements.

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 PTA's prepared to competently meet the entry level duties of a PTA in a variety of settings.
2. Produce PTA's 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.

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.

II. PHYSICAL THERAPIST ASSISTANT ADMISSIONS POLICIES AND PROCEDURES

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.

**Definition: Academically qualified students are those who have completed the necessary 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).*

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

CO/M 2010	Public Speaking
ENGL 1010	English I: Composition
HLTK 1200	Medical Terminology
MATH 1400	College Algebra
ZOO 2015	Human Anatomy or Anatomy & Physiology I

B. Physical Therapist Assistant (PTA) Program Admissions Procedure

New applications are available each summer for the following year's spring class. Applications are accepted through the early fall of each year (please refer to the application packet for the due date). A student may obtain a program application from the PTA Program's web page <http://lccc.wy.edu/programs/physicalTherapistAssistant>, The Health Sciences and Wellness School's (HSW) Administrative Assistant, or the PTA Program Director. The student returns the completed application and required documentation to the PTA Program Director or appropriate administrative office by the deadline (listed on the website and application form). An academic review is conducted by the PTA admissions committee to determine admission status. Selection of new students will be completed shortly after the deadline (usually within 30 days) and is based on a student's grade point

average, prerequisites completed, the complete receipt of the application, and other criteria as noted on program application materials. The student is notified in writing and/or via email of their admission status. Late applications will be accepted until all seats are filled.

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

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

C. PTA Program Alternate/Wait List Admissions Status Policy

A class of academically qualified* students will be selected yearly for admission to the Physical Therapist Assistant (PTA) Program at LCCC. Up to twenty (20) students will be accepted each year based on criteria set forth by the PTA Program Director, the PTA Advisory Committee, Admissions Committee, CAPTE/APTA, and the Dean of the Health Sciences & Wellness School. The criterion set forth in the Application Information and Process are available online at <http://lccc.wy.edu/programs/physicalTherapistAssistant/apply>.

Qualified students will be notified in writing and/or via email. Refer to previous definition for details. Alternates will be placed a wait list. Students on the wait list will be notified of any change in that status. Wait listed students are not allowed to register for PTA program core courses unless a position opens in the class and the applicant's status is changed to "program admission". Wait listed students will be admitted to the classes if/when a position opens and will be notified accordingly in writing, via email and/or via phone.

D. Transfer into the PTA Program

A student may transfer from a professional physical therapy program or another PTA program provided the student meets the following criteria in addition to and at the discretion of the Dean of the Health Sciences and Wellness School and the PTA Program Director:

1. The LCCC and PTA Program application and registration procedures are completed.
2. All LCCC courses must be taken in their entirety, even if students have successfully completed units of the course in another PT or PTA program.
3. A plan to introduce a student from a PT program to the PTA role will be developed by the PTA Program faculty and the student. This plan may include self-study, and/or an on-site visit with a PTA in the community.

E. PTA Student Responsibilities

It is important that you be well informed about your academic program. In order to accomplish this task you should maintain the following items in your own files:

- LCCC's current Catalog and Student Handbook
- LCCC's Schedule for each semester you are enrolled
- LCCC's Physical Therapist Assistant Student Handbook

- LCCC's Health Sciences and Wellness School Policies (HSW School Policies)

All students at LCCC are subject to the policies of the College as found in the LCCC Catalog, LCCC Student Handbook, Health Sciences and 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.

Individuals may have unique and varying needs, capabilities, and experiences. One of the keys to success in the PTA program lies in the recognition by each individual of any learning areas that may need improvement, and in assuming responsibility for strengthening any deficiencies. LCCC has numerous resources to assist you including help with study habits, test-taking skills, increasing reading skills, and time management. These are only a few of the resources available. Please seek help early and take advantage of the assistance available. We are committed to helping you reach your educational goals. Once accepted in the program, one of the PTA Program Faculty will be designated as your program/academic advisor to assist you during your time here. The program/academic advisor may be reached by phone (307.778.1684), mail (LCCC Physical Therapist Assistant Program, 1400 E College Dr, Cheyenne, WY 82007), email (shughes@lccc.wy.edu), and in person during office hours (HS 340) or by appointment.

F. Physical Therapist Assistant Code of Ethics

Physical Therapist Assistant (PTA) students are expected to exhibit professional, legal, and ethical behavior at all times, including during class, laboratory and clinical 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. Information regarding the Code of Ethics and Standards of Ethical Conduct of the PTA will be provided to students in the first semester of the technical phase of the program. It is also available via the APTA web site: (<http://www.apta.org>). These rules also apply to clinical experiences (see the clinical education section of this handbook).

G. 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.

H. Academic Progress/Integrity/Grievance

1. Students must pass all classes of the Physical Therapist Assistant (PTA) curriculum with a "C" (75 percent) or better in order to meet the program graduation requirements.
2. A minimum grade of "C" is required in all courses with a minimum overall college grade point average (GPA) of 2.5 (on a 4.0 scale). Any course with a grade of less than "C" (75 percent) must be repeated. Any program course may be repeated only once. If the class is not passed the second time the student must reapply to the program. Remediation will begin the moment that a student exhibits difficulty in their class work such as scoring < 75% on exams or skill checks.
 - a. *If the SPTA scores a 0 on any safety element, they will automatically fail the practical.

If the examiner does not feel that the student is prepared to participate in the skill check or scores a 0-1 on any technical skills they will fail the practical or performs at less than 75%. The student will be assigned a make-up skill check with a 10% grade reduction for the first make-up attempt. If the student requires a 2nd make-up skill check attempt, they will have a 20% grade reduction. If the student is unable to pass the skill with the 3rd attempt, they will receive an automatic “F” grade for the entire course. Please refer to the PTA Handbook for details on academic progress.

3. Physical Therapist Assistant (PTA) courses are sequential, so students must be continually enrolled in program courses in the appropriate sequence. Students who fail to satisfactorily complete requirements in a given course cannot progress to the next term or the next clinical experience, which may result in dismissal from the program and/or re-entering the program the following year (see *Readmission to the Program*).
4. If a student is dismissed from the program for academic reasons, the student may apply for readmission into the next enrollment cycle. Any lapse in program continuity will require successful documentation of current PTA knowledge and skills, which may include auditing lab skills courses, taking comprehensive exams, retaking skill checks, and/or retaking program courses.
5. The limit for PTA core course repetition is one time during the length of the program. Failure in more than one core course will negate eligibility for program readmission and is up to the PTA Program Director for final decision.
6. To progress from one course to another and to enter the clinical experience portions of the curriculum, students must meet competencies outlined in each course syllabus and must pass all didactic classes in sequence.
7. The student must recognize and understand that clinical standards of the PTA program require that attitudes, work ethic, communication skills, and manual dexterity are evaluated along with academic readiness.

I. Attendance Policy

Each student is expected to be punctual and attend all scheduled learning experiences and is responsible for all information presented at all lecture and laboratory experiences. Students are expected to be in class on time and to attend a minimum of ninety (90) percent of each component of the course in order to receive a passing grade. If absence is anticipated, it is the student’s responsibility to notify the professor, in person or by phone/email prior to the scheduled class. It is also the student’s responsibility to adjust their travel time to suit anticipated weather conditions, to ensure that the student arrives at school, lab, or clinical experiences on time.

Success in the Physical Therapist Assistant (PTA) Program depends, in part, on consistent attendance. Information presented in PTA core classes is critical to safe and effective patient care. Regular and punctual attendance is expected as a demonstration of professional behaviors and class participation. In lecture, laboratory and clinical courses, attendance is one of the factors that will be evaluated. Attendance policies and procedures are established and published in all course syllabi. Failure to comply with established policies and procedures will result in progressive disciplinary action, including potential dismissal of a student from the program.

An absence may be excused for a personal or family medical emergency. Vacations are not considered excused absences. The professor of each course has the right to not approve the student's reason for being absent from class with appropriate documentation to support the reason. The student must notify the professor of an absence PRIOR to the absence for it to be considered "excused". It is the responsibility of the student to contact the appropriate professor to arrange to make up any missed work. The professor will decide the time and method of make-up work/examinations on an individual basis. The faculty member(s) reserves the right to refuse to give a makeup exam if the student does not follow the correct notification procedure. Also, the makeup exams or quizzes may be different than the original given to those who attended class to limit cheating.

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

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

J. Student Conferences/Advising and Progressive Discipline

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

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

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

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

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

Patients, clinical sites, employers, and the general public have the opportunity to voice a complaint about a student or the program in general. Some may choose to use a document such as a patient survey or a college initiated survey. Others may choose to voice their complaint in person. All community members, students, and friends can send feedback via the internet at: <http://lccc.wy.edu/about/feedback.aspx>. All administrators, from the Dean through the President maintain an open door policy to listen to the views of students, employees, and community members. If an official complaint is submitted to the College, the procedure followed is essentially similar, but depends on the nature of the complaint and with whom it is filed. The original complaint would be filed by the administrator who received and responded to the complaint – that could be the President, Vice President of Academic Affairs, or Dean. In all cases, it would be routed to the Dean and/or the PD for their written response, and copies of such files would be maintained in the Program Director's office except in the case of a personnel issue, at which point such files would then be maintained in the Dean's office or in the Human Resources office.

Progressive discipline will be utilized to assist the student in correcting issues that may negatively impact program progression, graduation, and/or clinical experiences. It will be expected that the student will resolve identified issues at the lowest disciplinary level whenever possible. Failure to resolve previously identified concerns may result in action at the next disciplinary level, a warning. Repeated warnings or sufficient seriousness of an initial concern may result in probation. Probation is a trial period in which the student must improve or be dismissed from the program. Upon determination of a student's inappropriate conduct:

1. The faculty member who was involved 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's conduct and behavior does not improve, the instructor involved will meet or speak a second time with the student, at which time a written warning will be given with documentation of specific actions needed to improve performance. A copy of the documentation will be placed in the student's file with a copy sent to the Dean of the Health Sciences & Wellness School. There will be a deadline given for definite measurable improvement to be demonstrated by the student.
3. If satisfactory improvement is not demonstrated before the deadline, the PTA Program Director may place the student on PTA Program suspension or dismiss the student from the program.

The PD may place a student on PTA Program suspension or dismiss the student from the program for any number of 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. Inability to maintain 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)
3. Failure to meet the program attendance policy outlined in section 3.4.
4. 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 attendance policy on page 7 of this manual.
 - c. Grossly unethical or unprofessional behavior.
 - d. Gross carelessness in regard to 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.
5. As the Generic Abilities (www.apta.org) reflect behaviors necessary for success as a physical therapist assistant in the clinical environment, failure to demonstrate progress in the Generic Abilities, or failure to meet the specific behavior levels by the defined target dates, may result in program probation or dismissal (see Clinical Education section for more information).

Failure to resolve issues at the disciplinary level may result in suspension and/or dismissal of the student from the PTA Program.

Students considering withdrawal from the program should discuss the matter with the PTA Program Director and/or their advisor prior to the withdrawal process. Students need to follow LCCC policies and procedures regarding program and course withdrawal, which can be found in the LCCC catalog.

K. Readmission to the Program

All requests for program re-entry must be submitted in writing to the PTA Program Director by the published program admission deadline. Readmission is NOT guaranteed and is limited to one time only. Approval for readmission will be reviewed on a case by case basis. Students who are dismissed from the program or from LCCC are not eligible for readmission without Program Director approval.

Readmission to the program is based on several factors, including but not limited to:

1. Review of student files by the PD and Admissions Committee.
2. Recommendation by the PD.
3. Academic status of the student requesting readmission.
4. Proper and timely completion of all LCCC and program requirements.
5. Space available.

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

L. Student Retention

Due to the number of program faculty, lab facilities, and clinical education sites, it is necessary to limit the number of students accepted annually into the program to a maximum of twenty (20). If you are having any difficulty academically, we encourage you to talk to the PTA Program faculty to seek guidance and assistance. Services for tutoring as well as academic and personal counseling are available on campus. It is the desire of the PTA Program faculty for you to succeed and we are here to help.

M. Classroom Policies

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

1. Follow all published policies and procedures and professor'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 professor unless otherwise instructed.
5. Turn off all portable communication devices (pagers, cell phones, etc.) and store them out of sight during all class and laboratory sessions. Exceptions may be allowed with prior permission from the professor/instructor.
6. Food and drinks are allowed in the classroom unless otherwise instructed by the professor/instructor.
7. No students are allowed in the laboratory unless prior permission is granted by the professor/instructor or during posted open lab times. The PTA lab is for student use and may be scheduled for individual or group study when not in use by a PTA class.
8. On occasion, classes may need to be rescheduled. Efforts will be made to reschedule at a time that the majority of students can attend.
9. 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 member 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.)

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

N. Laboratory Expectations

All students are expected to:

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

RULES OF CONDUCT IN THE PTA LABORATORY

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

O. 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. Students may not remove equipment from LCCC under any circumstances.

1. All classroom and lab equipment is property of Laramie County Community College (LCCC) and is not for personal use. Students are expected to exercise safety and good judgment when using all college equipment.
2. Unsafe performance in any course, practical examination, or on any skill check may result in a failing grade in a course even if adequate points for passing the course, practical exam, or skill check were earned.
3. The use of program electrical equipment or the practice of skills involving electrical equipment can only be performed with direct faculty supervision. Electrical equipment can be used, but not plugged in, during unsupervised lab practice.
4. 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.
5. 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.
6. 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 or function of all program 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.
7. Cost and liability of travel to and from off-campus clinical experiences, including, but not limited to field trips, off-campus lab sessions, clinical education experiences, and service learning projects, are the responsibility of the student.
8. PTA Program faculty will accompany and supervise students participating in all off-campus program experiences except for part-time and full-time clinical experiences.
9. Equipment user manuals are kept in the PTA Program Laboratory, room HS 302.

P. 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 the section VII on clinical education for more information on clinical experiences.

Q. Grading System (consistent with all Health Sciences curriculum)

The grading system is as follows:

A = 92-100

B = 83-91

C = 75-82

F = 74 or lower

R. Field Trips

At times within the PTA Program, students and faculty may travel off campus for departmental related field trips. 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 education 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.

S. Audit

No audits of the PTA Program courses are allowed unless written permission is given by the Program Director.

T. Graduation Criteria

Upon successful completion of the following criteria, Laramie County Community College (LCCC) will grant an Associate of Applied Science (AAS) Degree with a major of Physical Therapist Assistant (PTA):

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. For program courses, this is a 75%.
2. Clinical education: Students are required to pass all clinical education course requirements.
3. Practical skills: Students are required to pass all practical skills exams during PTAT curriculum course work. If a student does not obtain a 75% (passing score), they are allowed up to two more attempts to pass the skill, although a different version of the skill will be given. The interval between exam attempts may vary, but will allow students adequate time to prepare (time allotted for make-up will not exceed 1 week).
4. Students are not able to complete the program until all program requirements are met such as career development training, capstone exam successfully passed, and capstone ethical training.
5. Compliance with all LCCC graduation requirements.

U. Licensure/Certification

Graduates of an accredited PTA Program are eligible to sit for the National Physical Therapist Assistant Examination (NPTAE). Most states require licensure and/or certification to work as a PTA. Wyoming currently requires certification; students are required to take the NPTAE prior to seeking certification. 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

V. Placement

The LCCC Career Center is available to assist students with resumes/interviewing skills, job searches, etc. The Career Center is located in the Clay Pathfinder Building, Room 111 or by calling 307.778.1351. A bulletin board in the PTA lab will also post current PTA job openings that the program has received from employers.

W. Program Costs

The following is the estimated cost of the entire program (5 semesters) using the 2019-2020 tuition/fee schedule. Student incidental cost may vary significantly. All figures are estimated. Please see the LCCC catalog for more specifics.

Wyoming Residents		Out-of-State Residents*	
Tuition	\$11,731.00	Tuition	\$26,581.00
Books & course supplies	\$2,000.00	Books & course supplies	\$2,000.00
PTA Program fees	\$600.00	PTA Program fees	\$600.00
Student fees	\$2,100.00	Student fees	\$2,100.00
Technology fee	\$50.00	Technology fee	\$50.00
Cap & gown fee	\$40.00	Cap & gown fee	\$40.00
	\$16,521.00		\$31,371.00

*Students who meet the requirements for Western Undergraduate Exchange (WUE) may be eligible for a tuition discount.

X. 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.

III. General Program Policies

A. 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, students are expected to be well groomed, clean, and neat. There are specific dress codes for clinical experiences, laboratory, and the classroom. Personal hygiene must be excellent and personal habits concerning nutrition, rest, exercise, and overall health should reflect genuine belief in preventive maintenance for health. (See section VI, A-2).

1. Classroom: Student is to wear appropriate comfortable clothing. Students wearing shirts or other items of clothing with inappropriate language, symbols, and/or picture(s) or that are otherwise disruptive to the learning environment will be dismissed from the classroom.

2. PTA Lab attire: Each student must wear loose fitting clothing conducive to easy access to the appropriate body part being discussed. Shorts and a T-shirt are the suggested attire for lab. Sweatshirts and sweatpants may be worn over these. For designated laboratory sessions (related to the trunk or upper quadrant anatomy), females will be required to wear a halter top, sports bra, or similar garment, and males will be required to remove their shirts. Failure to comply with the dress code may result in dismissal from the lab, resulting in an unexcused absence.
3. Clinical Experiences: Each student must wear an official college name tag at the clinical sites (provided). Each student must purchase a lanyard for their name tag/badge. Each student must wear proper professional clothing. A pair of clean, supportive professional shoes is recommended. For all clinic-based learning experiences (including the lab classes held in a clinic), student apparel and grooming must conform to health, sanitation, and safety standards.
4. Fingernails must be trimmed sufficiently to allow you to perform physical therapy without risking damage to the skin of your patients. Fingernails should be short (not to extend past the fingertip), well groomed, unpolished, and no artificial nails are to be worn.

Failure to comply with dress code standards will result in dismissal from class, lab, or clinical until resolution is satisfactory to the Program Director.

B. Pregnancy Policy

All LCCC, PTA program, and clinical site policies, as well as the obstetrician's recommendations, will be followed.

C. 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.

IV. Curriculum

A. Program Description

The Physical Therapist Assistant (PTA) Program has been designed as an integrated two (2) year (5 semesters) curriculum to promote learning and development so that the graduate will be able to practice as an entry level PTA upon graduation. In the current format, students complete at least five (5) pre-requisite classes prior to admission to the program. After admission to the program, students must complete a curriculum of academic and clinical study designed to lead to the Associate of Applied Science (AAS) Degree that includes integrated general education course requirements. Students are required to complete 71 credit hours to graduate. Students admitted to the PTA Program will complete their didactic and clinical education during 4 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.

B. Physical Therapist Assistant Curriculum

Prerequisites		Credits/Lecture/Lab/Clinical
CO/M 2010	Public Speaking	3/3/0/0
ENGL 1010	English I: Composition	3/3/0/0
HLTK 1200	Medical Terminology	2/2/0/0
MATH 1400	College Algebra or higher	3/3/0/0
ZOO 2015 Human Anatomy or ZOO 2010 Anatomy & Physiology I		4/2/2/0
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

C. 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, isotonic, 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 EKG's (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.

V. Additional Policies & Procedures

A. Student Records & Exam Copies

The PTA Program maintains files that include department/student forms, consent forms, waivers of liability, contracts or correspondence, and clinical education performance evaluations. These files are maintained for all students and are stored in a locked file cabinet in the ACCE's office for clinical education information and the PTA Program Director's office for all other information. Students may review the contents of their file during the ACCE or PTA Program Director's respective posted office hours or by appointment. Information will be maintained for one (1) year after graduation to assist faculty in providing employment references for students. Files of basic student information will be available up to 5 years.

Copies of completed midterm and final exams will be kept in locked file cabinets in faculty offices or through LCCC databases. Students will not be allowed to keep copies of completed midterm or final exams. Prior to final exams, faculty will schedule a review session for students during which student test files will be available for review. This review will be proctored by a faculty member and students will not be allowed to leave the room with their test file.

B. Disabilities/Accommodations

Disability Support Services (DSS) plans for and provides services for students with disabilities. The DSS office is located in the Clay Pathfinder Building Room 207. They can be contacted via phone at 307.778.1359 (TTY: 307.778.1266) or email at dss@lccc.wy.edu.

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

1. Initiate a request for services through Disabilities Support Services (DSS) 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 Disabilities Support Services coordinator.

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

C. System for Student Success

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 located 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 located 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. Library

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. These include The Orthopaedic Manual Physical Therapy Management of the lumbar, pelvis, and hip Regions, CD-ROM's, and VHI exercise cards.

E. Computer Use

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. Wireless computer access is also available on campus. Please refer to the Student Policy Handbook/Planner for appropriate computer use guidelines.

F. Resources

The program has developed a file of articles on a variety of physical therapy topics that may be useful for students on some assignments. This file is located on reserve in the library; students should return the borrowed materials when finished with them.

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

The library is a quiet place for individual or group study. The PTA lab may 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.

LCCC lecture rooms will be assigned for PTA lecture coursework each semester. At times the PTA lab may also be used for lecture. When the lab is used for lecture, students are to remove the treatment table pads/linen and replace them after lecture is completed.

VI. Expectations

A. Professional Behaviors

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

The Generic Abilities (Appendix)

Ten specific professional behaviors, called “Generic Abilities” are assessed throughout the PTA Program curriculum. PTA program faculty will assess the Generic Abilities once per semester with students performing a Generic Abilities self-assessment once per semester.

Expected Generic Abilities levels are:

- a. End of semester II: All Generic Abilities at least beginning level
- b. End of semester III: 50% of Generic Abilities at developing level or higher
- c. End of semester IV: all Generic Abilities at least developing level
- d. End of semester V: all Generic Abilities at entry level

Faculty will provide both oral and, if necessary, written feedback regarding professional behaviors each semester. Copies of written feedback will be placed in the student’s file. Students are expected to change unsatisfactory behaviors after receiving feedback from faculty. If a student is not demonstrating professional behaviors at an appropriate level, students (with faculty supervision) may develop a plan for improvement. Student services may also be involved. Serious deficits in professional behavior with no improvement may result in program academic probation or dismissal.

American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant

These standards will be followed throughout the LCCC PTA Program. They can be found online at www.apta.org.

In the interest of safety and professionalism, students are expected to follow the following professional appearance behaviors during lab, skill checks, practical exams, and field trips:

- a. No hats
- b. Trimmed, clean nails
- c. No excessive jewelry
- d. No excessive makeup
- e. No visible face or mouth jewelry/piercings other than small earrings located in ears
- f. No offensive body odor
- g. No offensive perfumes or aftershaves
- h. Neat, clean appropriate clothing
- i. Hair neatly groomed and out of face

Exceptions to the PTA dress code may be made for religious, cultural, or medical reasons.

B. Skills Checks

A skill check is an assessment of a student’s ability to demonstrate competence in a PTA skill. Each student must pass the skills check prior to being able to attend the next clinical experience. Skill check assessments are done in the following manner:

1. Students will be given formative assessments throughout the labs. The assessment is a checklist that is given to the students, their peers, and the faculty. Assessments are discussed in each course with each group of students each semester. There are points attached to these ongoing assessments, but

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

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

C. 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.

D. Immunization, Background Checks, & Health 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 any and all persons who provide services that involve direct contact with patients and residents. LCCC has assumed responsibility to perform these screens with contracted partner. This information was sent to each student via the mail/e-mail prior to the beginning of the first semester. It is the students' responsibility to comply with the screening process prior to entering the program. Failure to comply may result in voiding acceptance into the program. All fees related to background checks and drug screens are the responsibility of the student.

LCCC has partnered with CastleBranch to complete the background checks and coordinate the drug screenings through SAMHSA certified laboratories. Our website (www.lcccconpliance.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 \$199 (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.

E. Personal Property & 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.

F. Medical Emergency in the Classroom

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

1. 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.
2. Assess vital signs and begin CPR, if appropriate.

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

G. Confidentiality/Data Privacy

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

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

H. Standard Precautions

Information on "Standard Precautions" will be provided in the 1st 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 satisfactory understanding of this information by passing a test and a skill check on standard precautions during PTAT 1600 and PTAT 1650.

Additional requirements in regards to COVID-19 are updated through the HSW policies.

I. OSHA Regulations

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's for all hazardous substances used in the PTA lab are kept in there as well.

J. Informed Consent

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

K. Photography/Video Recording

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

L. Lab & Lab Protocol

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

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

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

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

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

3. The hydrocollator will be cleaned a minimum of every six months, per the hydrocollator cleaning procedure suggested by the manufacturer.
4. PTA faculty members are responsible for assuring the infection control policies are enforced in their labs.

Lab Protocols are to be followed by all students, they include:

1. All lab sessions will begin promptly at the scheduled start time. Students should be changed into lab attire before class starts. Students will be given time at the end of class to dress.
2. Changing areas are the respective Men's/Women's restrooms located near the PTA Program Lab.
3. Lab attire must be worn for lab classes. If lab attire does not need to be worn on a specific day, PTA faculty will let students know in advance. Appropriate lab attire consists of loose-fitting shorts and shirts for men; loose-fitting shorts and swimsuits (open back), sports bras, or open back halter top under shirts for women. Warmer clothes (sweat suits to wear over lab clothes) are also appropriate. Patient gowns will be available to students if they forget their lab clothes.
4. During lab sessions, students will role play either patients or PTA's during practice sessions.
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.
5. Students should be prepared for lab class by bringing appropriate texts, equipment, and course notes.
6. The lab should be kept clean at all times. Dirty linens and equipment used should be properly cleaned and stored before leaving. Treatment tables and chairs should be returned to their proper places.
7. Students who know that they will miss a lab section must contact the course professor/instructor in advance. The student should also make arrangements to make up work with a lab partner.

RULES OF CONDUCT IN THE PTA LABORATORY

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

M. Laundry Usage

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

1. Place towels, pillowcases, and sheets that have come in contact with hair and skin in the dirty laundry bin.
2. Towels, pillowcases, and sheets that were used for positioning may be folded and returned to the laundry cart to be used again
3. 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.
4. Towels used to wrap a paraffin hand which is enclosed in plastic wrap may be used again, if clean.

N. Electronic Devices

All pagers, cell phones and other electronic devices that may disrupt the classroom must be turned off (or silenced if you need one on due to child care, etc.) during lecture and lab periods. It is preferred that all cell phones and other electronic devices are turned off during off-campus labs and during field trips to respect the guest lecturer. You will have opportunities to check your phone for messages during scheduled breaks and/or between classes. If you have an emergency situation where you are waiting for a call, let the professor/instructor know before class. Calculators may be allowed for specific quizzes/tests/exams. Electronic devices and/or other internet accessing equipment are not allowed during testing. Audio or video recording of lectures, laboratory sessions, etc. may only be performed with the expressed written permission of the professor/instructor or if instructed by the professor.

VII. 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 portion 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 <http://physicaltherapy.wyo.gov/board/rules> or the PTA Program homepage
2. To access the Rules and Regulations for the State of Wyoming, Board of Physical Therapy, visit <https://rules.wyo.gov/Search.aspx?mode=1>, check the "Current Rules" box, and choose the following:
 - Agency: Physical Therapy, Board of (062)
 - Program: Physical Therapy, Board of (001)
3. Supervision Regulations
See Appendix A
4. Clinical Performance Instrument
You may access the CPI at <https://cpi2.amsapps.com/> using your log in identification and password.

5. Confidentiality

See HIPPA guidelines at <http://www.hhs.gov/ocr/privacy/>

B. Clinical Education Competencies

1. PTAT 2970 PTA Clinical Practicum I Course Competencies
 - a. Demonstrate competence in the expected performance criteria of the Clinical Performance Instrument (CPI).
 - b. Demonstrate the ability to apply learned skills to 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.
 - c. Demonstrate involvement in interprofessional practice through observation of a service or treatment outside of physical therapy if available.
 - d. Demonstrate the ability to educate other individuals on the practice of physical therapy if available.
2. PTAT 2971 PTA Clinical Practicum II Course Competencies
 - a. Demonstrate competence in the expected performance of the Clinical Performance Instrument (CPI).
 - b. Demonstrate the ability to apply learned skills to 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 entry-level physical therapists assistants' patient care workload in a cost effective manner with direction and supervision from the physical therapist.
 - c. Demonstrate involvement in interprofessional practice through observation of a service or treatment outside of physical therapy.
 - d. Demonstrate the ability to educate other individuals on the practice of physical therapy.
 - e. Successfully pass capstone exam requirements.

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

The guidelines 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. Visit <https://www.apta.org/apta-and-you/leadership-and-governance/policies/guidelines-to-promote-excellence-in-clinical-education-partnerships> or the PTA Program homepage for the complete document. **See appendix for additional resources.**

Clinical Education Sites

1. The philosophies of the clinical education site and provider of physical therapy for patient/client care and clinical education is 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 of the participation of its personnel in clinical education activities.
 - c. A clinical education program manual exists, which might include, but should not be limited to, structure of the program, roles and responsibilities of personnel, quality improvement mechanisms, policies and procedures, sample forms, and a listing of current academic program relationship.
6. The clinical site has a variety of learning experiences available to students.
 - a. Students in clinical education are primarily concerned with delivery of services to patients/clients; therefore, the provider of physical therapy must have an adequate number and variety of patients/clients.
 - b. The clinical education site will provide, if available and appropriate, opportunities for students to participation 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. Selected support services are available to students.
9. Roles and responsibilities of physical therapy personnel are clearly defined.
10. 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.
- 11. A Center Coordinator of Clinical Education is selected based on specific criteria.
- 12. Physical therapy clinical instructors are selected based on specific criteria.
- 13. Special expertise of the clinical education site personnel is available to students.
- 14. The clinical education site encourages clinical educator (CI and CCCE) training and development.
- 15. The clinical education site supports active career development for personnel.
- 16. Physical therapy personnel are active in professional activities.
- 17. 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

CI's are individuals who provide clinical instruction and supervision when students are engaged in the clinical education portion of the curriculum. CI's 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 demonstrate 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 to give the individual the name, title, and phone number of the LCCC Dean of Health Sciences & Wellness School.
3. The CI 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 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

Each clinical site with three or more PT's and PTA's 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 qualification 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 parties internal and external to the clinical education sites, including students, clinical education site personnel, and representatives of the academic program.
 - b. The CCCE performs administrative functions between the academic program and clinical education site, including but not limited to, completion of the clinical center information forms (CCIF), clinical education agreements, student placement forms, and policy and procedures manual.
 - c. The CCCE is knowledgeable about the affiliated academic programs and their respective curricula and disseminates the information to the clinical education site personnel.
 - d. The CCCE should contact the PTA Program Director with any complaints involving the PTA Program. The CCCE should contact the Dean of the Health Science and Wellness Division 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 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 sties' administration, the provider of physical therapy's administration, and physical therapy personnel.
 - 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 maintain 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. Update the Clinical Education Handbook.
12. Provide updated Clinical Education Handbook to all clinical sites and students.
13. Provide all forms and information to clinical site and clinical instructor.
14. Contact clinical site by phone mid-way through clinical experiences.
15. Schedule site visits.
16. Serve as a resource to the student and the clinical instructor.
17. Confer with student and clinical instructor regarding student learning needs and progress towards meeting objectives.
18. Keep student and clinical instructor 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 a written notice. All Educational Affiliation Agreements originate in the office of the Contracting and Procurement Director at LCCC:

Jamie Spezzano
 Phone: 307.778.1280
 Fax: 307.778.4300
jspezzano@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 15th 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 and then assignment of the students are made to the clinical sites. The CCCE is responsible for assigning the students to a CI.

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 outpatients 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 3 choices) for placement before assignments for the clinical experiences are finalized. The students' professional interests and past 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. Request 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. If a student contacts a clinical site directly to arrange a 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 student's 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 particular site would be advantageous to the students' learning.

G. Student Readiness for Clinical Experiences

The ACCE, in consultation with other PTA program faculty, assesses each student's readiness prior to each clinical experience. The student is placed or not be placed in the clinic based on this assessment. Considerations will include, but are not limited to the following areas:

1. Skill competency demonstrated on practical exams and skills checks
2. Ability to perform adequately in all didactic work
3. Status of Generic Abilities
4. Prior or current probationary status.

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

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

H. Clinical Grading

Clinical Education courses are graded on a satisfactory/unsatisfactory system and use of the Clinical Performance Instrument (CPI). The CPI is a clinical assessment tool used by the program through online format. The final decision as to whether or not the student passes the clinical experience is made by the ACCE in consultation with the CCCE, CI, and PD. Any question about student performance will follow the Academic Progress, Integrity, and Grievance policy (section J of the Student Handbook). If the ACCE has concerns regarding a student's performance, the ACCE addressed the issue first through the informal resolution policy and then through the formal process for consideration. The following explains how the satisfactory progress of clinical experience is determined:

1. The evaluation by the Clinical Instructor, including their written comments and whether any "Significant Concerns" boxes are checked on the final CPI form (online form).
2. Checking the "Significant Concerns" box (☐) indicates that the student's performance on this criterion is unacceptable for this clinical experience.
3. When the Significant Concerns Box is checked, written comments to substantiate the concern, additional documentation such as a critical incident form and learning contract are required with a phone call (☐) placed to the ACCE/DCE.
4. The significant concerns box provides an early warning system to identify student performance problems thereby enabling the CI, student, and ACCE/DCE to determine a mechanism for remediation, if appropriate.
5. The CI should not wait until the mid-experience or final evaluation* to contact the ACCE/DCE regarding student performance if a problem arises.
6. Problems or concerns raised by the student and/or clinical faculty during the clinical experience and whether or not these were effectively resolved.
7. How the problems in #1 affected patient care and safety as well as the student's chances of performing at entry-level by graduation.
8. Whether the problems in #1 fit a pattern of problems that were evident during the student's academic coursework.
9. ACCE in consultation with the student, CI, CCE, and PTA Program Director.
10. The uniqueness or complexity of the clinical education site.
11. Whether or not all outcomes on the course syllabus have been met.
12. The Physical Therapist Assistant Clinical Performance Instrument for Students (CPI) will be employed to assess achievement of clinical competence.
13. Determination of the student's final grade (satisfactory/unsatisfactory) on the CPI will be expressed as indicated below:

The CPI rating scale was designed to reflect a continuum of performance ranging from “Beginning Performance” to “Entry-Level Performance”. Student performance should be described in relation to one or more of the five anchors. The rating scale is NOT a visual analog scale. The vertical mark indicates that the student has exceeded the anchor definition of on or to the left of the vertical mark. In order to place the rating on an anchor, all of the conditions of that level of the rating must be satisfied as provided in the description for each of the 5 anchors. Students and CIs use the PTA CPI to rate the student on fourteen (14) performance criteria.

Determining a Grade

Credit of satisfactory grade for the clinical experience

The guide below is provided to assist the program in identifying what is expected for the student’s performance depending upon their level of education and clinical education experience within the program.

1. *Clinical Practicum I (initial clinical experience)*: Ratings of student performance on the CPI are expected to progress along the continuum ranging from a minimum of intermediate clinical performance clinical performance. Students must complete these ratings in 11 out of the 14 criteria in order to pass the first clinical experience. Students must score within the above range on Red Flag Items (numbered 1, 2, 3, 5, and 7).
2. *Clinical Practicum II (final clinical experience)*: Students are expected to achieve ratings of entry-level for all 14 performance criteria on the CPI (if applicable to that site and upon review by the PD and ACCE). Students must successfully pass the capstone exam.

Satisfactory completion of the clinical education courses also includes completion of all required assignments and achievement of course competencies.

No credit/unsatisfactory grade for the clinical experience

1. Failure to meet expectations for red flag items on the CPI
2. Failure to meet 11 out of the 14 performance criteria on the CPI for the initial clinical experience and 14 out of the 14 criteria for the final clinical experience.

When unsatisfactory grades are received, the ACCE meets with the student and CI to discuss the reason for the grade. Recommendations are made for remediation of the problem(s). The student is reminded of LCCC’s policies regarding the student’s right of appeal. A Plan of Action is developed through collaborative efforts by the ACCE, student, CCCE, CI, and PD. The student is placed on PTA Program probation.

I. School Holidays and Inclement Weather

Not all clinical education sites recognize the same holidays as LCCC. Sites may remain open for regular business although LCCC may be closed. Students must follow the clinical education site schedule for holidays/closures. If the 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 during a holiday, the student will also have that day off.

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

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

J. Student Policies

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

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 three choices for placement. The students are guaranteed a clinical placement. However, the students must realize there are no guarantees for particular clinical placements because of the number of other classmates involved, other disciplines/schools needing clinical sites, the clinical sites scheduling, and the need for a well-rounded clinical experience by each student. The student's responsibilities are as follows:

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

Attendance and Absenteeism

Attendance is required for the entire clinical experience. All absences must be made up with the exception of 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 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 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. Any week that a minimum of 40 hours is not reported requires CI and ACCE approval. Students should document any time absent due to facility holiday closure or inclement weather.

Absences and tardiness: will be monitored through communication between the ACCE, CI, and student. Time cards 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 to the clinical site. The student must call the CI. The student can contact the ACCE by e-mail or phone.
2. If a student fails to notify the CI of an absence or tardiness, the CI should notify the ACCE and make note of it on the student's time record. If the CI has any concerns regarding the professional behavior of the student (excessive absences or tardiness), the ACCE should be contacted as soon as possible. The PTA faculty will contact the student to discuss the absenteeism/tardiness problems and possible remedies. If needed, independent study assignments or other ways to "make-up" missed time may be arranged.

Breaks: Students are required to take a 30-minute break during the course of the day. The 30-minute break may not count toward clinical hours. Time cards should reflect the actual amount of time spent in clinical experience, excluding time spent on break(s).

Required Clinic Hours:

Clinical Practicum I	280 hours
Clinical Practicum II	280 hours

Time Cards: Time cards are available to students at the beginning of each clinical experience. Each time card 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 time cards 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 expected at all times. Students are expected to follow professional standards when in the classroom, laboratory and clinical settings. Guidelines for these standards are as follows:

1. *The Generic Abilities (located in appendix):* Ten (10) specific professional behaviors, called "Generic Abilities" are assessed throughout the PTA Program curriculum. Students will self-assess these professional abilities at the clinical site and review it with their clinical instructor. Clinical instructors provide oral and written feedback regarding professional behaviors. Information will be gathered from the CPI criteria to assist academic faculty in assessing the professional behaviors which is recorded on the CPI. 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 program dismissal.

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

Personal Appearance

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

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

Students are expected to comply with the dress code for each clinical facility. Unless otherwise noted by the facility's dress code, 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 worn by all students at all times while at clinical education sites. Wearing of 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 maintain confidentiality standards at all times 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 the online information from the Wyoming State Health Department and pass a Knowledge Assessment at 70% proficiency, prior to their first clinical education course. This information is made available by the Wyoming Department of Health (<http://wdh.state.wy.us/main/hipaa.html>). The CI should give the student instruction in site-specific HIPPA procedures at the start of each clinical experience.

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

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 immunizations 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

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 may also be required to fill out a facility incident report. 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.

Accommodations

LCCC affirms the rights of students with disabilities to equal opportunity and treatment in all aspects of education. Reasonable accommodations will be made that will enable students with disabilities to enjoy equal educational opportunities. In order to receive accommodations, 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 as a result of this meeting, the student receives a failing grade in the clinical component of the course and may be dismissed 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.

Due Process and Grievance Procedure

It is the policy of the LCCC Physical Therapist Assistant Program to work with students in finding a fair and just solution to problems that may arise, including grievances, questions, misunderstandings, or discrimination. At all steps of the grievance procedure, students should feel free to discuss the matters fully with clinical faculty, PTA program faculty, and LCCC administration. Students are urged to first take their problems to their clinical instructor. Usually the CI will have direct knowledge about the subject and is best qualified to work with the student in resolving the manner.

If the student and CI are unable to find a solution, the student should then bring up the situation to the CCCE, who may consult with the program's ACCE. If the student, CI, and CCCE are unable to find a solution, the student should then bring up the matter to the PTA Program ACCE. Should the student find

unsatisfactory solutions after involving the ACCE, the student should then bring up the matter to the PTA Program Director. If the student finds unsatisfactory solutions after involving the PD, the student should bring up the matter with the Dean of the Health Sciences & Wellness Division.

Student complaints involving clinical faculty or clinical facilities should be directed to the PTA Program ACCE.

Clinical Reassignment

When a student is on a clinical experience but is unable to complete the required hours, an alternative clinical may be provided. Possible 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.

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 as a result 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.

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”, 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

Administrative Assistant's office, the Health Science & Wellness Division Dean's office, and the PTA Program Director's office.

K. 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 affiliating at 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 period. 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 a day when the student is 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

Complaints regarding the program or the program graduates should be first addressed to the PTA Program Director. Unresolved complaints or complaints about the PTA program and/or Program Director should be directed to the Dean of the Health Sciences & Wellness Division. All complaints will be documented, including the projected outcome, and kept on file at the Dean's office and/or Program Director's office. 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).

L. 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 as a result 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 include 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 on 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. Visit <https://www.apta.org/apta-and-you/leadership-and-governance/policies/guidelines-to-promote-excellence-in-clinical-education-partnerships> or the PTA Program homepage to find assessments. 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.

As of January 2008, LCCC and Regis University signed a Memorandum of Understanding (MOU) for educational collaboration. Additionally, a workshop on physical therapy practice topics will be scheduled in subsequent years. All area physical therapy clinicians are invited to attend these workshops; clinicians who have served as clinical faculty for the program will be invited to the workshops. The proposed activity of hosting a continuing education workshop for clinical instructors was made in response to a suggestion by our advisory board which is made up of physical therapists and physical therapist assistants. They expressed an interest for the credentialing course to be held locally. Normally they have to travel to Colorado or Eastern Nebraska in order to complete this certification. We also had verbal feedback from our clinical instructors who felt that a credentialing course would enhance their professional development.

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 located in the PTA Program laboratory and in program faculty offices. Please contact the PTA Program Director for a list of available departmental resources.

M. 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

N. Patient Rights

Patients have the risk-free right to refuse student participation in treatment or observation.

APPENDIX

APPENDIX

TABLE OF CONTENTS

A. General Clinical Education Resources

1. Standards of Practice for Physical Therapy (HOD S06-10-09-07)
2. Standards of Ethical Conduct for the PTA (HOD S06-19-47-68)
3. Value Based Behaviors for the PTA
4. Generic Abilities
5. Master Skills
6. APTA Supervision Requirements for PTAs and Physical Therapy Students
7. PTA Quick Start Guide for CPI Training
8. Weekly Planning Form
9. LCCC Clinical Site Visit Record Form

B. Resources for Students

1. Clinical Rotation Requests
2. Immunization and Onboarding Requirements
3. Student Confidentiality Agreement
4. Handbook Agreement for Students
5. Student Information Sheet
6. Time Card
7. Logging in to CPI

C. Resources for CCCEs and CIs

1. Memorandum of Agreement
2. Site Orientation Form
3. Critical Incident Report
4. Logging in to CPI

D. Student Forms

1. PTA Essential Functions Verification
2. LCCC PTA Videotape/Photograph Consent/Agreement
3. Waiver of Liability
4. Student Statement of Understanding and Liability Release – PTA
5. Generic Abilities Self-Assessment
6. LCCC PTA Program Statement of Agreement

APPENDIX A

General Clinical Education Resources

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STANDARDS OF PRACTICE FOR PHYSICAL THERAPY HOD S06-10-09-07 [Amended HOD S06-10-09-06; HOD S06-03-09-10; HOD 06-03-09-10; HOD 06-99-18-22; HOD 06-96-16-31; HOD 06-91-21-25; HOD 06-85-30-56; Initial HOD 06-80-04-04; HOD 06-80-03-03] [Standard]

Preamble The physical therapy profession's commitment to society is to promote optimal health and functioning in individuals by pursuing excellence in practice. The American Physical Therapy Association attests to this commitment by adopting and promoting the following *Standards of Practice for Physical Therapy*. These Standards are the profession's statement of conditions and performances that are essential for provision of high quality professional service to society, and provide a foundation for assessment of physical therapist practice.

I. Ethical/Legal Considerations

A. Ethical Considerations

The physical therapist practices according to the *Code of Ethics* of the American Physical Therapy Association.

The physical therapist assistant complies with the *Standards of Ethical Conduct for the Physical Therapist Assistant* of the American Physical Therapy Association.

B. Legal Considerations

The physical therapist complies with all the legal requirements of jurisdictions regulating the practice of physical therapy.

The physical therapist assistant complies with all the legal requirements of jurisdictions regulating the work of the assistant.

II. Administration of the Physical Therapy Service A. Statement of Mission, Purposes, and Goals

The physical therapy service has a statement of mission, purposes, and goals that reflects the needs and interests of the patients/clients served, the physical therapy personnel affiliated with the service, and the community.

B. Organizational Plan

The physical therapy service has a written organizational plan.

C. Policies and Procedures

The physical therapy service has written policies and procedures that reflect the operation, mission, purposes, and goals of the service, and are consistent with the Association's standards, policies, positions, guidelines, and *Code of Ethics*.

D. Administration

A physical therapist is responsible for the direction of the physical therapy service.

E. Fiscal Management

The director of the physical therapy service, in consultation with physical therapy staff and appropriate administrative personnel, participates in the planning for and allocation of resources.

Fiscal planning and management of the service is based on sound accounting principles.

F. Improvement of Quality of Care and Performance

The physical therapy service has a written plan for continuous improvement of quality of care and performance of services.

G. Staffing

The physical therapy personnel affiliated with the physical therapy service have demonstrated competence and are sufficient to achieve the mission, purposes, and goals of the service.

H. Staff Development

The physical therapy service has a written plan that provides for appropriate and ongoing staff development.

I. Physical Setting

The physical setting is designed to provide a safe and accessible environment that facilitates fulfillment of the mission, purposes, and goals of the physical therapy service. The equipment is safe and sufficient to achieve the purposes and goals of physical therapy.

J. Collaboration

The physical therapy service collaborates with all disciplines as appropriate.

III. Patient/Client Management A. Physical Therapist of Record

The physical therapist of record is the therapist who assumes responsibility for patient/client management and is accountable for the coordination, continuation, and progression of the plan of care.

B. Patient/Client Collaboration

Within the patient/client management process, the physical therapist and the patient/client establish and maintain an ongoing collaborative process of decision making that exists throughout the provision of services.

C. Initial Examination/Evaluation/Diagnosis/Prognosis

The physical therapist performs an initial examination and evaluation to establish a diagnosis and prognosis prior to intervention.

D. Plan of Care

The physical therapist establishes a plan of care and manages the needs of the patient/client based on the examination, evaluation, diagnosis, prognosis, goals, and outcomes of the planned interventions for identified impairments, activity limitations, and participation restrictions.

The physical therapists involve the patient/client and appropriate others in the planning, implementation, and assessment of the plan of care.

The physical therapist, in consultation with appropriate disciplines, plans for discharge of the patient/client taking into consideration achievement of anticipated goals and expected outcomes, and provides for appropriate follow-up or referral.

E. Intervention

The physical therapist provides or directs and supervises the physical therapy intervention consistent with the results of the examination, evaluation, diagnosis, prognosis, and plan of care.

F. Reexamination

The physical therapist reexamines the patient/client as necessary during an episode of care to evaluate progress or change in patient/client status and modifies the plan of care accordingly or discontinues physical therapy services.

G. Discharge/Discontinuation of Intervention

The physical therapist discharges the patient/client from physical therapy services when the anticipated goals or expected outcomes for the patient/client have been achieved.

The physical therapist discontinues intervention when the patient/client is unable to continue to progress toward goals or when the physical therapist determines that the patient/client will no longer benefit from physical therapy.

H. Communication/Coordination/Documentation

The physical therapist communicates, coordinates, and documents all aspects of patient/client management including the results of the initial examination and evaluation, diagnosis, prognosis, plan of care, interventions, response to interventions, changes in patient/client status relative to the interventions, reexamination, and discharge/discontinuation of intervention and other patient/client management activities. The physical therapist of record is responsible for “hand off” communication.

IV. Education

The physical therapist is responsible for individual professional development. The physical therapist assistant is responsible for individual career development.

The physical therapist and the physical therapist assistant, under the direction and supervision of the physical therapist, participate in the education of students.

The physical therapist educates and provides consultation to consumers and the general public regarding the purposes and benefits of physical therapy.

The physical therapist educates and provides consultation to consumers and the general public regarding the roles of the physical therapist and the physical therapist assistant.

V. Research

The physical therapist applies research findings to practice and encourages, participates in, and promotes activities that establish the outcomes of patient/client management provided by the physical therapist.

VI. Community Responsibility

The physical therapist demonstrates community responsibility by participating in community and community agency activities, educating the public, formulating public policy, or providing pro bono physical therapy services.

(See also Board of Directors standard Criteria for Standards of Practice)

Relationship to Vision 2020: Professionalism; (Practice Department, ext 3176)

[Document updated: 02/03/2011]

Explanation of Reference Numbers:

BOD P00-00-00-00 stands for Board of Directors/**month**/**year**/**page**/**vote** in the Board of Directors Minutes; the "P" indicates that it is a position (see below). For example, BOD P11-97-06-18 means that this position can be found in the November 1997 Board of Directors minutes on Page 6 and that it was Vote 18.

P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure

Standards of Ethical Conduct for the Physical Therapist Assistant

HOD S06-19-47-68 [Amended HOD S06-09-20-18; HOD S06-00-13-24; HOD 06-91-06-07; Initial HOD 06-82-04-08] [Standard]



Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients and clients to achieve greater independence, health and wellness, and enhanced quality of life.

No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

Standards

Standard #1: Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

- 1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapist services.

Standard #2: Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients and clients.

- 2A. Physical therapist assistants shall act in the best interests of patients and clients over the interests of the physical therapist assistant.
- 2B. Physical therapist assistants shall provide physical therapist interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.
- 2C. Physical therapist assistants shall provide patients and clients with information regarding the interventions they provide.
- 2D. Physical therapist assistants shall protect confidential patient and client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

Standard #3: Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

- 3A. Physical therapist assistants shall make objective decisions in the patient's or client's best interest in all practice settings.
- 3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapist interventions.
- 3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient and client values.
- 3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.
- 3E. Physical therapist assistants shall provide physical therapist services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient or client status requires modifications to the established plan of care.

Standard #4: Physical therapist assistants shall demonstrate integrity in their relationships with patients and clients, families, colleagues, students, research participants other health care providers, employers, payers, and the public.

- 4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.

- 4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients and clients, students, supervisees, research participants, or employees).
- 4C. Physical therapist assistants shall not engage in any sexual relationship with any of their patients and clients, supervisees, or students.
- 4D. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.
- 4E. Physical therapist assistants shall discourage misconduct by physical therapists, physical therapist assistants, and other health care professionals and, when appropriate, report illegal or unethical acts, including verbal, physical, emotional, or sexual harassment, to an appropriate authority with jurisdiction over the conduct.
- 4F. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

Standard #5: Physical therapist assistants shall fulfill their legal and ethical obligations.

- 5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient and client safety.
- 5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

Standard #6: Physical therapist assistants shall enhance their competence through the lifelong acquisition and refinement of knowledge, skills, and abilities.

- 6A. Physical therapist assistants shall achieve and maintain clinical competence.
- 6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.
- 6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

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

- 7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.
- 7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.
- 7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients and clients.
- 7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.
- 7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients and clients.

Standard #8: Physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, or globally.

- 8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
- 8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.
- 8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapist services.
- 8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

VALUE-BASED BEHAVIORS FOR THE PHYSICAL THERAPIST ASSISTANT BOD P01-11-02-02 [Position]**Introduction**

In 2000, the House of Delegates adopted Vision 2020¹ and the Strategic Plan for Transitioning to a Doctoring Profession, citing professionalism as one of 6 key elements of this vision. As a follow-up, the document Professionalism in Physical Therapy: Core Values was developed to define and describe the concept of professionalism by stating what behaviors a graduate of a physical therapist program should demonstrate. In 2003 the APTA Board of Directors adopted Professionalism in Physical Therapy: Core Values² as a core document on professionalism in physical therapist practice, education, and research.

In June 2009, the House of Delegates revised the core ethics documents for the profession, including Standards of Ethical Conduct for the Physical Therapist Assistant (PTA).³ This document originally included references to “core values,” which the House related to Professionalism in Physical Therapy: Core Values.² The APTA Board of Directors determined that Professionalism in Physical Therapy: Core Values was designed for and applicable to physical therapists (PTs), and so it charged the Advisory Panel of Physical Therapist Assistants to draft a new document describing the core values of the PTA, to be titled Value-Based Behaviors for the Physical Therapist Assistant.

The advisory panel met in September 2009 to begin drafting Value-Based Behaviors for the Physical Therapist Assistant. Their work was guided by numerous APTA documents, including Professionalism in Physical Therapy: Core Values,² *A Normative Model of Physical Therapist Assistant Education: Version 2007*,⁴ the PTA Clinical Performance Instrument: Version 2009,⁵ Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level,⁶ the newly adopted ethics documents,^{3,7} the problem solving algorithm utilized by ptas in patient/client intervention,⁸ and applicable APTA positions and policies.

The advisory panel gleaned 8 value-based behaviors from existing APTA documents and reflection on the contemporary work of the PTA. These value-based behaviors are listed below in alphabetical order with no preference or ranking given. They are considered to be of sufficient breadth and depth to incorporate the many values and attributes that PTAs demonstrate. The panel made every effort to state each value and its accompanying definition and indicators so that it would resonate with and be understandable to PTAs.

The table that follows provides definitions and sample indicators (not exhaustive) that describe the actions the PTA would perform to express the 8 value-based behaviors:

1. Altruism
2. Caring and Compassion
3. Continuing Competence
4. Duty
5. Integrity
6. PT/PTA Collaboration
7. Responsibility
8. Social Responsibility

For each value-based behavior listed, a definition is provided with sample indicators (not exhaustive) that describe what one would see if the physical therapist assistant were demonstrating that value-based behavior in his or her daily work.

Values-based Behavior With Definition	Sample Indicators
Altruism Altruism is the primary regard for or devotion to the interests of the patient/client, assuming responsibility of placing the needs of the patient/client ahead of the PTA's self interest.	<ol style="list-style-type: none"> 1. Providing patient/client-centered interventions. 2. Readily offering to assist the physical therapist in providing patient/client interventions. 3. Generously providing the necessary time and effort to meet patient/client needs. 4. Placing the patient/client's needs ahead of one's own, as evidenced by willingness to alter one's schedule, delay other projects or tasks, etc. 5. Contributing, as able, to the provision of physical therapy services to underserved and underrepresented populations.
Caring and Compassion Compassion is the desire to identify with or sense something of another's experience; a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.	<ol style="list-style-type: none"> 1. Actively listening to the patient/client and considering the patient/client's needs and preferences. 2. Exhibiting compassion, caring, and empathy in providing services to patients/clients. 3. Demonstrating respect for others and considering others as unique and of value. 4. Considering social, emotional, cultural, psychological, environmental, and economic influences on the patient/client (eg, learning styles, language abilities, cognitive abilities) and adapting approach accordingly. 5. Recognizing and refraining from acting on one's social, cultural, gender, and sexual biases; ie, demonstrates a nonjudgmental attitude.
Continuing Competence Continuing competence is the lifelong process of maintaining and documenting competence through ongoing self-assessment, development, and implementation of a personal learning plan, and subsequent reassessment. ⁹	<ol style="list-style-type: none"> 1. Identifying strengths and limitations in knowledge, skills, and behaviors through self-assessment and feedback from physical therapists and others, and developing and implementing strategies to address the limitations. 2. Maintaining continuing competence using a variety of lifelong learning strategies (eg, continuing education, reflective journals, journal clubs, working with a mentor). 3. Seeking further education in the use and delivery of interventions based on new evidence as it becomes available. 4. Developing and implementing a career advancement plan based on interests, opportunities, and career aspirations.

<p>Duty</p> <p>Duty is the commitment to meeting one's obligations to provide effective physical therapy services to individual patients/clients, to serve the profession, and to positively influence the health of society.</p>	<ol style="list-style-type: none"> 1. Demonstrating behaviors, conduct, actions, attitudes, and values consistent with the roles, responsibilities, and tasks of the PTA. 2. Facilitating each patient/client's achievement of goals for function, health, and wellness, as directed in the plan of care. 3. Preserving the safety, security, and confidentiality of individuals in all patient/client contexts. 4. Participating in quality assurance/quality improvement activities in physical therapy care. 5. Promoting the profession of physical therapy. 6. Providing student instruction and mentoring other PTAs.
<p>Integrity</p> <p>Integrity is the steadfast adherence to high ethical principles or standards; truthfulness, fairness, doing what you say you will do, and "speaking forth" about why you do what you do.</p>	<ol style="list-style-type: none"> 1. Adhering to applicable laws regarding scope of work, payment policies and guidelines, institutional policies and procedures, and APTA policies, positions, and guidelines to ensure optimal patient/client care and fiscal management. 2. Adhering to the highest standards of the profession for the PTA, including the Standards of Ethical Conduct for the Physical Therapist Assistant,³ Guide for Conduct of the Physical Therapist Assistant, state practice acts, and payment requirements. 3. Demonstrating the ideals of the value-based behaviors of the PTA. 4. Demonstrating honesty and trustworthiness in all interactions and relationships. 5. Choosing employment situations that are congruent with ethical principles and work standards. 6. Identifying ethical and legal concerns and initiating actions to address the concern, when appropriate.
<p>PT/PTA Collaboration</p> <p>The PT/PTA team works together, within each partner's respective role, to achieve optimal patient/client care and to enhance the overall delivery of physical therapy services.</p>	<ol style="list-style-type: none"> 1. Educating the PT as needed about the roles, responsibilities, and appropriate utilization of the PTA in the PT/PTA team using available resources (eg, state licensure/practice rules and regulations, PTA clinical problem-solving algorithm,⁸ PTA direction and supervision algorithms,¹⁰ Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level⁶). 2. Promoting a positive working relationship within the PT/PTA team. 3. Demonstrating respect for the roles and contributions of both the PT and PTA in achieving optimal patient/client care, including the PT's responsibility for the PTA's performance in patient/client interventions. 4. Seeking out opportunities to collaborate with the PT to improve outcomes in patient/client care. 5. Working with the PT in educating consumers and other health care providers about physical therapy.

<p>Responsibility</p> <p>Responsibility is the active acceptance of the roles, obligations, and actions of the PTA, including behaviors that positively influence patient/client outcomes, the profession, and the health needs of society.</p>	<ol style="list-style-type: none"> 1. Identifying strengths and limitations in knowledge and skill, and working within limitations of personal ability. 2. Completing patient/client care and other tasks in a timely and efficient manner. 3. Identifying, acknowledging, and accepting responsibility for actions and, when errors occur, following error reporting processes. 4. Communicating in a timely manner with others (eg, PTs, patients/clients, and others).
<p>Social Responsibility</p> <p>Social responsibility is the promotion of a mutual trust between the PTA, as a member of the profession, and the larger public that necessitates responding to societal needs for health and wellness.</p>	<ol style="list-style-type: none"> 1. Advocating for patient/client needs in the clinical setting. 2. Demonstrating behaviors that positively represent the profession to the public. 3. Promoting a healthy lifestyle, wellness, and injury prevention strategies in the community. 4. Serving the profession and the community, including activities occurring in conjunction with work or outside of work (eg, community health fairs, National Physical Therapy Month events, APTA service). 5. Advocating for changes in laws, regulations, standards, and guidelines that positively affect physical therapy and patient/client services.

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http://www.apta.org/AM/Template.cfm?Section=Core_Documents1&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=73012. Accessed November 17, 2010.
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<https://www.fsbpt.org/ForCandidatesAndLicensees/ContinuingCompetence/Model/>. Accessed July 2, 2010.
10. Crosier J. PTA direction and supervision algorithms. *PT in Motion*. 2010; 8:47-50.

Explanation of Reference Numbers:

BOD P00-00-00-00 stands for Board of Directors/month/year/page/vote in the Board of Directors Minutes; the "P" indicates that it is a position (see below). For example, BOD P11-97-06-18 means that this position can be found in the November 1997 Board of Directors minutes on Page 6 and that it was Vote 18.

P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure

GENERIC ABILITIES ASSESSMENT

To complete this form:

- 1** Read description and definitions of generic abilities – page 1.
- 2** Become familiar with behavioral criteria for each level – pages 2 & 3.
- 3** Assess student’s performance by highlighting appropriate characteristics on pages 2 and 3.
- 4** Review the Generic Abilities Assessment with your student.

Generic Abilities**

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills but are nevertheless required for success in the profession. Ten generic abilities were identified through a study conducted at UW-Madison in 1991 – 92. The ten abilities and definitions developed are:

Generic Ability	Definition
1. Commitment to Learning	The ability to self-assess, self-corrects, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
3. Communication Skills	The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. Effective Use of Time and Resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
5. Use of Constructive Feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6. Problem-Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7. Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
9. Critical Thinking	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. Stress Management	The ability to identify sources of stress and to develop effective coping behaviors.

**Developed by the Physical Therapy Program, University of Wisconsin-Madison
May et al Journal of physical Therapy Education 9-1 Spring 1995

Instructions: **Highlight** or Underline all criteria that describe the student's performance.

Generic Abilities	<u>Beginning Level</u> Behavioral Criteria	<u>Developing Level</u> Behavioral Criteria	<u>Entry Level</u> Behavioral Criteria
1. Commitment to learning	Identifies problems; formulates appropriate questions; identifies and locates appropriate resources; demonstrates a positive attitude (motivation) toward learning; offers own thoughts and ideas; identifies need for further information.	Prioritizes information needs; analyzes and subdivides large questions into components; seeks out professional literature; sets personal and professional goals; identifies own learning needs based on previous experiences; plans and presents an in-service, or research or case studies; welcomes and/or seeks new learning opportunities.	Applies new information and re-evaluates performance; accepts that there may be more than one answer to a problem; recognizes the need to and is able to verify solutions to problems; reads articles critically and understands the limits of application to professional practice; researches and studies areas where knowledge base is lacking.
2. Interpersonal Skills	Maintains professional demeanor in all clinical interactions; demonstrates interest in patients as individuals; respects cultural and personal differences of others; is non-judgmental about patients' lifestyles; communicates with others in a respectful, confident manner; respects personal space of patients and others; maintains confidentiality in all clinical interactions; demonstrates acceptance of limited knowledge and experience.	Recognizes impact of nonverbal communication and modifies accordingly; assumes responsibility for own actions; motivates others to achieve; establishes trust; seeks to gain knowledge and input from others; respects role of support staff.	Listens to patient but reflects back to original concern; works effectively with challenging patients; responds effectively to unexpected experiences; talks about difficult issues with sensitivity and objectivity; delegates to others as needed; approaches others to discuss differences in opinion; accommodates differences in learning styles.
3. Communication skills	Demonstrates understanding of basic English (verbal and written): uses correct grammar; accurate spelling and expression; writes legibly; recognizes impact of non-verbal communication: listens actively; maintains eye contact.	Utilizes non-verbal communication to augment verbal message; restates, reflects and clarifies message; collects necessary information from the patient interview.	Modifies communication (verbal and written) to meet needs of different audiences; presents verbal or written messages with logical organization and sequencing; maintains open and constructive communication; utilizes communication technology effectively; dictates clearly and concisely.
4. Effective use of time and resources	Focuses on tasks at hand without dwelling on past mistakes; recognizes own resource limitations; uses existing resources effectively; uses unscheduled time efficiently; completes assignments in timely fashion.	Sets up own schedule; coordinates schedule with others; demonstrates flexibility; plans ahead.	Sets priorities and reorganizes when needed; considers patient's goals in context of patient, clinic and third party resources; has ability to say "No"; performs multiple tasks simultaneously and delegates when appropriate; uses scheduled time with each patient efficiently.

Instructions: **Highlight** or Underline all criteria that describe the student's performance.

Generic Abilities	<u>Beginning Level</u> Behavioral Criteria	<u>Developing Level</u> Behavioral Criteria	<u>Entry Level</u> Behavioral Criteria
5. Use of constructive feedback	Demonstrates active listening skills; actively seeks feedback and help; demonstrates a positive attitude toward feedback; critiques own performance; maintains two-way information.	Assesses own performance accurately; utilizes feedback when establishing pre-professional goals; provides constructive and timely feedback when establishing pre-professional goals; develops plan of action in response to feedback.	Seeks feedback from clients; modifies feedback given to clients according to their learning styles; reconciles differences with sensitivity; considers multiple approaches when responding to feedback.
6. Problem-solving	Recognizes problems; states problems clearly; describes known solutions to problem; identifies resources needed to develop solutions; begins to examine multiple solutions to problems.	Prioritizes problems; identifies contributors to problem; considers consequences of possible solutions; consults with others to clarify problem.	Implements solutions; reassesses solutions; evaluates outcomes; updates solutions to problems based on current research; accepts responsibility for implementing of solutions.
7. Professionalism	Abides by APTA Code of Ethics; demonstrates awareness of state licensure regulations; abides by facility policies and procedures; projects professional image; attends professional meetings; demonstrates honesty, compassion, courage and continuous regard for all.	Identifies positive professional role models; discusses societal expectations of the profession; acts on moral commitment; involves other health care professionals in decision-making; seeks informed consent from patients.	Demonstrates accountability for professional decision; treats patients within scope of expertise; discusses role of physical therapy in health care; keeps patient as priority.
8. Responsibility	Demonstrates dependability; demonstrates punctuality; follows through on commitments; recognizes own limits.	Accepts responsibility for actions and outcomes; provides safe and secure environment for patients; offers and accepts help; completes projects without prompting.	Directs patients to other health care professionals when needed; delegates as needed; encourages patient accountability.
9. Critical thinking	Raises relevant questions; considers all available information; states the results of scientific literature; recognizes "holes" in knowledge base; articulates ideas.	Feels challenged to examine ideas; understands scientific method; formulates new ideas; seeks alternative ideas; formulates alternative hypotheses; critiques hypotheses and ideas.	Exhibits openness to contradictory ideas; assess issues raised by contradictory ideas; justifies solutions selected; determines effectiveness of applied solutions.
10. Stress management	Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance as needed; maintains professional demeanor in all situations.	Maintains balance between professional and personal life; demonstrates effective affective responses in all situations; accepts constructive feedback; establishes outlets to cope with stressors.	Prioritizes multiple commitments; responds calmly to urgent situation; tolerates inconsistencies in health care environment.

Laramie County Community College (LCCC)
Physical Therapist Assistant Program
Essential Functions for Physical Therapist Assistant Students

To be successful in this curriculum, students must be able to demonstrate the following skills/abilities:

Observation: A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and other sensory modalities. The candidate must be able to observe demonstrations and learn from experiences in the basic sciences and in the clinical physical therapy laboratory such as accurately reading dials on electrotherapeutic equipment and numbers on a goniometer, hear heart and breath sounds, assess normal and abnormal color changes in the skin and palpate various body parts.

Communication: A candidate must be able to assimilate information from written sources (texts, journals, notes, medical records, etc.). The candidate must be able to attain, comprehend, retain, and utilize new information presented in written formats as well as produce appropriate written documentation. A candidate must be able to speak with, hear, and observe patients in order to elicit information, perceive nonverbal communications, and describe changes in mood, activity, and posture. The candidate must be able to communicate effectively and sensitively with patients, and efficiently and effectively with the health-care team, orally and in writing.

Sensorimotor: A candidate must have sufficient gross motor, fine motor, and equilibrium functions to elicit information from patients by palpation, auscultation, percussion, and other data collection skills. A candidate must be able to execute movements required to provide therapeutic intervention (e.g., patient transfers, exercise, and application of electrotherapy) and emergency treatment. Quick reactions are necessary not only for safety, but for efficient and effective therapeutic intervention. The student must have the ability to move him or herself and the patient in order to perform motor function tests and treatment. Additionally, the student must be able to ensure the physical safety of a patient at all times. Such skills require coordination of gross and fine muscular movements, equilibrium, and sensation (hearing, vision, smell, and touch).

Intellectual-Conceptual, Integrative, and Quantitative Abilities: A candidate must be capable of these abilities which include, but are not limited to, measurement, calculation, reasoning, analysis, synthesis and retention of complex information. Problem-solving is a critical skill demanded of physical therapist assistants, one that involves all these abilities. The candidate must also be able to comprehend three-dimensional relationships and spatial relationships of structures.

Emotional: A candidate must have the emotional health to use fully his or her intellectual abilities, the exercise good judgment, and the prompt completion of all responsibilities attendant to the care of patients.

Interpersonal: A candidate must be able to develop mature, sensitive, and effective relationships with patients and colleagues. Ability to tolerate physical and emotional stress and continue to function effectively is a must. A candidate must be adaptable, flexible, and able to function in the face of uncertainty. He or she must have integrity, the motivation to serve a high level of compassion, and a consciousness of social values. A candidate needs the interpersonal skills to interact positively with people from all levels of society, ethnic backgrounds, and beliefs.

A deficiency in the abilities listed above can severely diminish a candidate's chances of success in school and in the profession. It is the responsibility of the student with disabilities to request those accommodations that he/she feels are reasonable and are needed to execute the essential functions described. The ability to perform the above skills does not guarantee licensure/certification in any given state. Students who have concerns about the ability to perform any of these functions should contact the PTA Program Director at 307.778.1198. Individuals with disabilities may request reasonable accommodations or information by calling the LCCC Disability Support Service (DSS) at 307.778.1359.

Laramie County Community College PTA Program Master Skills Check List

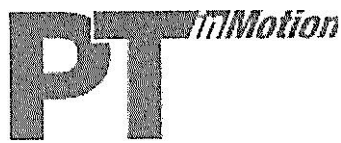
Therapeutic Procedures I	Therapeutic Procedures II	Functional Kinesiology	Therapeutic Exercise
Hand-washing, hand rubbing, standard precautions, transmission based isolation, and sterile techniques*	Neuromuscular Electrical Stimulation (NMES) including electrode placement, high volt, TENS, interferential*	Goniometry including UE, LE, neck/trunk*	Anthropometrical measurements
Vital Signs including pulse rate, respiratory rate, blood pressure, body temperature, and pulse oximetry*	Ultrasound* and phonophoresis	Palpation including bony prominences, ankle/foot, knee, hip, spine (cervical, thoracic, and lumbar), shoulder, elbow, wrist/hand*	Mechanical and manual resistive techniques
Body mechanics (teaching of)	Iontophoresis*	Manual Muscle Testing (MMT) including UE, LE, neck/trunk*	Plyometrics
Transfers including sit-stand transfer, pivot transfer bed to chair, sliding board transfer, Hoyer lift/mechanical transfers*	Traction including cervical and lumbar*	TMJ	Aquatic Therapy/Hydrotherapy
Bed positioning and draping including bed mobility	Biofeedback	Posture (normal)*	Geriatric exercise
Assistive device fitting and gait training (stairs and level surfaces)*	Infrared lamp (theory only)	PROM, AAROM, AROM including ankle/foot, knee, hip, spine (cervical, thoracic, and lumbar), shoulder, elbow, wrist/hand*	Balance assessment and balance/coordination exercises
Wheelchair management including components, measurement and mobility*	Short Wave Diathermy*	Joint mobility including normal and abnormal movements	Therapeutic ball exercise
Edema management including girth measurements and wrapping for edema control*	Laser		Posture including assessment, instruction, and spinal stabilization exercises
Circulation techniques*	Ultraviolet (theory only)		Body mechanics for work tasks
Intermittent compression*	Cryotherapy*		Work station analysis and ergonomics
Soft Tissue Mobilization and therapeutic massage including cervical, back, UE, LE*	Moist heat including paraffin*		Open/closed chain exercise
Adaptive equipment	Dry heat		PNF diagonals*
ADL training and IADLs	Contrast bath		Reciprocal inhibition
CPR			Home Exercise Program (HEP) Design and Instruction
Tilt Table			Progressive Resistance Exercise
Home and Environmental Assessments			Strengthening exercise including isotonic and isometric, concentric and eccentric
Self-care, home, and community management			Circulation exercises
			Analysis of treatment of gait and gait abnormalities
			Joint mobilization including Grade I-IV peripheral *

Laramie County Community College PTA Program Master Skills Check List

Neurology	Orthopedics	Cardiac Rehab	Specialty Rehab
Motor learning techniques	Orthotics and prosthetics	Assessment and treatment of circulation and ventilation	Wound care – no sharps debridement
Developmental and functional movement analysis	Supportive and protective devices including taping and dynamic splints	Aerobic/anaerobic activities	Sterile dressing change including dressing application and removal*
Inhibition techniques	Special Tests and assessment tools specific to ortho rehab	Relaxation strategies	Topical agents
Transfers specific to neuro rehab diagnoses*	Casting (theory)	Cardiovascular endurance exercises	Vestibular and balance assessment and rehabilitation including balance exercises and fall prevention
Gait training specific to developmental and neuro rehab diagnoses	Connective tissue stretching	Cardiac rehab-phases	Pediatric assessment and exercises
Cognitive Assessment	Muscle stretching, active and passive	Fitness/wellness programs	Women's health
Coma stimulation	Post-surgical exercise programming and protocols	Breathing exercises*	Geriatrics
Pediatric exercises	Protective devices	Coughing techniques*	Special tests and assessment tools for specialty areas
Basic NDT techniques*	Post-amputation rehab including residual limb wrapping*	Supplemental oxygen	Lymphedema
Sensation & Deep Tendon Reflex (DTR) testing*	Dynamic splints	Special tests (theory only)	Pain assessment and management including chronic pain
Spinal nerve reflex testing*	PROM using CPM	Postural drainage*	
Dermatomes		Chest percussion and vibration*	
Myotomes		Cardiovascular assessment and special tests	
Adaptive devices		Energy conservation	
Special tests and assessment tools specific to neuro rehab			
Developmental milestones including gross and fine movement			
Righting and equilibrium reactions			

*Denotes skills a student has demonstrated competence in through skill checks and/or practical examinations.

**Clinical Instructors who teach skills not covered in the program are responsible for assessing the student's competence with the skill prior to the patient treatment.



COMPLIANCE MATTERS

Supervision Requirements for PTAs and Physical Therapy Students

A brief primer on what to ask and where to seek answers.

By Sharita Jennings, JD | May 2018

Supervision requirements for physical therapist assistants (PTAs) and physical therapy students (both physical therapist and PTA students) depend on such factors as the policies of individual payers and insurers, state practice act provisions, and the setting in which physical therapy is being provided. Let's simplify this situation by looking at some key issues.

Levels of Supervision

It is the responsibility of the physical therapist (PT) alone to evaluate and assess patients, develop a plan of care, and oversee provision of services. PTAs and physical therapy students play important roles in carrying out the plan of care, however. Supervision rules are meant to ensure that patients and clients always are receiving the safest and most effective care. Depending on the setting, practitioner, and applicable state laws, 1 of 3 types of supervision will apply to PTs and the PTAs and students they supervise.

General. This is the least restrictive type of supervision. It requires only that the PT be available for direction and supervision by telephone or another form of telecommunication during the procedure in question; the PT need not be onsite.

Direct. This type of supervision requires the PT to be physically present at the facility and immediately available for in-room direction and supervision. The PT must have direct contact with the patient or client for the duration of each visit--defined as all encounters with that patient or client within a 24-hour period.

Direct personal. This is the highest level of supervision. The PT must be physically present in the room and immediately available to direct and supervise tasks related to patient and client management, and must provide continuous direction and supervision throughout the time these tasks are performed.

Factors to Consider

To determine the required level of supervision of PTAs and students, PTs should ask themselves these questions:

- What does the state practice act say about supervision of PTAs and students?
- When Medicare patients are involved, what are Medicare's regulations regarding PTAs and students?
- When a commercial insurer is involved, what are that payer's policies regarding PTAs and students?
- In what type of practice setting are the physical therapist services being provided?

State practice acts. State practice acts typically define the scope of practice of PTs and the scope of work of PTAs and physical therapy students. It's the PT's go-to document, therefore, for determining supervision requirements. Links to all state practice acts are available on APTA's website. (See "Resources" on page 10.)

Be advised, however, that not all state practice acts address supervision of either PTAs or physical therapy students, while some acts address PTAs but not students. Here's what do in these situations:

- If the state practice act is silent on supervision of students but does contain policies on PTA supervision, apply the rules of PTA supervision to physical therapy students.
- If the state practice act addresses *neither* supervision of PTAs *nor* supervision of physical therapy students, look to the supervision requirements of the payer policy. For example, if the individual who is receiving services has health insurance from Blue Cross, consult that company's policies regarding supervision of PTAs and students. If the person is a Medicare or Medicaid patient, check that agency's billing policy.

Medicare provisions. Again, if the state practice act is *silent* on supervision requirements, turn to Medicare's billing guidelines to determine the needed level of supervision for PTAs and students in providing services to Medicare beneficiaries. Medicare dictates general supervision of PTAs in all settings other than private practice, in which direct supervision is required. In some settings, however, Medicare stipulates additional requirements even under general supervision. For instance, when a PTA provides services to a patient in a standalone clinic (defined by Medicare as "a facility that is not part of a hospital but is organized and operated to provide medical care to outpatients"), rehabilitation agency, or public health agency, the supervising PT must make an onsite visit at least once every 30 days.

Medicare states that PTs may not bill for services provided by physical therapy students, because they are not licensed practitioners. Students may help PTs provide billed services, however, and PTs may physically guide students through the provision of a billed service. PTs, therefore, need to exercise their best judgment in such situations. Medicare offers these scenarios as guidance for appropriately billing Part B services:

- The PT is present and in the room for the entire session. The student participates in the delivery of services only when the PT is directing the service, exercising skilled judgment, and is the party responsible for assessment and treatment of the patient or client.
- The PT is present in the room, guiding the student in service delivery whenever the student is participating in its provision. The PT is at no time engaged in treating other patients or performing any other tasks.

The PT is the responsible party and, as such, signs all documentation. (A physical therapy student also may sign, but the student's signature is unnecessary.)

PTAs and physical therapy students cannot bill for their services under Medicare or any other payer.

The supervising PT, rather, must bill for all services under his or her National Provider Identifier issued by the Centers for Medicare and Medicaid Services.

(A note on payment for services provided by PTAs: Medicare and commercial insurers currently reimburse for services rendered by PTAs at the same rate as they do those furnished by PTs. Beginning in 2022, however, services provided by PTAs will be reimbursed at 85% of the Medicare physician fee schedule rate that applies to those rendered by PTs. At this writing, this upcoming change has no bearing on supervision rules for PTAs.)

Commercial insurers. PTs treating patients or clients whose health care is covered by a commercial insurance plan must closely read the contract with the insurer to ensure that they meet supervision

policies covering PTAs and students. Commercial insurers typically defer to Medicare guidelines, but it's important to check with the insurer to be certain.

Who Signs?

The answer to this question is simple. Because the PT is responsible for drafting the plan of care and supervising all procedures carried out under it, the PT must review and sign all care notes and the plan of care itself. PTAs and students may draft notes on the care they've provided under the appropriate level of supervision. The supervising PT then must authorize and sign that documentation. As with all supervision rules, the PT should check the state practice act and agreements with participating insurers to determine if more-stringent rules on signatures apply to any given situation.

www.apta.org/PTinMotion/2018/5/ComplianceMatters/



Sharita Jennings, JD, is *senior regulatory specialist at APTA*.

Resources

Levels of Supervision (APTA House of Delegates Position)

- www.apta.org/uploadedFiles/APTAorg/About_Us/Polices/HOD/Terminology/Supervision.pdf

State Practice Acts

- www.apta.org/Licensure/StatePracticeActs

Report to Congress: Standards for Supervision of Physical Therapist Assistants (Under Medicare)

- www.ems.gov/medicare/billing/therapyservices/downloads/61004ptartc.pdf

Quick Start Guide for the CPI Web Training Modules and Assessment

FOR NEW USERS

Access to PT and PTA CPI Web will only be provided if you complete the training session and complete the PT and PTA CPI/WEB Assessment (*CPI Assessment*). You will only have to complete the CPI Assessment once. However, you are encouraged to review the freely-available training modules prior to each supervised student.

This document contains instructions on how to access the required:

- I. *CPI New User Training Modules (Training Modules)* on the Clinical Assessment Suite Help Center (hosted by Liaison International)
- II. *CPI Assessment* on the APTA Learning Center

PT and PTA *CPI New User Training Modules*

- The self-guided training includes PowerPoint modules to help you successfully use the CPI Web.
- You can complete the training module-by-module or all at once.
- They are accessible anytime and the training is FREE.

The *Training Modules* can be accessed in 2 ways:

1. From the Home Page of the Clinical Assessment Suite Help Center

- a. Navigate to the Clinical Assessment Suite Help Center at:

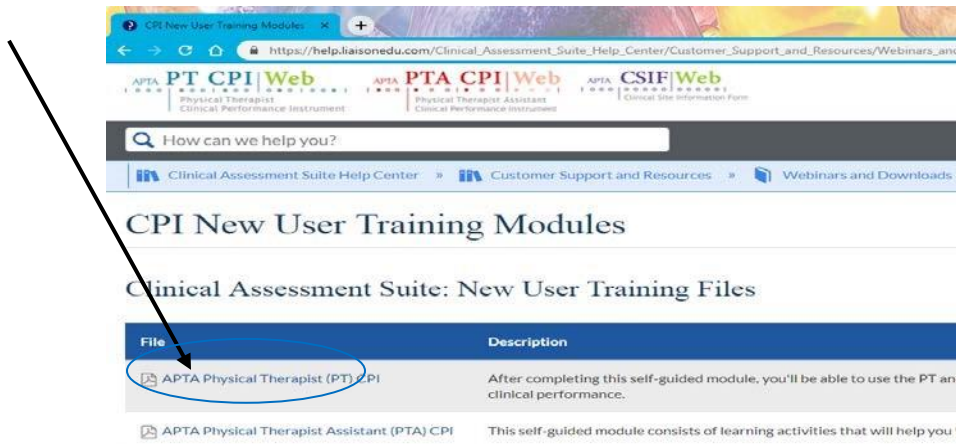
https://help.liaisonedu.com/Clinical_Assessment_Suite_Help_Center

- b. Click on the “**Click here**”
(for quick access to the CPI New User Training Modules)

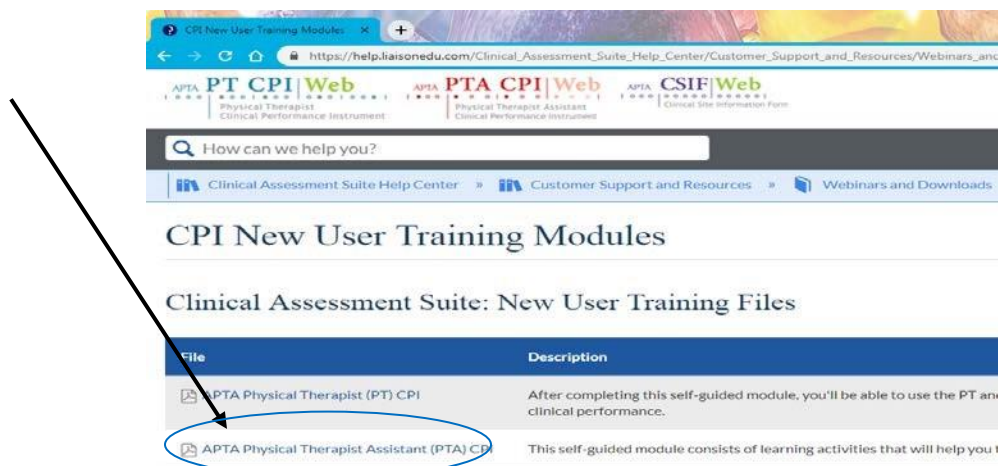


2. From the CPI New User Training Modules webpage:

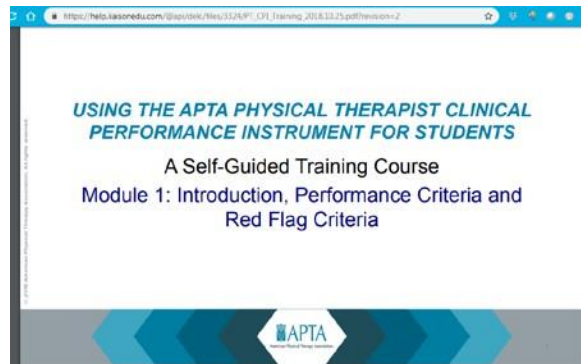
- a. Navigate to the CPI New User Training Modules at:
https://help.liaisonedu.com/Clinical_Assessment_Suite_Help_Center/Customer_Support_and_Resources/Webinars_and_Downloads/CPI_Training_Files
- b. To access the PT Web CPI Training Module, click on the “APTA Physical Therapist (PT) CPI” link.



- c. To access the PTA Web CPI Training Module, click on the “APTA Physical Therapist Assistant (PTA) CPI” link.



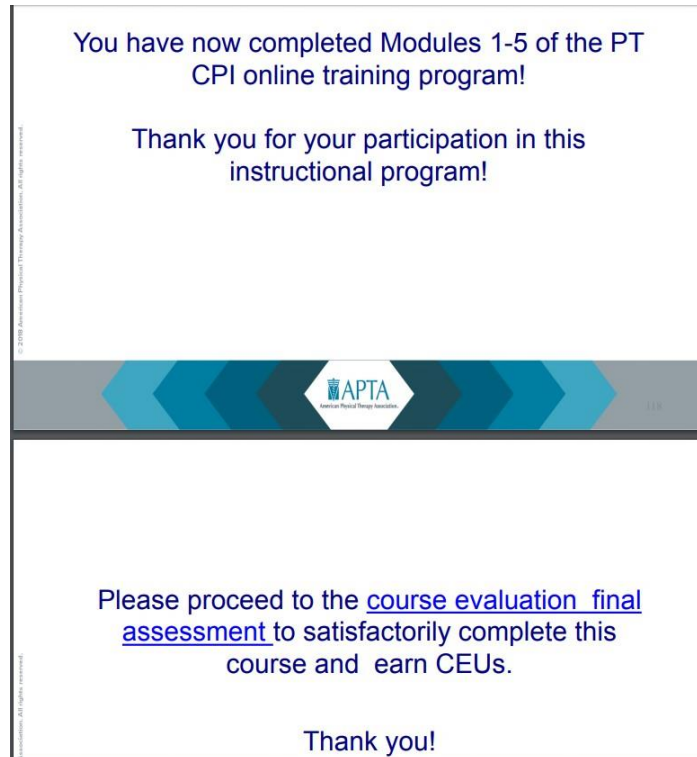
After clicking any of the access links described above, you will be taken to the first slide of the pdf file of the *Training Modules* where you can scroll to advance the slides.



Accessing the PT-CPI/WEB or PTA-CPI/WEB Assessment (Assessment)

The *Assessment* can be accessed in 2 ways:

1. Once you have completed the Training *Module*, the link on the last slide will direct you to the Post-test on the APTA Learning Center.



OR

You can access directly at the APTA Learning Center

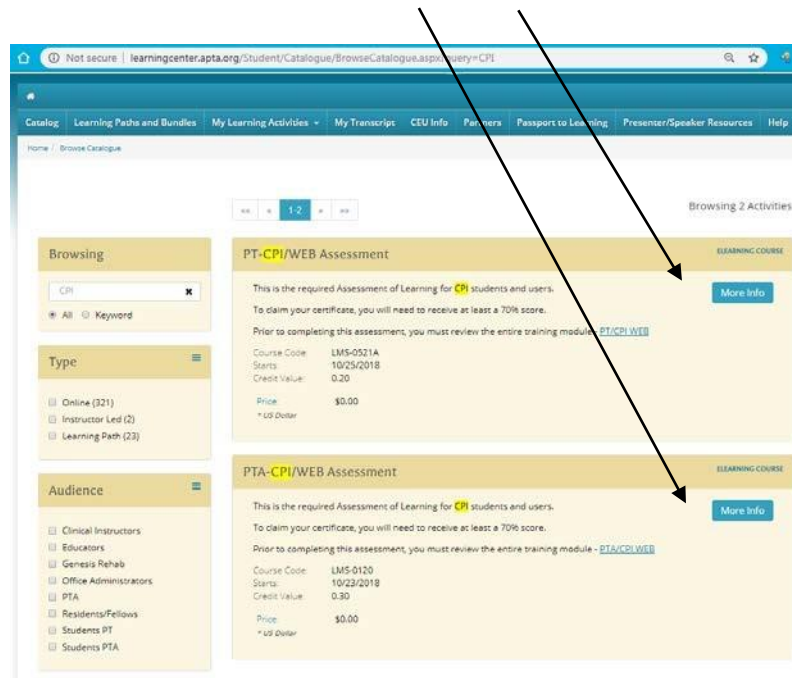
1. To be able to access the *CPI Assessment* on the Learning Center, :
 - a. Ensure that you are logged in (with APTA member #) **OR**
 - b. If you are NOT an APTA member, you will need to "Create an Account"



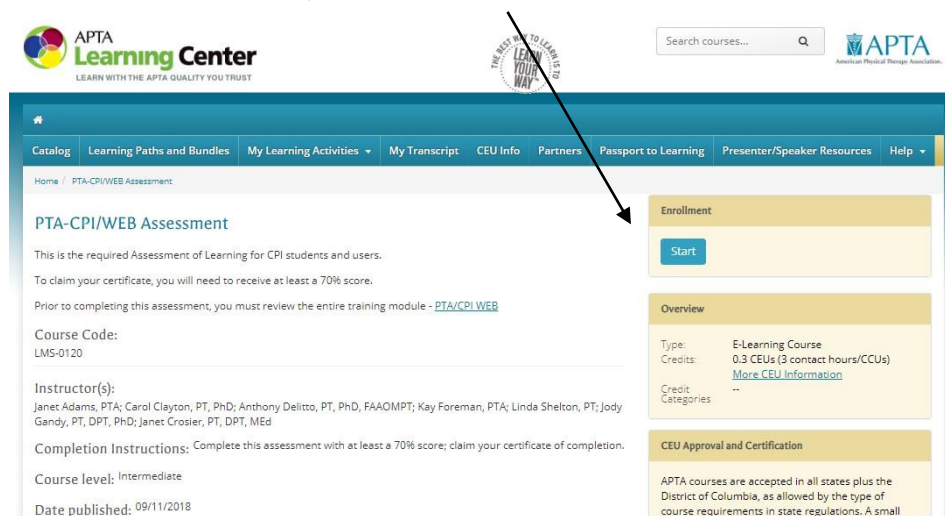
2. Navigate to:

<http://learningcenter.apta.org/Student/Catalogue/BrowseCatalogue.aspx?query=CPI>

3. Choose the appropriate *CPI Assessment* (PTA or PT) by clicking “More Info”



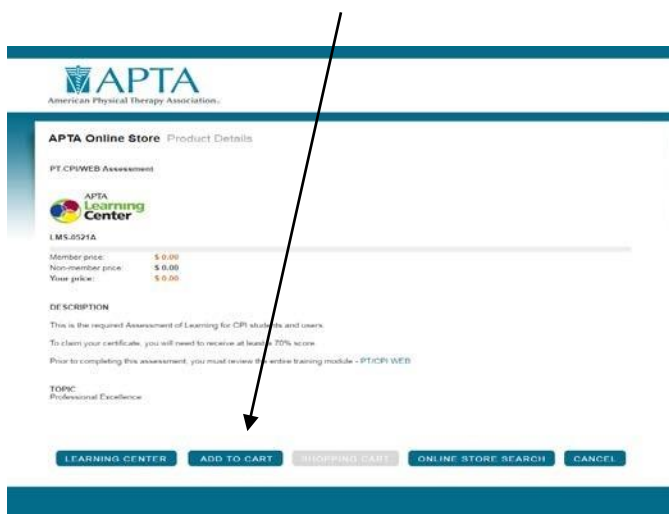
4. To enroll in *CPI Assessment*, click on “Start”



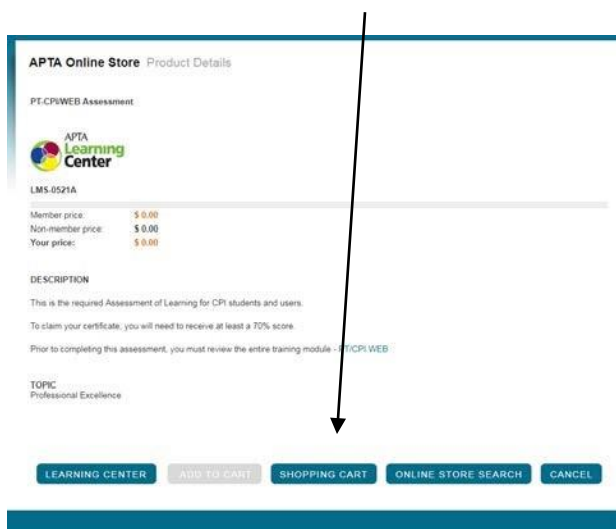
5. You will be led to a webpage to “Purchase” the course.

***The course is free. You are not required to be an APTA member to complete the training.**

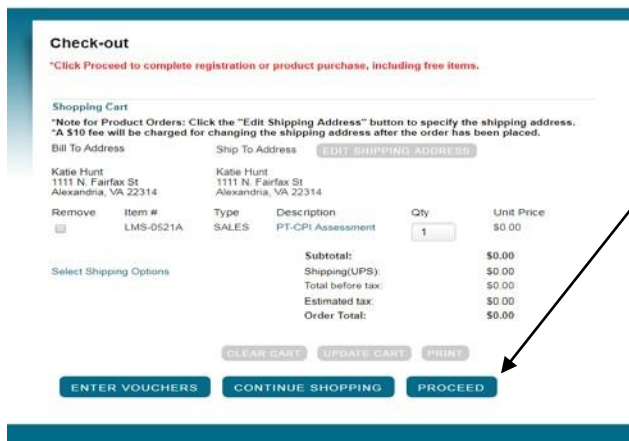
6. Click on “ADD TO CART”



7. Then Click on “SHOPPING CART”



8. You will now be in the Check-out Screen. Click “Proceed”.



9. From the Confirmation Screen, click on the “OK” button

Purchase Confirmation

Purchase Information
Date of Purchase: Dec 3 2018 11:45AM
Katie Hunt

Shipping Address:
1111 N. Fairfax St
Alexandria, VA 22314

Web Transaction Number: 1539278
Payment Method:

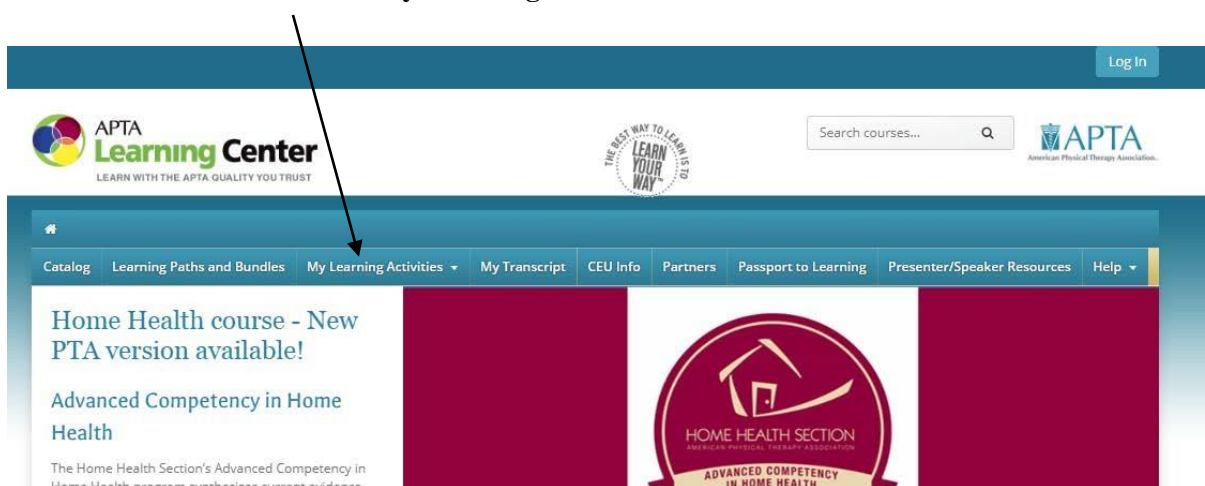
Detail

Code	Type	Description	Order Ref.	Qty	Unit Price	Total
LMS-0521A	SALES	PT-CPI Assessment <small>This course is accessible via the My Courses page on the APTA Learning Center.</small>	O1357272	1	\$0.00	\$0.00
Tax:						\$0.00
Shipping Method(UPS):						\$0.00
Total:						\$0.00

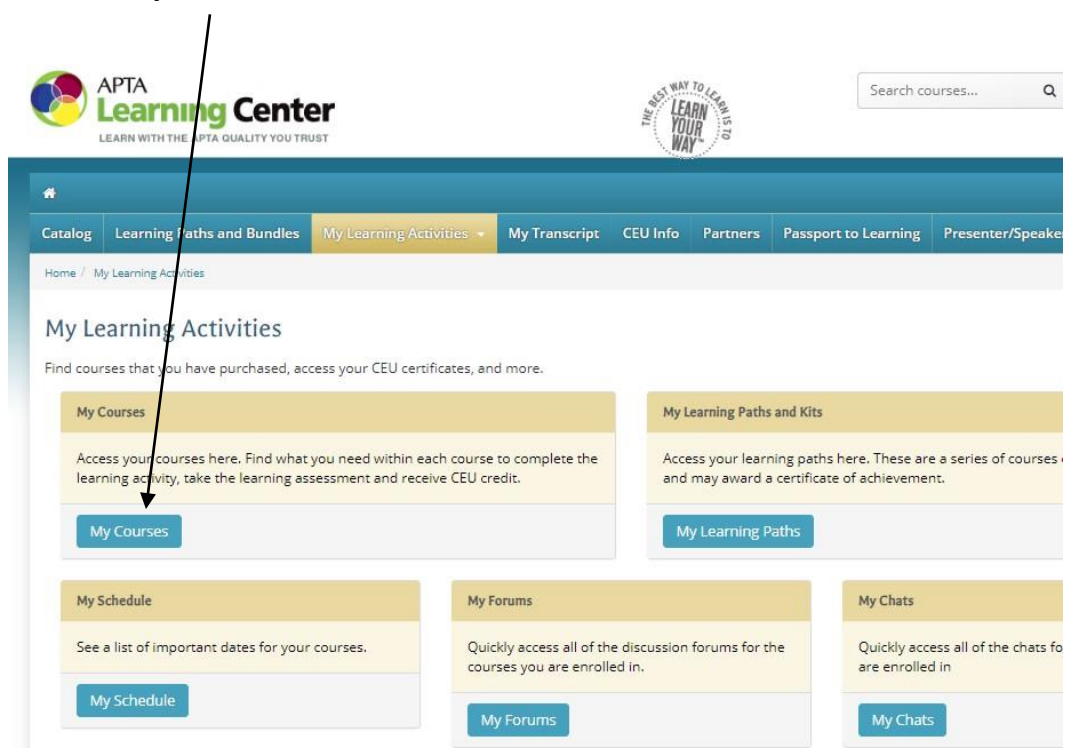
OK **PRINT**

10. After clicking on the “OK” command, you will be redirected to the APTA homepage.

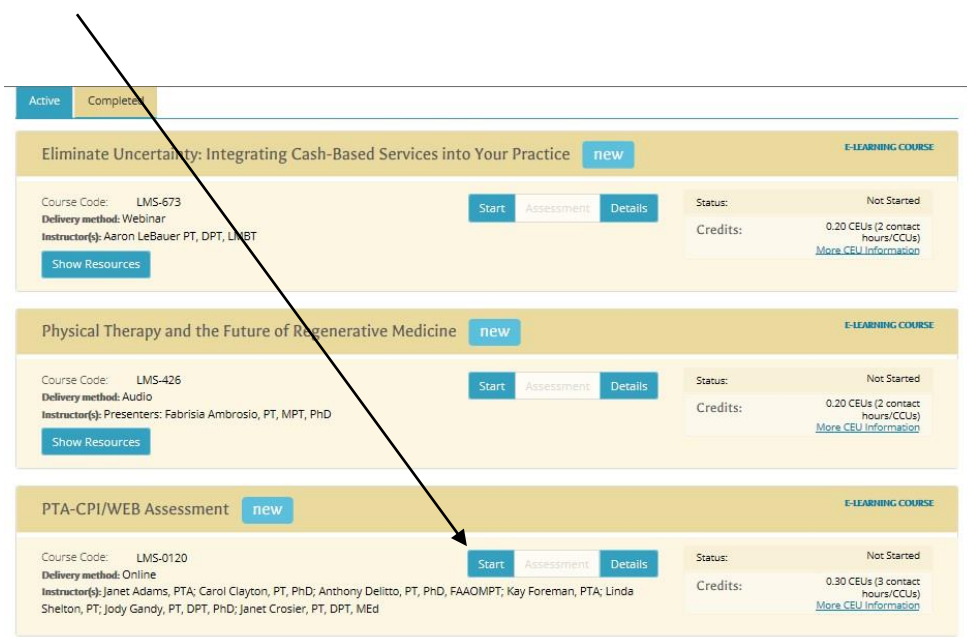
11. You can now return to the APTA Learning Center at: <http://learningcenter.apta.org/> to access the *CPI Assessment*. Click on “My Learning Activities”.



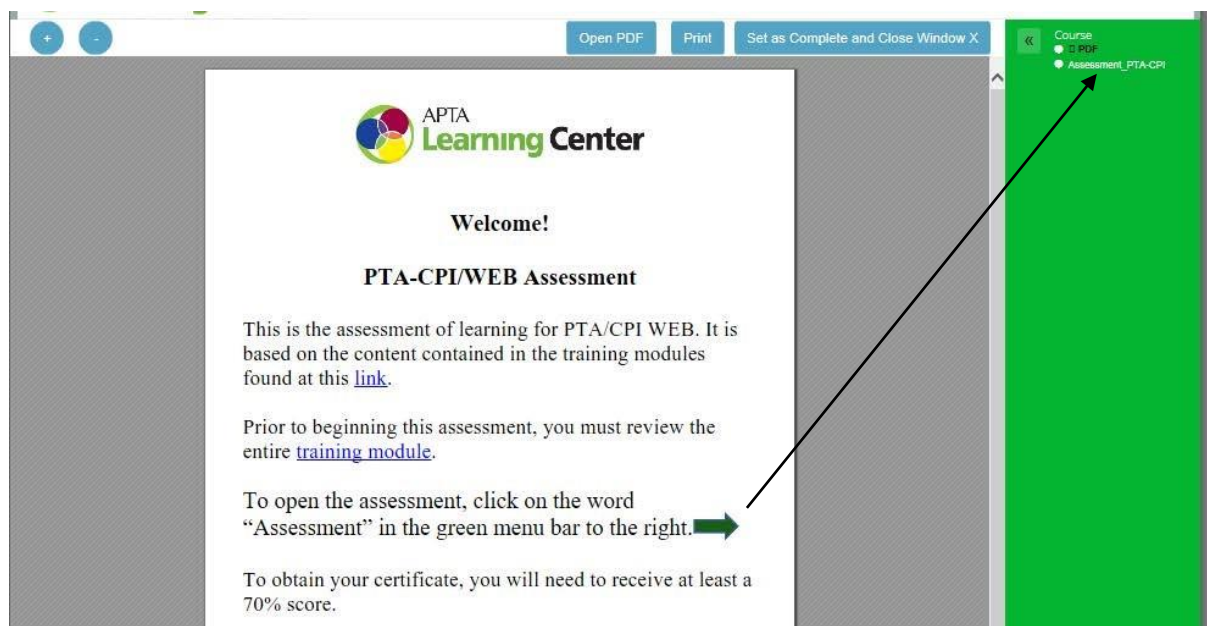
12. Click on “My Courses”



13. Select the CPI Web Assessment



14. Click on “Assessment” in the green menu bar to right (per instructions):



Step 15. Complete the post-test
(a score of at least 70% is required to receive a course completion certificate)

Step 16. Print and save a copy of your course completion certificate

Difficulty in Accessing the CPI Assessment?

If you run into any problems with the CPI Assessment on the APTA Learning Center, please contact the APTA at 1-800-999-2782 x 3395 or send email to learningcenter@apta.org.

**Now that you have completed the Training Session, you can access
the PT or PTA CPI Web at: <https://cpi2.amsapps.com/>**

Logging in to CPI Web



1. To log in to the site, navigate to <https://cpi2.amsapps.com>.
2. Enter your username and password.
 - Your username is your email address.
 - If you don't know your password, click **I forgot or do not have a password** then **Reset/Create New Password**. Enter your email address to receive an email with further instructions. Note: The link included in the email expires after 24 hours. Prior to using the link, close out of the site from your internet browser. If your email expires, repeat the steps above to receive another email.

[Table of contents](#)
[No headers](#)

Welcome

Log In

Enter your user name and password to log into this site.

User Name

[Forgot Username ?](#)

Password

[I forgot or do not have a password](#)

Log In

Changing PT CPI Web Password:

- *It is highly-recommended that you change your password after you log in.*
- Note that your password is case sensitive and must be typed in exactly as it appears in the information box.

Welcome

Log In

Enter your user name and password to log into this site.

User Name

[Forgot Username ?](#)

Password

Password Hints

* Your password must be at least six (6) characters long.

* It should have at least one character from each of the following categories:

- Alpha - Uppercase (A-Z)
- Alpha - Lowercase (a-z)
- Number (0-9)

If you are unable to recall your password or if you are creating a password for the first time, please click on the **Reset/Create New Password** link below and follow the prompts to reset your password.

Liaison International is responsible for the design, implementation, and support of CPI Web and CSIF Web. Our typical customer support hours are Monday thru Friday from 9:00am - 5:00pm ET.

[Reset/Create New Password](#)

Log In

Welcome

I forgot or do not have a password

Enter your Username and press continue. (Note: Your Username will be a valid email address)

Username

Continue Cancel

Problems with Accessing PT or PTA CPI Web?

If you are having difficulty logging into PT CPI Web after completing the training, please send an e-mail to ptcpiwebsupport@liaisonedu.com or ptacpiwebsupport@liaisonedu.com and include your name, e-mail address used to complete the training and the approximate date when the training was completed so that the help desk can look to grant you manual access to login to CPI Web.

LARAMIE COUNTY COMMUNITY COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM

WEEKLY ASSESSMENT AND PLANNING FORM

Student: _____

Experience Week: _____

Date: _____

The weekly planning form is a useful feedback and instructional tool, to assist both the Clinical Instructor and the PTA student in assessing current performance, as well as identifying opportunities for additional educational and clinical opportunities. When completing this form, please consider the five (5) performance dimensions of the CPI: supervision/guidance required, quality of care provided, complexity of tasks/environment, consistency of performance, and efficiency of performance.

Learning opportunities (e.g. patient care conference, in-servicing, observation) and clinical experiences offered:

Areas of improvement and/or demonstrated competence for this week:

Areas for future improvement and growth:

Mutually established goals/action plan for the week of: _____

CI Signature: _____

Student Signature: _____

Laramie County Community College
1400 E College Dr
Cheyenne, WY 82007
Physical Therapy Assistant Program

Clinical Site Visit Record

Student Name:	Date:
Facility:	Clinical Instructor:
Clinical Practicum (circle one): I II	Area of Practice:
In which week of the clinical experience does this visit fall?	
DISCUSSION WITH CLINICAL INSTRUCTOR	
Effective skills (professionalism, initiation, acceptance of feedback, time management, confidence, motivation, etc)	
Verbal and non-verbal communication (with patients/families, staff, in meetings, delegation)	
Documentation (content, accuracy, proficiency, timeliness)	
Level of independence with Plan of Care Development based on PT's evaluation and goals:	Level of independence with treatments and progression of treatments:
Caseload (what percentage of the CI's caseload is the student able to handle effectively)	

Goals for the remainder of the clinical	
Academic preparation (lacking, adequate, exceptional)	Suggestions for faculty
Specific learning opportunities for students at this facility (wound care, surgery observation, education, interdisciplinary meetings, physician communication, specialty techniques, specialty equipment)	
Questions for ACCE or follow up needed	
DISCUSSION WITH STUDENT	
Overall impression of learning experience	
Learning opportunities that have made this clinical memorable, if any	
Performance of Clinical Instructor/Level of Supervision of PT and/or PTA	

Has the student been given the appropriate amount of items such as autonomy, instruction, feedback, facility orientation, etc (please provide details if able)

Overall comments/concerns

Additional comments from College representative

College Representative: _____

Date: _____

Appendix B

Resources for Students

1. Clinical Rotation Requests
2. Immunization and Onboarding Requirements
3. Student Confidentiality Agreement
4. Handbook Agreement for Students
5. Student Information Sheet
6. Time Card
7. Logging in to CPI Web

CLINICAL ROTATION REQUESTS

Name: _____

Date: _____

Please use this form to select 3 locations for internship placement using the list of available sites (see instructors for reference). CAPTE states that each student is required to have an *inpatient and outpatient* rotation, so please consider this when making your selections as it will affect graduation from the program. You may also request a site that is NOT already on the list using this form. (*Understand this is a request form ONLY; you are not guaranteed the sites you list on this form.*)

Fall	Spring
1.	1.
2.	2.
3.	3.

Additional Comments:

REQUEST FOR ADDITIONAL SITE (*limit one per student*)*

Name of Site: _____

**The following form (Site, CCCE, and CI contact info) MUST be filled out in full by the student or the site in order to consider this request.*

LARAMIE COUNTY COMMUNITY COLLEGE (LCCC)
Physical Therapist Assistant (PTA) Program
CLINICAL SITE INFORMATION REQUEST FORM

Site Name:		DBA (if applicable):	
Address:		Office Phone:	Ext:
City, State, ZIP:		Office Fax:	
Type of Setting <input type="checkbox"/> Inpatient (Acute, home health, skilled nursing, etc.) <input type="checkbox"/> Outpatient <input type="checkbox"/> Both; _____% in _____% out		Clinic Hours (Students require 40 hrs./wk):	
Dress Code Requirements:		Office Email:	
Specialties List <u>ALL</u> that apply <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Aquatic <input type="checkbox"/> Geriatrics <input type="checkbox"/> Hand Rehab <input type="checkbox"/> Manual Therapy <input type="checkbox"/> Neurology <input type="checkbox"/> _____ <input type="checkbox"/> _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Pediatrics <input type="checkbox"/> Wound <input type="checkbox"/> Women's Health <input type="checkbox"/> Orthopedics </div> </div>		Certifications (Please list certifications held by CCCEs or CIs)	
Requirements List <u>ALL</u> that apply <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> PPD <input type="checkbox"/> DTT <input type="checkbox"/> MMR <input type="checkbox"/> Hep B <input type="checkbox"/> _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Flu <input type="checkbox"/> Color Vision <input type="checkbox"/> CPR <input type="checkbox"/> Background Check </div> </div>		Additional Comments/Notes:	
Who is the contact person to establish site requirements in preparation for clinicals?			
Name:		Phone:	
Website:		Email:	

<p>How much advance time is recommended to complete requirements?</p>	<p>Is housing available? If so, please explain in detail:</p>
--	--

CCCE/CI Name (First & Last)	PT or PTA	CCCE? Yes/No	APTA CI Credential? YES/NO	Email Address	Work Phone (incl ext.)	Alt Phone (incl ext.)	Ethnicity (optional)	Gender (optional)

Do you wish to receive additional information regarding the LCCC PTA Advisory Committee? YES _____ NO _____

ADDITIONAL COMMENTS:

PTA PROGRAM IMMUNIZATION & ONBOARDING REQUIREMENTS

Student Last Name: _____ First Name: _____ M.I. _____

Course Number/Title: _____ Semester: _____

Date of Submission: _____

Immunization Packets:

Please submit copies of the following documents in **ONE** packet. We are only able to accept completed packets – no partial packets will be accepted. Verification of current immunizations and titers are required as part of the health screening process prior to entering internship sites. *We apologize however, we are unable to make copies so please have copies completed when you turn them in – thank you!*

- _____ MMR
- _____ HEP B
- _____ VARICELLA
- _____ PPD (TB) (Two-Step Test within the last 12 months)
- _____ FLU SHOT (annual vaccination)
- _____ TETANUS (within the last 10 years)
- _____ COVID-19
- _____ COLOR VISION TEST
- _____ CPR CARD

Other Onboarding Requirements:

- _____ Student Information and Goal Sheet
- _____ APTA CPI Certificate of Completion
- _____ Student Handbook Agreement
- _____ Confidentiality Agreement
- _____ Completion Date of CHES Booklet

Authorized Personal Only:

- _____ Background Check
- _____ Urine Screen (as required)

- Please refer to the Clinical Education Handbook Section for details.
- ***Sites may have additional requirements. Be sure to check with the ACCE and the CCCE/CI to ensure that you have met site specific requirements.***

STUDENT CONFIDENTIALITY AGREEMENT

I understand that confidential care and treatment is the right of all patients in all clinical agencies utilized for my clinical experience as a Physical Therapist Assistant (PTA) Student at Laramie County Community College (LCCC). The diagnosis, treatment, and all other information concerning patients are confidential and may not be released to anyone, including family members, without the consent of the patient. I understand that even the presence of a patient in a clinical facility is considered confidential.

I understand that other information I may obtain as part of my student experiences is also confidential. I understand that the concept of confidentiality includes but is not limited to information concerning: 1) a patient; 2) a patient's family or significant others; 3) an employee or job applicant; 4) a physician or other practitioner; 5) peer review or quality of care; 6) the sensitive business plans or finances of the college or clinical facility; 7) computer passwords; 8) other students and instructors; or 9) any other persons who may make use of clinical facilities and services.

I agree that, except as clearly directed by my instructor, I will not at any time during or after my student experiences, disclose or discuss confidential information or any part of my experience, which is of a confidential nature to anyone who does not need that information to perform their duties. I also agree not to seek or obtain information regarding confidential matters not necessary to fulfill my responsibilities as a student.

I recognize that my disclosure of confidential information may cause irreparable injury to an individual, the college, and/or the clinical facility, and may result in a civil lawsuit. I understand that any violation of this agreement or my disclosure of any confidential information in an unauthorized manner can result in my immediate dismissal from the PTA Program. If in any situation I am uncertain or unclear of my responsibilities in protecting confidential information, I will seek the guidance of my instructor or appropriate supervising personnel.

By my signature below, I certify that I have read this Student Confidentiality Agreement, have asked any questions I had, that I understand this Agreement, and I agree to be bound by its terms.

Student Signature

Date

Printed name

Signed original to be kept in student file.

**Laramie County Community College
Physical Therapist Assistant Program**

HANDBOOK AGREEMENT FOR STUDENTS

I have received and read the Student Handbook Agreement for the Physical Therapist Assistant Program at Laramie County Community College with special attention focused on the Clinical Education Section and the Guidelines and Self-Assessments for Clinical Education. I understand the content of each of the above documents and agree to abide by the policies and procedures.

Student's Printed Name

Student's Signature

Date

LARAMIE COUNTY COMMUNITY COLLEGE (LCCC)
Physical Therapist Assistant (PTA) Program

STUDENT INFORMATION SHEET

We want to take this opportunity to thank you for being a clinical site for our physical therapist assistant program. Below you will find student specific information.

Student's Name: _____

Phone: _____ Email Address: _____

Address: _____

City: _____ State: _____ Zip: _____

Emergency Contact

Name: _____ Phone: _____

Student Strengths:

- 1.
- 2.
- 3.

Student Weaknesses:

- 1.
- 2.
- 3.

Student Goals:

- 1.
- 2.
- 3.

Other information student would like you to know:

LCCC STUDENT PHYSICAL THERAPIST ASSISTANT TIME CARD

Student Name:_____ **Site Name:**_____

Course #: _____ **Course Title** _____ **Semester:** _____

[illegible]

The student is responsible for completion of the time card and obtaining the clinical instructor's initials. Each clinical rotation week is defined as 40 hours. Any week that a minimum of 40 hours is not reported requires CI and ACCE approval. Lunch breaks (30-60 min.) are highly recommended and do not count towards clinical hours. Additional page may be added if needed.

CI ACKNOWLEDGEMENT- I, an authorized agent of the facility listed above, certify that the hours listed is correct and that the student performed their duties in a satisfactory and professionally competent manner. CI's need only to initial weekly for confirmation of time worked and then sign below at completion.

CI Signature: _____

STUDENT ACKNOWLEDGMENT-I certify that the above hours are a true representation of my time spent at this clinical site and that I have obtained an authorized signature from my clinical instructor.

Student Signature: _____

Logging in to CPI Web

Table of contents

1. To log in to the site, navigate to <https://cpi2.amsapps.com>.
2. Enter your username and password.
 - Your username is your email address.
 - If you don't know your password, click **I forgot or do not have a password** then **Reset/Create New Password**. Enter your email address to receive an email with further instructions. Note: The link included in the email expires after 24 hours. Prior to using the link, close out of the site from your internet browser. If your email expires, repeat the steps above to receive another email.

Updating Information in PTA CPI Web as a CI

Your information needs to be updated at least once per year. If your information is up-to-date, follow the steps under **Editing the CPI**.

Click **My Info** to update your information. You must update the **APTA Date Release Statements** located in the **Data Authorization** section. Also, ensure your credentials and certifications are accurately listed.

Click **Update** when you are finished editing the information.

Editing the CPI

After verifying your completion of the training, all sections of the CPI appear.

Click **Edit Now** on the right to edit one criterion at a time or click **Expand All** to edit all criteria at the same time.

Click **View Essential Skills**, **View Introduction**, and **View Instructions** to view the details of how to fill out the CPI.

For an APTA glossary definition of key terms within the **Performance Dimensions** and **Anchor Points** on the APTA Rating Scale, hover your mouse over any underlined word.

Add desired comments and select the rating using the slider. For the **Interventions**, make sure to select whether a skill was Performed, Observed, or Not Available.

When you are done editing a section, click the **Section Sign Off** checkbox.

Saving occurs automatically in CPI Web as you click away or tab to the next section on an evaluation. For example, when you click in a text box and enter your comments for a criterion, then click on the rating scale, the comments section that was just completed is automatically saved. Saving is indicated by a green checkmark that appears next to the item that was saved. When you select or change a rating, the information is automatically saved. This simplifies and streamlines the saving process.

Note: If you see a red X instead of a green checkmark when you are editing a comment box, rating, or section sign-off, this indicates that the item(s) you were working on failed to save. This can be caused by a firewall/network IT policy that periodically runs a task on the network and disables some website functionality from working correctly, including the auto-save feature. To work around this:

1. Copy and paste any comments associated with the criteria into a document outside of CPI Web.
2. Make note of any ratings and where they were located so that you can re-enter them correctly.
3. Log out of CPI Web by clicking **Log Out** in the upper right corner of the page.
4. Close out of all your internet browsers.
5. Reopen your browser and log back in to CPI Web.
6. Return to the edit portion of your evaluation.
7. Paste the comments from your document into the evaluation. A green checkmark for each criterion now appears.

Review Sign Off on the CPI

Once you have completed all sections, review sign off on your CPI. To review sign off:

1. Click the **Evaluations** tab, then click **Review Sign Off** in the **Actions** column.
2. Scroll to the bottom of the page to click the signature checkbox, then click **Save**.

Note: Once you review sign off on your CPI, you can still make any additional edits required. Your student can view your CPI only if they have also signed off on their own CPI. Once reviewed with the student, the CI can make any necessary edits, then complete the final sign off.

APTA PTA Training

Please view our [PowerPoint Training files](#) for assistance with APTA PTA Training.

Appendix C

Resources for CCCEs and CIs

1. Memorandum of Agreement
2. Site Orientation Form
3. Critical Incident Report
4. Logging in to CPI Web

LARAMIE COUNTY COMMUNITY COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement, verifies that the LCCC PTA student, the Center Coordinator of Clinical Education (CCCE) or the supervising PT, and the Supervising Clinical Instructor, have reviewed the documents related to PTA Supervision and the LCCC PTA Clinical Education Policies (found in the student handbook). The signed and dated document must be submitted to the LCCC PTA Program. It is the affiliating student's responsibility to make sure that this document is signed and submitted to the school by the specified date.

If you have accepted students from this program in the past and reviewed these documents at that time, please take a moment to review them again, as some guidelines may have changed. Thank you.

Documents to be reviewed, for this agreement:

1. APTA Supervision of Student PTA (under clinical instructor tab)
2. LCCC PTA Student Handbook specific to Clinical Education

By signing this Memorandum of Agreement, all signed below are verifying that they have read and understood the contents of the documents above, and agree to abide by the stated policies and procedures.

Affiliating Student

Student Name (Printed)

Student Signature

Date

CCCE, Supervising PT and Supervising CI

CCCE or Supervising PT Name (Printed)

Supervising CI (Printed)(if other than CCCE)

CCCE or Supervising PT Signature

Date

Supervising CI Signature (initial if CI is also the CCCE)

Date

PTA.LCCC.7/31/2018

Laramie County Community College
Physical Therapist Assistant Program Orientation Form

Student Name _____

Clinical Site: _____

Date of Orientation: _____

CI Name: _____

To verify completion, the Clinical Instructor puts a check mark in each box and signs the bottom of the form. The student will sign the form upload it to the designated drop box in course learning management system (D2L).

Facility

- ☐ Tour of Building
- ☐ Orientation to Clinic (general review of equipment, supplies and work space)
- ☐ Assigned personal/professional space use areas
- ☐ Emergency Procedures of the clinical facility/hospital reviewed
- ☐ Reviewed facility Infection Control Procedures
- ☐ Review the organizational structure of the facility including the Physical Therapy or Rehabilitation Department.
- ☐ Ensure that the student has the appropriate ID badge(s) and parking permit for the clinical site
- ☐ Review Clinical Schedule (including weekend or evening coverage)
- ☐ Review meal schedule (students must have 30 min. break)
- ☐ Review the professional appearance and behavior standards of the facility
- ☐ Review confidentiality requirements

Discussion of Learning Objectives and Responsibilities

- ☐ Student has been shown the Student Clinical Education Manual for the facility.
- ☐ Review Course Syllabus with CI and Student
- ☐ Review Clinical Education requirements and expectations for facility
- ☐ Discuss student learning preferences
- ☐ Review student's strengths and weaknesses
- ☐ Review facility documentation procedures and process
- ☐ Review facility billing procedures and process
- ☐ Review any available library or educational resources

Other

Clinical Instructor Signature

Date

Student Signature

Date

LARAMIE COUNTY COMMUNITY COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM

CRITICAL INCIDENT REPORT

Directions: *The Critical Incident Report form may be useful when a critical event (such as a patient safety issue) is observed. The purpose and design of the form is to limit reporting to the observed incident/behavior, without interpretation by the observer/evaluator, in order to record the entry without bias. Antecedents refer to events or environmental factors that preceded the behavior. Behaviors are to be described objectively. Consequences identify any determined ramifications imposed. It is the policy of the LCCC PTA program that any Critical Incident Report results in a call to the ACCE and/or PTA Program Director.*

Student: _____

Evaluator/Observer: _____

CRITICAL INCIDENT			
Date and Time	Antecedents	Behaviors	Consequences
<div style="display: flex; justify-content: space-between;"><div>Student _____</div><div>Initials: _____</div></div> <div style="display: flex; justify-content: space-between;"><div>Evaluator _____</div><div>Initials: _____</div></div>			
<div style="display: flex; justify-content: space-between;"><div>Student _____</div><div>Initials: _____</div></div> <div style="display: flex; justify-content: space-between;"><div>Evaluator _____</div><div>Initials: _____</div></div>			
<div style="display: flex; justify-content: space-between;"><div>Student _____</div><div>Initials: _____</div></div> <div style="display: flex; justify-content: space-between;"><div>Evaluator _____</div><div>Initials: _____</div></div>			
Student Signature:		Evaluator's Signature:	

PTA.LCCC.
9/29/2016

^aAdapted from: Shea ML, Boyum PG, Spanke MM. Health Occupations Clinical Teacher Education Series for Secondary and Post Secondary Educators. Urbana, Ill: Department of Vocational and Technical Education, University of Illinois at Urbana-Champaign; 1985. As found in the APTA Clinical Instructor Education and Credentialing Program, American Physical Therapy Association, Alexandria, Va, September 2005: Section IV-12.

Logging in to CPI Web

Table of contents

3. To log in to the site, navigate to <https://cpi2.amsapps.com>.
4. Enter your username and password.
 - Your username is your email address.
 - If you don't know your password, click **I forgot or do not have a password** then **Reset/Create New Password**. Enter your email address to receive an email with further instructions. Note: The link included in the email expires after 24 hours. Prior to using the link, close out of the site from your internet browser. If your email expires, repeat the steps above to receive another email.

Updating Information in PTA CPI Web as a CI

Your information needs to be updated at least once per year. If your information is up-to-date, follow the steps under **Editing the CPI**.

Click **My Info** to update your information. You must update the **APTA Date Release Statements** located in the **Data Authorization** section. Also, ensure your credentials and certifications are accurately listed.

Click **Update** when you are finished editing the information.

Editing the CPI

After verifying your completion of the training, all sections of the CPI appear.

Click **Edit Now** on the right to edit one criterion at a time or click **Expand All** to edit all criteria at the same time.

Click **View Essential Skills**, **View Introduction**, and **View Instructions** to view the details of how to fill out the CPI.

For an APTA glossary definition of key terms within the **Performance Dimensions** and **Anchor Points** on the APTA Rating Scale, hover your mouse over any underlined word.

Add desired comments and select the rating using the slider. For the **Interventions**, make sure to select whether a skill was Performed, Observed, or Not Available.

When you are done editing a section, click the **Section Sign Off** checkbox.

Saving occurs automatically in CPI Web as you click away or tab to the next section on an evaluation. For example, when you click in a text box and enter your comments for a criterion, then click on the rating scale, the comments section that was just completed is automatically saved. Saving is indicated by a green checkmark that appears next

to the item that was saved. When you select or change a rating, the information is automatically saved. This simplifies and streamlines the saving process.

Note: If you see a red X instead of a green checkmark when you are editing a comment box, rating, or section sign-off, this indicates that the item(s) you were working on failed to save. This can be caused by a firewall/network IT policy that periodically runs a task on the network and disables some website functionality from working correctly, including the auto-save feature. To work around this:

8. Copy and paste any comments associated with the criteria into a document outside of CPI Web.
9. Make note of any ratings and where they were located so that you can re-enter them correctly.
10. Log out of CPI Web by clicking **Log Out** in the upper right corner of the page.
11. Close out of all your internet browsers.
12. Reopen your browser and log back in to CPI Web.
13. Return to the edit portion of your evaluation.
14. Paste the comments from your document into the evaluation. A green checkmark for each criterion now appears.

Review Sign Off on the CPI

Once you have completed all sections, review sign off on your CPI. To review sign off:

3. Click the **Evaluations** tab, then click **Review Sign Off** in the **Actions** column.
4. Scroll to the bottom of the page to click the signature checkbox, then click **Save**.

Note: Once you review sign off on your CPI, you can still make any additional edits required. Your student can view your CPI only if they have also signed off on their own CPI. Once reviewed with the student, the CI can make any necessary edits, then complete the final sign off.

APTA PTA Training

Please view our [PowerPoint Training files](#) for assistance with APTA PTA Training.

Appendix D

Forms

1. PTA Essential Functions Verification
2. LCCC PTA Videotape/Photograph Consent/Agreement
3. Waiver of Liability
4. Student Statement of Understanding and Liability Release - PTA
5. Generic Abilities Self-Assessment
6. LCCC PTA Program Statement of Agreement

*******All forms below to be signed by the students and turned in*******

Physical Therapist Assistant Program Essential Functions Verification

Essential Functions student signature page to be completed at program entry.

____ Yes ____ No I have read and I understand the Essential Functions relative to the Physical Therapist Assistant Program.

____ Yes ____ No I am able to meet the physical requirements of the PTA Program as specified and do not require any reasonable accommodation to meet these requirements at this time.

____ (v) I require the following reasonable accommodation(s) to meet the Physical Requirement standard as specified:

Printed Name of Student

Signature of Student

Date

Nondiscrimination in Employment and Education Opportunity

Laramie County Community College (LCCC) is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law.

**Laramie County Community College (LCCC)
Physical Therapist Assistant (PTA) Program
Videotape/Photograph Consent/Agreement**

I, _____ give Laramie County Community College (LCCC), PTA Program consent to videotape/photograph/audiotape me during classroom, lab or off campus education experiences for educational purposes only. I also agree to keep all photographs and electronic records that I take or use as a student, as confidential and will not release any electronic information or images unless I receive written notification from the PTA program director.

Printed Student Name

Printed Student Signature

Date

Volunteer Release and Waiver of Liability Form

This Release and Waiver of Liability (“Release”) by the individual signing below (“Volunteer”) releases Laramie County Community College (“College”), a Community College District existing under the laws of the State of Wyoming and each of its elected and appointed officials, employees, officers, agents, successors, assignees, and volunteers regarding any and all claims arising in direct relation to Volunteer’s assumption of activities related to serving as a volunteer. For purposes of this waiver, “volunteer” does not mean a guest speaker or lecturer providing services of a nominal duration.

Name of Volunteer: _____

Name of Activity/Event/Class: _____

Name of Department: _____

Department Supervisor: _____

Supervisor Phone: _____ Supervisor Email: _____

Approximate Volunteer Hours per Week: _____

Dates of Volunteer Service: START: _____ THROUGH: _____

Annual Renewal _____ Intermittent _____

1. **Volunteer Status:** Volunteer desires to provide volunteer services for College and engage in activities related to serving as a volunteer. Volunteer understands that the scope of Volunteer’s relationship with College is limited to a volunteer position and that no compensation is expected in return for services provided by Volunteer; that College will not provide any benefits traditionally associated with employment to Volunteer; and that Volunteer is responsible for his/her own insurance coverage in the event of personal injury or illness as a result of Volunteer’s services to College. Volunteer is performing these services for civic, charitable or humanitarian reasons and as more fully defined by 29 C.F.R. 553.101.

Initials of Volunteer:

_____ By my initials indicated, Volunteer hereby states that Volunteer has not received a promise, expectation or receipt of compensation for services to be rendered;

_____ By my initials indicated, Volunteer hereby states that Volunteer’s services are being offered freely and without pressure or coercion, direct or implied from College;

_____ By my initials indicated, Volunteer is not currently employed by the College to perform the same type of services being offered in a volunteer status.

2. **Waiver and Release:** Volunteer hereby releases and forever discharges and holds harmless College and its successors and assigns from any and all liability, claims, and demands of whatever kind of nature, either in law or in equity, which arise or may hereafter arise from the services Volunteer provides to College. Volunteer understands and acknowledges that this Release discharges College from any liability or claim that Volunteer may have against College with respect to providing volunteer services, including but not limited to: breach of contract, bodily injury, personal injury, illness, death, or property damage that may result from the services Volunteer provides to College or occurring while Volunteer is providing services.

3. **Assumption of Risk:** Participation in the aforementioned campus activity carries with it certain risks that cannot be

eliminated regardless of the care taken to avoid injuries. The specific risks vary from one activity to another, but the risks may include, but are not limited to: 1) minor injuries such as but not limited to, scratches, bruises, and sprains; 2) major injuries such as but not limited to eye injury or loss of sight, joint or back injuries, heart attacks, and concussions; and 3) catastrophic injuries including but not limited to paralysis and death. I understand, and acknowledge that these and other unforeseeable risks are inherent to participation in the above activity. I hereby assert that my participation is voluntary and I knowingly assume all such risks. Furthermore, I understand that I will be responsible for any medical or other charges in connection with this activity.

4. Insurance: Further, Volunteer understands that College does not assume any responsibility for or obligation to provide financial or other assistance, including but not limited to medical, health, or disability benefits, unemployment benefits, worker's compensation or any other insurance. Volunteer expressly waives any such claim for compensation or liability on the part of College.

5. Release Scope: Volunteer expressly agrees that this Release is intended to be as broad and inclusive as permitted by the laws of the State of Wyoming and that this Release shall be governed by and interpreted in accordance with the laws of the State of Wyoming. Volunteer agrees that in the event that any clause or provision of this Release is deemed invalid, the enforceability of the remaining provisions of this Release shall not be affected. By signing below, Volunteer expresses understanding and intent to enter into this Release and Waiver of Liability willingly and voluntarily.

6. Governmental Immunity: Participant hereby releases, waives, discharges, and covenants not to sue, LCCC, nor any of its elected and appointed officials, employees, officers, agents, successors, assignees, and volunteers regarding any and all claims arising in as a result of Participant's participation in the aforementioned campus activity. I further acknowledge that the Wyoming Recreation Safety Act, WYO. STAT. ANN. § 1-1-121 (2012) et seq., and WYO. STAT. ANN. § 1-1-109 (2012) applies irrespective of the age of the person assuming the risk. To the fullest extent permitted by law, Participant shall indemnify, defend, and hold harmless LCCC, its elected and appointed officials, employees, officers, agents, successors, assignees, and volunteers from any and all claims, lawsuits, losses, and liability arising out of Participant's involvement in this activity. Further, LCCC does not waive its Governmental/Sovereign Immunity by executing or entering into this Waiver/Agreement and specifically retains all immunities and defenses available to it as a governmental entity pursuant to WYO. STAT. ANN. § 1-39-101 (2011), et seq., and all other applicable laws.

7. College Rules: Volunteer agrees to abide by College policies and procedures and any further amendments to the same that govern the operation and activities of the College. Volunteer agrees to comply with any specific instruction or request given by the College.

I hereby certify that I have carefully read the foregoing and acknowledge that I understand and agree to all of the above terms and conditions. I have had the opportunity to ask any and all questions regarding this Release. I am aware that by signing this Release, I assume all risks and waive and release certain substantial rights that I may have. I acknowledge that this Release is binding upon myself, my heirs, executors, administrators, and representatives in the event of my death or incapacity.

Volunteer's Printed Name

Volunteer's Signature

Date

Volunteer's Phone Number

Volunteer's Email Address (Please Print Carefully)

Home Address

City, State

Zip Code

Emergency Contact

Phone Number

Supervisor's Signature

FOR VOLUNTEERS UNDER AGE 18

I, as the Parent/Guardian of the above named child (volunteer), hereby give permission for my child to serve as a volunteer. I hereby certify that as the Parent/Guardian of the above Volunteer, I have carefully read the foregoing and acknowledge that I understand and agree to all of the above terms and conditions. I have had the opportunity to ask any and all questions regarding this Waiver. I am aware that by signing this Waiver, I assume all risks and waive and release certain substantial rights that I may have. I acknowledge that this Waiver/Agreement is binding upon myself, my heirs, executors, administrators, and representatives in the event of my death or incapacity.

Parent/Guardian's Printed Name

Date

Parent/Guardian's Signature

Phone Number

Home Address

City, State

Zip Code

SUPERVISOR COMPLETES☐ Basic Background Check☐ Keys☐ Required (For Volunteers Working With Children and/or Handling Money)

Date Completed: _____

☐ Not Required - Human Resources Approval: _____

FOR OFFICE USE ONLY☐ Human Resources Approval: _____ Date: _____☐ Admin & Finance Approval: _____ Date: _____

Laramie County Community College (LCCC)
Student Statement of Understanding and Liability Release
Physical Therapist Assistant Program

I, _____ (print name), am a student at Laramie County Community College (LCCC) – Cheyenne campus who is enrolled in a Health Sciences & Wellness Division program.

I acknowledge that I have been informed of the following and that I understand the following:

1. That the health and human services program I have enrolled in may involve exposure to human body fluids and cell and tissue cultures that may carry infections such as HIV (Human Immunodeficiency Virus) and Hepatitis B Virus (HBV) and Hepatitis C Virus (HCV).
2. That exposure to infectious blood and other body fluids and cultures by contact through eye, mouth, blood, non-intact skin, or other method may put me at risk of contracting a blood borne infection.
3. That to protect myself from exposure to blood and other body fluid and cultures, I will wear protective apparel according to OSHA (Occupational Safety and Health Administration) standards and comply with applicable policies of the College and any hospital or clinical affiliate that I am attending.
4. That if I should become exposed by eye, mouth, blood, non-intact skin, or other method to blood or other human fluids or cultures, I will immediately report such incident to the program instructor or clinical internship supervisor.
5. That if such exposure should occur, I hereby authorize the College or the clinical affiliate to administer such immediate first aid as is deemed appropriate until medical help can be obtained.
6. That I hereby release and hold harmless Laramie County Community College (LCCC), its employees, officers, agents, and representatives, including all hospital and clinical internships, from any liability for any and all injury, illness, disability, or death, including all costs for medical care, resulting from my exposure to infectious blood or other human fluids or cultures or the administration of emergency first aid after such exposure, during the course of my participation in the health sciences and wellness school program, whether caused by the negligence of the College or otherwise, except that which is the result of gross negligence or wanton misconduct by the College.

Printed Student Name

Major

Student Signature

Date

GENERIC ABILITIES SELF-ASSESSMENT

Instructions: Assess your performance in each of the ten abilities below as based on the Generic Abilities Behavioral Criteria. Circle the appropriate level for each ability and comment on your performance in each area. Please sign and date the assessment.

	B – Beginning Level	D – Developing Level	E- Entry Level	
Commitment to Learning Comments:	B	D	E	
Interpersonal Skills Comments:	B	D	E	
Communication Skills Comments:	B	D	E	
Effective Use of Time and Resources Comments:	B	D	E	
Use of Constructive Feedback Comments:	B	D	E	
Problem Solving Comments:	B	D	E	
Professionalism Comments:	B	D	E	
Stress Management Comments:	B	D	E	

Name _____

Signature _____

Date _____

LCCC PTA PROGRAM STATEMENT OF AGREEMENT

The following statement confirms that the student understands and agrees to the requirements and policies of Laramie Count Community College (LCCC) and the Physical Therapist Assistant (PTA) Program as written in this handbook.

I have read, understand, and agree with the LCCC Physical Therapist Assistant Student Handbook. I agree to comply with the printed policies expressed therein as well as those in the LCCC Catalog, and LCCC Student Handbook. Furthermore, I have been informed that changes may occur as determined by developments in clinical and/or academic settings. As far as possible, changes will be effective prior to the beginning of the academic term. When notified verbally and in writing of these changes, I will comply with them.

I understand that a minimum grade of "C" (75%) will be required to pass each course. I am aware that failure to adhere to all LCCC policies, the PTA Program policies as outlined in the Student Handbook, and the information identified in each course syllabi may result in my dismissal from the PTA Program.

This statement of agreement will become part of my file in the PTA Program Department Office.

My signature indicates acceptance of this agreement.

Student Signature _____

Printed Name _____

Date _____