



Physical Therapist Assistant Program

Student & Clinical Education

Handbook

Revised 1/16, 1/17, 1/18, 1/19, 1/20, 8/21, 10/21, 9/22, 11/23, 12/24

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LIST OF COMMON ABBREVIATIONS

AAS- Associate of Applied Science

ACCE- Academic Coordinator of Clinical Education

ADA- Americans with Disabilities Act

APTA- American Physical Therapy Association

APTA Georgia-state chapter of the APTA (formally known as PTAG)

CAPTE- Commission on Accreditation in Physical Therapy Education

CCCE- Center Coordinator of Clinical Education

CI- Clinical Instructor

CPI- Clinical Performance Instrument

FAFSA- Free Application for Federal Student Aid

FERPA- Family Educational Rights and Privacy Act

HIPAA- Health Information Portability and Accountability Act

TEAS- Health Occupation Basic Entrance Test

LTC- Lanier Technical College

MSDS- Material Safety Data Sheets

PTA- Physical Therapist Assistant

PT- Physical Therapist

TCSG-Technical College System of Georgia

GENERAL INFORMATION

LANIER TECHNICAL COLLEGE ACCREDITATION

Lanier Technical College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award technical certificates of credit, diplomas, and associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Lanier Technical College.

Questions about admission, enrollment, job placement, and related matters should be directed to an appropriate office at Lanier Technical College. The Commission on Colleges should only be contacted to report evidence of non-compliance with an accreditation requirement or standard.

PTA PROGRAM ACCREDITATION INFORMATION

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

The Physical Therapist Assistant Program at Lanier Technical College is Accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA, 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

ABOUT THE PROFESSION

Physical Therapist Assistants (PTA) are specially trained care providers who render care under the supervision and direction of a licensed Physical Therapist. PTAs treat patients who have mobility issues or difficulty with daily functional activities. PTAs work in hospitals, outpatient clinics, nursing homes, home health facilities, schools and more. PTAs perform interventions and collect data as directed by the PT such as teaching patient/client exercises, applying modalities (ice, ultrasound, heat, etc.), or training family members.

PTAs must graduate from a CAPTE accredited program in order to be eligible to sit for the national examination and to obtain a license/hold certification or registration. PTAs must be licensed to practice in the state of Georgia. Forty-eight states require licensing, certification or registration.

According to the National Bureau of Labor Statistics, PTAs can expect much faster than average job growth in the national market due to the aging population. Locally, PTAs can expect job numbers to grow 35% between 2020--2030 per current occupational projections (EMSI software).

ESSENTIAL SKILLS FOR LANIER TECHNICAL COLLEGE PTA PROGRAM

Due to the nature of patient care and the PTA physical workload, PTA students should possess certain abilities to render safe and effective patient care:

- Visual Acuity- Visual ability sufficient for observation and assessment necessary in-patient care. Examples include observation of patient/client responses such as respiratory rate and depth, skin color, and other physical signs; visualization of monitors, watches with second hands, visualization of objects from twenty inches to twenty feet away; use of depth perception and peripheral vision; distinguishing colors; and reading written documents
- Auditory Perception- Ability to hear and discriminate sounds including alerts from medical equipment, patient safety alert systems, breath and heart sounds
- Gross Motor Skills- Ability to stand, walk, kneel, crawl, bend or sit for extended periods of time, ability to lift approximately 50 pounds for assisting patients with transfers and mobility, ability to maintain balance, gross coordination and agility to safely guard patients, ability to perform CPR
- Fine Motor Skills- Dexterity and tactile ability to manipulate equipment of varying sizes and shapes, perform manual interventions including wound care, massage or palpation
- Ability to Communicate- Ability to effectively communicate, which includes listening and understanding as well as interpretation of auditory and visual cues such as facial expression or body language
- Cognitive ability and Emotional Stability- Ability to think critically, comprehend information given in varying forms, reason and make judgments based on information. Ability to manage time and prioritize actions/outcomes. Ability to be sensitive and competent in dealing with cultural differences. Ability to maintain calm and act in a reasonable manner at all times, especially during stressful and emergent situations

If you believe you may require an accommodation or have any questions regarding any of these requirements, please contact the Coordinator of Disability Services, at adacoordinator@laniertech.edu or, at 770-533-7003.

MISSION STATEMENT

In keeping with the mission and values of Lanier Technical College and its commitment to workforce development, the Physical Therapist Assistant Program at Lanier Technical College provides students with the skills necessary to graduate, pass licensure testing, and enter the workforce as proficient entry level Physical Therapist Assistants qualified to work in a variety of settings. Graduates of the program display leadership qualities, a commitment to life-long learning and a desire to promote health, wellness and rehabilitative services.

In realizing this mission, the Physical Therapist Assistant Program will integrate the Work Ethics of Lanier Technical College (Appendix A) with the Core Values for the PTA (Appendix B) of the American Physical Therapy Association to foster graduates with not only a competent entry level knowledge base, but also an exceptional level of professionalism and ethical behavior.

PROGRAM GOALS

The Lanier Technical College PTA program trains graduates to:

- Provide safe, ethical, and competent entry level care to a diverse population in a variety of settings under the supervision of a physical therapist.
- Analyze patient care situations and choose appropriate strategies within parameters set by the physical therapist.
- Communicate verbally, non-verbally, and in writing in a professional and effective manner.
- Grow as professionals and leaders in the field through continued education, advocacy, and community involvement.

PROGRAM OBJECTIVES

- The PTA program will deliver both didactic and clinical education to meet the needs of each student in preparation for PTA practice and licensure examinations.
- The PTA program will cultivate and maintain varied clinical experiences for students.
- The PTA faculty will utilize evidence-based best practices in teaching and demonstration.
- The PTA faculty will model appropriate and effective communication skills in all interactions.

- The PTA faculty will provide learning opportunities and resources that encourage personal and professional student growth.
- The PTA program will utilize outcome measures to ensure quality.

EXPECTED STUDENT OUTCOMES

- Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery practitioners, and others in an effective, appropriate, culturally competent and capable manner.
- Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist.
- Demonstrates competency in performing components of data collection skills essential for carrying out the plan of care.
- Recognizes when interventions should not be provided due to changes in the patient's status and reports this to the supervising physical therapist.
- Recognizes when the direction to perform an intervention is beyond that which is appropriate for a physical therapist assistant and initiates clarification with the physical therapist.

PROGRAM STATISTICS

The LTC PTA program will ensure that we are fulfilling our mission, goals and objectives by outcomes measures. We will report the following measures on our PTA program webpage: Matriculation rates, Graduation rates, Pass rates for Licensure examination and employment rates.

PROGRAM CONTACT INFORMATION

<u>Name</u>	<u>Title</u>	<u>Office</u>	<u>Phone</u>
Dr. Joy Adams, PT, DPT	Program Director & Instructor	209 F	678-341-6646
Mrs. Carol Donnelly, PTA	ACCE & Instructor	209G	(678)341-6664

INSTITUTIONAL CONTACT INFORMATION

<u>Title/Department</u>	<u>Campus</u>	<u>Phone</u>
Dean of Allied Health	Hall	(770) 533-6924
Registrar	Hall	(770)533-7016
Financial Aid	Forsyth	(770-533-7022
Coordinator of Disability Services	Hall	(770)533-7003
Special Populations Coordinator	Hall	(770)533-7005
Admissions	Forsyth	(770)533-7000
Distance Learning Coordinator	Hall	(770)533-6925
Security	Forsyth	(678)283-1483

CURRICULUM***

PTA program curriculum is reviewed by the Commission on Accreditation in Physical Therapy Education and the Technical College System of Georgia. All courses are required for completion of the AAS degree, subsequent graduation and eligibility for licensure/certification testing.

Pre-Requisite Courses:

ENGL 1101- Composition and Rhetoric3hrs

PSYC 1101- Introduction to Psychology.....	3hrs
PHYS 1110- Conceptual Physics	3hrs
PHYS 1110L- Conceptual Physics Lab.....	1hr
MATH 1111- College Algebra	3hrs
Fine Arts/Humanities Elective	3hrs
BIOL 2113- Anatomy and Physiology I	3hrs
BIOL 2113L- Anatomy and Physiology I Lab	1hr
BIOL 2114- Anatomy and Physiology II	3hrs
BIOL 2114L- Anatomy and Physiology II Lab.....	1hr
PSYC 2103- Human Development	3hrs

Occupational Courses:

PHTA 1110- Introduction to Physical Therapy.....	2hrs
PHTA 1120- Patient Care Skills	3hrs
PHTA 1130- Functional Anatomy and Kinesiology I	3hrs
PHTA 1140- Physical Therapy Procedures I	3hrs
PHTA 2110- Pathology I	4hrs
PHTA 2120- Rehabilitation I	4hrs
PHTA 2130- Physical Therapy Procedures II	3hrs
PHTA 2140- Clinical Education I	4hrs
PHTA 2150- Pathology II	4hrs

PHTA 2160- Rehabilitation II	4hrs
PHTA 2170- Kinesiology II	3hrs
PHTA 2180- Clinical Education II	4hrs
PHTA 2190- Clinical Education III	7hrs
PHTA 2200- Physical Therapist Assistant Seminar.....	1hr
Total	76 hrs.

*** The PTA program considers any course with the prefix PHTA to be an occupational course. See the recommended sequencing of courses on the following page.

This technical portion of the program is designed to be completed in four (4) semesters. Students may opt to take non-occupational courses at a slower rate before being admitted to the program. Once program admission is achieved students are required to follow program sequencing for occupational courses (PHTA prefix) and must gain advisor approval for any other course sequencing changes. Each course in a semester must be successfully passed prior to advancing to subsequent semesters of occupational courses (see Program Advancement).

RECOMMENDED SEQUENCING OF OCCUPATIONAL COURSES

Spring Semester 1 Credit Hours

PHTA 1110 2

PHTA 1120 3

PHTA 1130 3

PHTA 1140 3

Summer Semester 2

PHTA 2110 4

PHTA 2120 4

PHTA 2130 3

Fall Semester 3

PHTA 2150 4

PHTA 2160 4

PHTA 2170 3

PHTA 2140 4

Spring Semester 4

PHTA 2180 4

PHTA 2190 7

PHTA 2200 1

Total Hours: 49

PTA OCCUPATIONAL COURSE DESCRIPTIONS

Introduction to Physical Therapy (PHTA 1110)

This course introduces students to the profession of physical therapy. Topics include professional responsibilities and core values; legal and ethical responsibilities in physical therapy practice; current trends in physical therapy; communication skills; cultural competency and health disparities and research and evidence-based practice.

Patient Care Skills (PHTA 1120)

This course introduces students to basic patient care skills and administrative tasks in physical therapy. Topics include patient care skills; principles of teaching and learning; documentations skills; and administrative and management tasks.

Functional Anatomy and Kinesiology I (PHTA 1130)

This course introduces the basic concepts of functional anatomy and the study of human movement. Topics include an overview of kinesiology and the principles of biomechanics; examination of the neuromusculoskeletal system; a review of muscle attachments, actions, and innervations; and instruction in assessment techniques for measuring joint range of motion.

Physical Therapy Procedures I (PHTA 1140)

This course introduces the principles and application techniques for various physical therapy interventions. Topics include superficial and deep thermal physical agents; athermal agents and electromagnetic radiation; therapeutic massage techniques; wound care and personal protection; and instruction in assessment techniques for sensory response.

Pathology I (PHTA 2110)

This course provides a survey of injuries and diseases commonly treated by physical therapist assistants. Topics include review of systems; an examination of musculoskeletal system disorders and diseases; examination of general medical disorders and diseases; examination of circulation, respiration, and ventilation; recognition and response procedures for changes in physiologic status; and an overview of pharmacology for pain, musculoskeletal, endocrine, and GI system management. This course is web- enhanced utilizing the Blackboard learning platform.

Rehabilitation I (PHTA 2120)

This course provides instruction in exercises and rehabilitation techniques commonly utilized by physical therapist assistants. Topics include functional mobility and training; rehabilitation techniques for musculoskeletal disorders; gait training and assistive devices; home management, community, and work reintegration; and health promotion, wellness and prevention. Course content will be presented through lectures, discussions, audio-visual materials, case studies, class and/or laboratory projects, small group study activities, interactive labs, library assignments, field trips, guest speakers, and tests. This course is web-enhanced utilizing the Blackboard learning platform.

Physical Therapy Procedures II (PHTA 2130)

This course provides continued instruction in the principles and application techniques for various physical therapy interventions. Topics include pain theories and assessment techniques; mechanical physical agents; electrotherapeutic physical agents; and adaptive, protective, and supportive devices. This course is web-enhanced utilizing the Blackboard learning platform.

Clinical Education I (PHTA 2140)

This course provides students with the opportunity to observe and practice skills learned in the classroom and laboratory at various clinical settings for physical therapy practice. Students will be supervised by a clinical instructor who is either a licensed physical therapist or licensed physical therapist assistant. Topics include preparation of patients, treatment areas, and equipment; vital signs and sensory assessment; wound care and personal protection; transfers, body mechanics, and assistive devices; application of physical agents; goniometric measurements; therapeutic massage; interpersonal and communication skills; principles of

teaching and learning; documentation; and modification of interventions within the plan of care. Due to the nature of the clinical education experience, clinical competency skills that are covered in PHTA 2180 and/or 2190 may be addressed in PHTA 2140. Success in the course requires students require no more than 75% assistance with competency skills and no more than 50% assistance with all critical skills (communication, clinical behaviors, safety, accountability, & clinical problem solving).

Pathology II (PHTA 2150)

This course provides continued instruction on diseases and conditions commonly treated by physical therapist assistants with an emphasis on neurological conditions. Topics include a review of neuroanatomy and physiology; examination of neurological disorders and diseases; examination of pediatric disorders and diseases; limb deficiency disorders; and pharmacology for spinal cord injuries, traumatic brain injuries, and cardiac and pulmonary system management. This course is web- enhanced utilizing the Blackboard learning platform.

Rehabilitation II (PHTA 2160)

This course provides continued instruction in exercises and rehabilitation techniques commonly utilized by physical therapist assistants. Topics include rehabilitation of the neurological patient; rehabilitation of the pediatric patient; cardiac rehabilitation and chest physical therapy techniques; prosthetic and orthotic training; and the assessment of arousal, attention, and cognition.

Kinesiology II (PHTA 2170)

Continued study of the phenomenon of human motion as initiated in PHTA 1130, Functional Anatomy and Kinesiology I. Topics include: review of muscle attachments actions and innervations; specific manual muscle testing techniques; posture and equilibrium; normal and abnormal gait; and advanced gait training skills and techniques.

Clinical Education II (PHTA 2180)

This course provides continued opportunity for clinical education under the supervision of a licensed physical therapist or licensed physical therapist assistant in various health care facilities. Topics include therapeutic exercise; interventions for neurological conditions; mechanical and electrotherapeutic physical agents; gait and posture analysis; advanced gait training techniques; manual muscle testing; interventions for limb deficiency

disorders; identification of architectural barriers; interpersonal and communication skills; principles of teaching and learning; documentation; and modification of interventions within the plan of care. In addition to clinical skills/knowledge included in PHTA 2140 – Clinical Education I, students are expected to demonstrate competency in the skills listed below during Clinical Education II, as well as those required for Clinical Education I. Due to the nature of the clinical education experience, clinical competency skills that are covered in PHTA 2190 and/or 2140 may be addressed in PHTA 2180. Success in the course requires students require no more than 50% assistance with competency skills and no more than 25% assistance with all critical skills (communication, clinical behavior, safety, accountability, and clinical problem solving). Students will also be participating in professional development activities in preparation for the NPTE and licensure.

Clinical Education III (PHTA 2190)

This course provides continued opportunity for clinical education under the supervision of a licensed physical therapist or licensed physical therapist assistant in various health care facilities. Topics include therapeutic exercise; interventions for neurological conditions; mechanical and electrotherapeutic physical agents; gait and posture analysis; advanced gait training techniques; manual muscle testing; interventions for limb deficiency disorders; identification of architectural barriers; interpersonal and communication skills; principles of teaching and learning; documentation; and modification of interventions within the plan of care. In addition to clinical skills/knowledge included in PHTA 2140 – Clinical Education I, students are expected to demonstrate competency in the skills listed below during Clinical Education II, as well as those required for Clinical Education I. Due to the nature of the clinical education experience, clinical competency skills that are covered in PHTA 2190 and/or 2140 may be addressed in PHTA 2180. Success in the course requires students require no more than 50% assistance with competency skills and no more than 25% assistance with all critical skills (communication, clinical behavior, safety, accountability, and clinical problem solving). Students will also be participating in professional development activities in preparation for the NPTE and licensure.

Physical Therapist Assistant Seminar (PHTA 2200)

This seminar course prepares students for entry into the field of physical therapy as physical therapist assistants. Topics include review for the licensure examination; presentation of a case study; and overview of career development and commitment to lifelong learning.

ESTIMATED PROGRAM AND LICENSURE COSTS

	Cost	Total
Tuition	\$107x 76 credit hours	\$8132
Books and supplies		\$2700
Institutional Fees		\$2490
Estimated School Cost		\$13,322
Immunizations	Varies based on health history	
Initial Drug Testing/Background Check	\$85	\$85
APTA/PTAG Dues	\$100 each Spring semester	\$200
Name Tag and PTA pin	\$10	\$10
Clinical Attire/Clinic Fees (estimate) Lab coat, class shirt, scrubs ACEMAPP	\$125	\$125
Patient Care Skills Kit (estimate)	\$125	\$125
PTA Final Comprehensive Exam (Estimate) PHTA 2200: Board Review Course (Estimate)	\$35 \$145--\$150	\$35 \$145--\$150
Licensure Testing, application fee and Jurisprudence Test (after Graduation)	Licensure Exam: \$485 Jurisprudence Exam: \$65	\$550

TOTAL ESTIMATED COST		\$15,839
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Program and Licensure costs are estimated expenses based on current pricing. Immunization cost not included due to variable nature of cost based on student's individual health history. Costs are subject to change and are not all inclusive. The student is responsible for living expenses, clinical education expenses (including food, lodging and gas expenses etc.) and other associated costs.

FINANCIAL AID

Financial assistance is available to those students who complete the necessary paperwork and qualify. Students wishing to apply for financial aid are encouraged to do so prior to enrollment. Specific program policies and funding levels are determined by either federal or state government. Changes to the financial aid policy may occur at any time and without any prior notice.

Students must reapply for financial aid once each academic year by completing a Free Application for Federal Student Aid (FAFSA.) This process must be completed each year after January 1 to be considered for assistance in the next academic year, with Fall Semester beginning the academic year. Students should check with the Financial Aid Office regarding their application status.

COUNSELING AND TESTING SERVICES

Counseling and testing services are provided by Lanier Technical College's Office of Student Affairs.

Placement and academic readiness testing are provided by the Office of Admissions, who administer the ACCUPLACER test to incoming students.

ATI-TEAS for Allied Health is the entrance test given to prospective Physical Therapist Assistant students. It was developed in order to measure basic essential skills in Reading, Mathematics, Science, English and Language Usage. The ATI-TEAS for Allied Health exam is currently offered on the LTC Forsyth Campus and Hall Campus. See the resources section of [Lanier Technical College's homepage](http://www.laniertech.edu) for further details (www.laniertech.edu).

LIBRARY SERVICES

The Library provides students and faculty the opportunity to search for information using books, periodicals, and electronic resources. The library's collection provides support for the college's academic programs and opportunities for personal enrichment.

Computers are available with Internet access, GALILEO, Microsoft Office programs, and the Georgia Career Information System software. Interlibrary loan agreements allow students access to books and periodicals from libraries across the state to supplement the local holdings. Lanier Technical College has a reciprocal agreement with the University of North Georgia to provide use of materials and computers for faculty and students.

Library services include reference services, bibliographic instruction, and assistance with online databases and media production. There are libraries at all five LTC campuses. The Hall library is open 7:30 a.m. until 8 p.m. Monday through Thursday and 8:00 am to 1200 pm on Friday. The Forsyth library is open from 8:00 a.m. until 8 p.m. Monday through Thursday and 8:00 am to 12:00 pm on Friday. Hours vary during semester breaks and will be posted outside the library. Reference questions can be sent by email or phone to the Library Director at any time. Students can access the library resources online at [Library – Lanier Technical College](#).

The Forsyth Library has a dedicated section of print resources for the LTC PTA Program as well as access to online materials. Please utilize these resources and ask the Media Specialist for assistance as needed.

HEALTH SERVICES

Lanier Technical College does not offer student health services. Students may utilize services such as clinics, personal physicians or the local Health Departments which are a resource for referrals, health screenings, immunizations and tuberculosis skin testing (PPD).

STUDENTS WITH SPECIAL NEEDS

Students who have special needs may be served by the Disability Services Office and/or the Special Populations Coordinator. The Disability Services Office can assist with meeting the particular needs of students with disabilities including the physically challenged and the learning challenged using reasonable accommodations. The Special Populations Coordinator can assist with information on resources for students facing challenging life situations.

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) of 1990, as amended, and its implementing regulations provide that no qualified individual with a disability shall, on the basis of the disability, be excluded from participation in or denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity. It is the policy of Lanier Technical College to make reasonable accommodations to facilitate participation of people with disabilities in all programs, activities, and procedures. Reasonable accommodations will be made to the extent that these accommodations do not sacrifice or compromise the integrity of an educational program or lower the academic standards.

An individual with a disability who may require assistance or accommodation in order to participate in or receive the benefit of a service, program or activity, or who desires more information, may contact the Coordinator of Disability Services at 770-533-7003.

NON-DISCRIMINATION AND EQUAL OPPORTUNITY

The Technical College System of Georgia (TCSG) and its constituent technical colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all TCSG and technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life and athletics. It also applies to the recruitment and employment of personnel and the contracting for goods and services.

STUDENT ACCIDENT INSURANCE

Student accident insurance is required before students commence any clinical affiliation and certain laboratory courses. Students will be charged for this insurance with tuition each Summer Semester after program admission in the Spring Semester. Student accident insurance covers the student during participation in official College activities on or off the campus during regular college hours when under the supervision of an instructor or organization advisor. The policy provides no payment of any kind for injury, death, or any loss caused by injuries sustained while operating or while a passenger in or on any two-or-three-wheel motor vehicle. The student insurance policy covers only bodily injuries due to accidents and is not guaranteed to pay the full amount on any claim. Students who feel this coverage is not sufficient should contact their insurance agent for additional coverage.

PROFESSIONAL LIABILITY INSURANCE

The LTC PTA Program has a liability insurance fee that must be paid annually. These fees are not covered by traditional financial aid (PELL Grant, HOPE Grant, HOPE Scholarship, etc.). A student can complete an online authorization to deduct this fee from PELL or HOPE book awards. Insurance fees are paid to Lanier Technical College. See estimated program costs for fee estimates.

CAMPUS SAFETY

The Student Right to Know and Campus Security Act of 1990 requires that colleges who participate in federal financial aid programs maintain and report annually certain campus security policies and crime information. This information may be found on the Lanier Technical College website in the Catalog and Student Handbook under General Code of Behavior, [Statistics of Reported Crimes](#).

Lanier Technical College strives to provide a safe environment in which to learn and work. It is also our desire to promote the concept that obeying laws and regulations is an important part of being an educated member of our community.

Security is present on all campus locations. All classroom computers have a panic button on the desktop screen. This button immediately alerts security to deploy to your location. If not at a computer, students may contact campus security by phone.

Campus Security Phone (Forsyth): (678)283-1483

PTA GENERAL POLICIES

PROFESSIONALISM AND CONDUCT

Students entering the PTA program are considered professionals by the PTA program and will be expected to conduct themselves in a professional and ethical manner at all times. Professional qualities are covered in the American Physical Therapy Association (APTA) Core Values for the PTA (Appendix B) and Lanier Technical College Work Ethics (Appendix A). These guiding documents will be covered in detail in entry level PTA classes and reinforced throughout the curriculum. Students are expected to embrace the values going forward in all aspects of their developing career.

Students who violate the Core Values of Physical Therapist Assistants, breach classroom, laboratory, or clinical policies and procedures, or demonstrate any other problematic behavior may be subjected to disciplinary action.

Minor violations (i.e. repeated tardiness, absences, classroom disruption, etc.) will require the students to complete a PTA Student Advisement Form. This document encourages the student to reflect on the cause of the problem, create a plan for improvement, and implement the plan. The student will meet with the referring faculty member to discuss the Advisement Form and will follow up with the faculty member after a designated interval to assess progress. See Appendix O for a sample PTA Student Advisement Form.

Major violations (i.e. safety or confidentiality errors at clinical/lab, harassment or violence towards faculty, classmates, or patients, academic dishonesty, etc.) or repeated minor violations (more than three) resulting in multiple Action Plans may be subjected to Lanier Technical College's Student Disciplinary Procedure. The resulting proceedings may result in disciplinary sanctions, including course failure and/or expulsion. Students are responsible for reviewing Lanier Technical College's Code of Behavior in the Student Handbook. Click [here](#) for a full description of disciplinary proceedings and sanctions.

Documentation of all policy violations, disciplinary actions, and sanctions will be maintained in the student's PTA Program file in a secure location.

PROFESSIONAL APPEARANCE

In the interest of safety and professionalism, students are expected to adopt 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. Neat, clean, appropriate clothing
- h. Hair neatly groomed and out of face
- i. LTC Name tag

Please refer to “Clinical Dress Code” in the Handbook for information regarding professional appearance behaviors expected during clinical education.

APTA/APTA GEORGIA MEMBERSHIP

Student memberships in APTA and APTA Georgia (formerly Physical Therapy Association of Georgia) are requirements of the LTC PTA program. Costs of the memberships are included in the estimated program expenses. Membership benefits include access to news and publications, involvement opportunities, resources for evidence and research, employment resources, discounts, aid and insurance benefit availability. Students will be required to attend selected professional meetings, which may include the Physical Therapy Association of Georgia meetings. Student membership is an important step in becoming involved with advocacy for the PTA profession.

VOLUNTEERISM/ADVOCACY

The LTC PTA program believes in fostering volunteerism and a sense of community in each student. Therefore, each student will be required to participate in a minimum of 4 hours of community service. This can be completed at any time while you are a student in the PTA program. Once you have completed your volunteer hours, please provide documentation of completion to one of your faculty members so it may be filed in your educational record. A completion form may be found in Appendix P of this Handbook.

The LTC PTA program gives students the opportunity to advocate for their profession through class attendance at select professional meetings and participation in the annual LTC Health and Wellness Fair.

STUDENT RIGHTS AND RESPONSIBILITIES

The following responsibilities and rights are listed to support the concept that students should be responsible citizens and, as such, they are guaranteed certain rights. Students have a responsibility to attend college regularly, and a right to learn and develop those skills and knowledge needed to function in society. Students have a responsibility to use counseling services that are provided for them for their own educational and personal development, and a right to be accurately informed as to the nature of guidance services available to them.

Students have a responsibility to make the most of the educational experiences made available to them, and a right to an education which is appropriate to their needs. Students have a responsibility to become informed and to express their opinions in a suitable manner, and a right to form and express their own opinions without jeopardizing their relations with their instructor. Students have a responsibility to not discriminate against any other person because of race, age, sex, creed, national origin, or handicap. Students have a right to expect no discrimination because of race, sex, age, creed, national origin, or handicap. Students have a responsibility to maintain reasonable grades according to their ability, and a right to receive an academic grade that reflects their achievement.

Students have a responsibility to discuss grievances informally with persons involved before invoking formal grievance action, and a right to a standard procedure for resolution of grievances. Students have a responsibility to publish and post information that does not disrupt the orderly operation of the college as determined by the President, and a right to know the criteria that will be applied in selection of information or materials they wish to post or include in their publications. Students have a responsibility to respect the persons and property of others, and a right to expect that their person and property will not be violated by others while on campus. Students have a responsibility to know and observe the institution rules and laws that govern their conduct, and a right to have clear understanding of the rules of student conduct made available to them. Students have a right to privacy of person, as well as freedom from unreasonable search and seizure of property. That individual

right however, is balanced by the college's responsibility to protect the health, safety and welfare of all its students.

Eligible students have the responsibility of informing the college of information that will aid in making educational decisions to benefit the student, releasing information that will aid in making educational decisions to benefit the student, and meeting their financial obligations to the college. Eligible students have the right to inspect, review, and challenge information contained in records directly relating to the student; the right to be protected by legal provisions which prohibit the release of personally identifiable information to other than legally authorized persons; and a right of access to cumulative records.

STUDENT/ PROGRAM FACULTY COMMUNICATION

Frequent and effective communication is of utmost importance to a student's success in this program. Communication can occur in the following ways:

- Email communication is available to students through LTC's student email. Students are expected to utilize their school email account for school related communication. Students may email faculty at any time. Faculty will respond to emails during normal school operating hours.
- Face- to-face communication is available during classes, labs and faculty office hours. Conferences are available if needed.
 - If the student feels that they need to speak with the faculty member privately, the student may request a conference with a faculty member as needed. Students should be aware that these conferences may need to be scheduled ahead of time due to teaching workloads. Meetings will take place in a PTA office in a manner to ensure student's confidentiality and right to privacy.
 - Conferences may also be requested by faculty. These conferences can be called for a number of reasons. Again, the conferences will be held in a PTA office for student privacy. If a conference is called to address a student deficiency, an action plan will be made by the faculty member(s) and the involved student. The action plan will have specific goals as well as consequences for not reaching these goals. The student and faculty member must sign the action plan and it must be presented to the Program Director for review, if the Program Director is not involved. If the Program Director initiates the conference and action plan, the action plan must be submitted to the Dean. If a student disagrees with the assessment or action plan, he/she may utilize the student grievance process, which is outlined in the LTC Catalog and Student Handbook.
- Graded assignments or tests are a valuable means of communication with students. Students should carefully review all returned assignments for faculty feedback and suggestions.

MANDATORY STUDENT ORIENTATION

Students offered a seat in a class will be informed of the requirement to attend the PTA Orientation Session if admitted into the PTA Program. Each student admitted into the PTA Program will receive notification of the mandatory PTA Orientation Session with the date and time along with his or her acceptance letter. The PTA Orientation Session will cover topics included in this handbook and information to aid the student in preparation for beginning the occupational courses of the PTA Program. Students must attend this session. If an admitted student fails to attend this session, he or she may not begin the program and the alternate student may be offered the admitted student's seat in the program.

SERIOUS INJURY/ILLNESS ON CAMPUS

In the event that a serious illness or injury occurs on campus, students should call 911 (remembering to dial 9 for an outside line) and render aid as appropriate while following all universal precautions. Students should notify PTA faculty as soon as possible and call campus security at 678-283-1483. This number is posted in each PTA classroom and lab alongside the Lab Safety Plan (Appendix C). Students will then be directed in further steps necessary, if needed. If the involved party requires medical care, he/she assumes all liability and cost associated with care.

CHANGE IN STUDENT INFORMATION

It is important that the LTC PTA Program has current student information (address, phone number, email address, etc.) during the student's entire tenure with the Program. Each student must submit a Student Information Form (Appendix D) upon entry into the LTC PTA Program. If any information changes, the student must request a new form and complete it as soon as possible. The student will be held responsible for any missed information due to issues with inaccurate contact information.

PERSONAL PROPERTY

Students are strongly cautioned against bringing valuables with them to campus and should exercise reason when bringing any personal property onto school grounds. Students will be able to keep purses and backpacks with them during classroom time (lectures) but will not be able to keep these items during lab time due to the

nature of the coursework and space considerations. Students will have limited space during lab sessions for storing any personal belongings. Lanier Technical College and the PTA program are not responsible for lost or stolen property.

ELECTRONIC DEVICE USAGE

Cell phones or other electronic devices (i.e. hand-held recording devices) with photo, video, and audio recording capability **MUST BE TURNED OFF** or left outside of the classroom or lab unless the faculty member states otherwise. A student may request to leave his/her phone on vibrate if an emergency situation exists. Granting this request is at the discretion of the Faculty member. Students should give the school's contact information along with the name of the student's program of study to family, schools, daycares and other pertinent parties for situations that may require the student to be contacted immediately. For non-emergent situations, students may check cell phones on breaks. Cell phones are not to be carried during patient care at the clinical site, off campus labs, and/or field trips. Students must wait for breaks during the day to check or use a cell phone.

PHOTOGRAPHY, VIDEOGRAPHY, IMAGING AND AUDIO RECORDINGS

No photography, videography, imaging or audio recording of any kind is allowed by anyone other than PTA faculty. Students will sign the Imagery Release Form (Appendix E) upon entry into the program to allow faculty to use photos, videos or images for instructional purposes.

ELECTRONIC COMMUNICATION/ SOCIAL NETWORKING

With the rise of electronic communication, blogging and social networking sites, students must be extremely cautious with all information disseminated via the internet. Students should be aware that the Rights and Expectations of Third-Party Volunteer Subjects policy is in effect while on campus, off campus and online. At no time should a student reference a clinical site, its patients, vendors and/ or employees or any protected information in a social network site, blog, or other non-protected means of electronic communication.

A student should also be aware that adding the LTC PTA Program to his or her social networking website through a profile or timeline makes any content posted subject to all LTC PTA Program policies. Any content that reflects negatively on Lanier Technical College, the PTA Program or any clinical site is prohibited. Students are expected

to use discretion and their best judgment. If any question exists, the best rule of thumb is: do not disseminate the information. Violation of the Electronic Communication/Social Networking Policy will be grounds for immediate program dismissal.

VISITORS

The LTC PTA Program does not allow visitors in the classroom, lab or clinical setting. No individuals may audit classes or attend any PTA instructional time unless invited by the Program Director.

PTA PRIVACY

Due to the nature of course work within the laboratory setting and the clinical sites, students will be exposed to sensitive and protected information. Students will receive HIPAA (Health Information Portability and Accountability Act) training from the PTA faculty prior to seeing any human subject in the lab and/or before any participation in clinical education.

Students will also sign a PTA Confidentiality Agreement (Appendix F) prior to labs and clinical placements which will cover all volunteer subject and patient/client information and interactions in the clinical education or laboratory setting.

PTA PROGRAM COMPLAINT RESOLUTION

Students are afforded due process. See the LTC Student Grievance Policy, which is located in the LTC Catalog and Student Handbook, accessible from the LTC homepage, for examples of grievable and non-grievable complaints. Grievable complaints must be submitted in writing and must be dated and signed. These complaints will be responded to within 15 calendar days by the Program Director. At this time the student will be notified of his or her right to appeal the Program Director's decision. To appeal, the student must submit the complaint in writing to the Vice President of Student Affairs (VPSA). Refer to the Lanier Technical College Catalog and Student Handbook for further information on due process.

Comments generated through the Comment form are automatically emailed to the Vice President of Academic Affairs (VPAA) or his or her designee as a PDF document. Upon receiving a comment, the VPAA or designee will:

1. Categorize the comment as a comment, suggestion, or complaint.
2. Notate the comment in the Program Comments Log.
3. In the case of complaint comments, the VPAA or designee will forward the complaint to the Vice President of Student Affairs (VPSA) for action. The VPSA will proceed under the terms of LTC's [Procedure III.M.1, Complaint Resolution](#), [Procedure V.A.1a, Student Grievances](#), or [Procedure V.S.4, General Public Complaints](#), as appropriate.
4. In the case of comments and suggestions, the VPAA or designee will forward the PDF document to appropriate LTC faculty and staff, and will provide a deadline for the receiving party to respond to the initiating party and the AVPAA. All comments will be responded to within 15 days.
5. Within 15 days, the VPAA or designee will notate any actions taken in response to the comment in the Program Comments Log.
6. The VPAA or designee will archive the PDF document in the Academic Affairs department's files.

When the VPAA or designee is not be available to monitor incoming comments, the VPAA will designate another staff member to monitor incoming comments.

CRITICAL INCIDENTS

A critical incident is defined as one of the following:

- Delayed clinical experience not related to student performance or compliance
- Pass rate on the national licensure testing below 80% averaged over a 3-year period
- Graduation rate below 78% averaged over a 3-year period
- Employment rate below 90% averaged over a 3-year period
- More than one complaint from Employer or Clinical Site regarding the same issue
- Any student injury requiring medical care which occurred in the lab, classroom or clinical setting
- A citation, warning or show cause from CAPTE

A meeting of all core PTA faculty and the Dean will be called for any critical incident. An action plan with specific goals and dates to attain those goals will be enacted to address the deficiency. Follow up for any critical incident will be handled on a case by case basis.

POLICY AND PROCEDURE REVIEW

The Program Director and core faculty will schedule and conduct a meeting to review all institution and program policies and procedures in October of each year. The Director and faculty will review the current progress of students in the program and for any whose progress is cause for concern and decide whether program or institution policies are a contributing factor.

A number of measurable goals and outcomes statements with thresholds have been established. Should the program fail to meet any of these thresholds the Program Director and core faculty will immediately schedule a meeting with the college's Dean of Allied Health Sciences and Institutional Effectiveness staff to review institutional policies and procedures to determine whether policies and procedures contributed to the incident.

In either case- regular review of policies and procedures or a review triggered by missing an outcome threshold – if policy or procedure is found to be detrimental to program effectiveness, the Vice President of Institutional Effectiveness will recommend to the college's Leadership Team that institution policies and procedures be appropriately modified.

The findings of this review will be presented to the Program Advisory Board at their next meeting.

PTA ACADEMIC POLICIES

ADMISSIONS PROCESS

The admissions policy and procedures of the State Board of the Technical College System of Georgia, Lanier Technical College and the Physical Therapist Assistant Program assure the citizens of Georgia equal access to the opportunity to develop the knowledge, skills, and attitudes necessary to secure personally satisfying and socially productive employment. By design and implementation, the policy and procedures governing admission to Lanier Technical College are nondiscriminatory to any eligible applicant regardless of age, race, color, national or ethnic origin, religion, gender, creed, political affiliation or belief, disabled veteran, veteran of the Vietnam era, citizenship status (except in those special circumstances permitted or mandated by law), or disability. Admission to the LTC PTA Program is a competitive process, accepting the top ranked students each Spring semester (see below).

ADMISSIONS PROCESS FOR LTC PTA PROGRAM

The PTA Program has a competitive admissions process consisting of 3 steps and utilizing a points system for rating applicants. Please see specific Admission Points chart for specifics regarding the point system breakdown. Using minimum requirements (Step 1) and ranking (Step 2). 18 applicants will be admitted into the PTA Program each Spring Semester based on final rank (Step 3). Incomplete applications will not be considered and no preference will be given to re-applicants.

Step 1: Minimum requirements for consideration are:

- Acceptance to Lanier Technical College declaring PTA as intended course of study. (Application to LTC due Summer Semester prior to LTC PTA application deadline)
- Proof of attendance at a PTA Admissions Information session (per sign in sheet). Sessions are held the fourth Wednesday in February, March, May, June and July at 4:00 pm in room C104 (The Conference Center Bldg.). The program director provides updates regarding these sessions on the program's webpage at www.laniertech.edu in a document entitled PTA Information Sessions.
- Completion of pre-requisite general education courses with a minimum of 3.0 GPA. ALL pre-requisite courses must be completed or enrolled in prior to application. Transcripts from other colleges and universities attended submitted.
- 18 years of age
- ATI-TEAS for Allied Health Exam composite scores of at least 70.0%. Only PSI or On-Campus ATI TEAS test scores are accepted.

- LTC PTA Admissions Application completed per all instructions, submitted and received by the 2nd Friday in August of each application year. Admission points are given for the following:
- ATI-TEAS exam composite score, overall prerequisite GPA, Highest Degree earned, and Cumulative Biology GPAs. See Admission Points for breakdown regarding points given for the above. Additional points may be given to applicants who take ALHS 1090: Medical Terminology. This course is recommended, but is not a requirement.

** The ATI-TEAS for Allied Health exam may be taken no more than 2 times in a calendar year with 30 days between each test attempt. No TEAS test accepted greater than 5 years old. An applicant's ATI TEAS score must be sent to Lanier Technical College. The ATI TEAS for Allied Health exam must be taken In-person proctored at an institution or by PSI. Online TEAS exams are not accepted.*

Step 2: Students will be ranked with a points system. 70 possible points will be utilized ranking the students as follows:

Attend an Information Session	This category is required. Attendance must be documented within a year of application. The schedule for Physical Therapist Assistant information sessions will be posted on the program's web page during each Spring Semester. All PTA information sessions are held at the Forsyth campus.	Requirement Met/Not Met
ATI-TEAS Test for Allied minimum 70.0 % composite score required. Must have ATI submit scores to Lanier Technical College	This category is required. 90-100% =20 points 80-89% =15 points 70-79% =10 points	Max possible points = 20
Prerequisite GPA (minimum 3.0 required)	3.76 – 4.00 =30 points 3.51 – 3.75 =25 points 3.26 – 3.5 =20 points 3.0 – 3.25 = 15 points	Max Possible Points = 30

Completion of pre-requisite general education courses	This category is required. Students must earn a grade of C or higher. ENGL 1101 MATH 1111 BIOL 2113/2113L BIOL 2114/2114L PHYS 1110/PHYS 1110L OR PHYS 1111/1111L PSYC 1101 PSYC 2103 HUMANITIES (Select one) • ENGL 2120 or 2130, HUMN 1101, MUSC 1101, ART 1101, RELIGION 1101, THEATER 1101	Requirement Met / Not Met
Highest Degree Earned	Graduate Degree =5 points Bachelor's Degree =4 points Associates Degree =2 points	Max Points Possible = 5
Completion of ALHS 1090 (Medical Terminology)	(Not a required pre-requisite, but strongly suggested)	Max Possible Points = 5
Cumulative Biology Grade	A = 10 B = 5 C = 0	Max Possible Points = 10
Point Summary		Total Points Available = 70

As set forth in its student catalog, Lanier Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law). The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Title IX Coordinator- Nancy Beaver, Vice President for Student Affairs, Breeden-Giles Hall Administration Building, Office 1131G, Hall Campus, (770) 533-7001

Section 504/ADA Coordinator- Coordinator of Disability Services, Breeden-Giles Hall Administration Building, Room 1130, Hall Campus, (770) 533-7003 or adacoordinator@laniertech.edu.

Step 3: The top 18 ranked students following Step 2 will be admitted to Lanier Tech's PTA Program.

A list of alternates will be maintained until the end of the drop/add period for Spring semester of that academic year. Alternates will be ranked as follows: #19 overall will be #1 alternate, #20 overall will be #2 alternate, etc.

PARTICIPATION POLICY SPECIFIC TO PTA COURSES

The nature of the training programs at Lanier Technical College is such that it is necessary for every student to attend class regularly. Students are being trained to enter the "world of work" as an employee, and are expected to be present and on time every day, just as they would on their jobs. Students who are unable to attend class or who will be late for class should make every effort to call and/or email their instructor and inform him or her of their absence or tardiness and give the reason the day he or she is absent. Absences due to personal sickness, death in the family and other such occurrences are considered excused absences. All other absences are considered unexcused (car trouble, lack of childcare, appointment, etc.). Students will receive a grade of zero (0) for any class work missed with an unexcused absence. For excused absences, graded assignments must be made-up on or before the next scheduled class and accommodate to the schedule of the faculty. Excused absences on days with graded assignments may require documentation, i.e. physician's note.

See also PTA Clinical Education Policies, Student Responsibilities, Attendance.

CLASSROOM SAFETY

In the case of an emergency situation such as a fire, severe weather or other situation necessitating action, students should follow the guidelines set forth by Student Affairs. Review of fire safety, severe weather safety and other emergency situations will be done in each syllabus for all PHTA courses. For these guidelines, see the [Other Policies webpage](#) under Student Affairs.

STUDENT CONFIDENTIALITY

LTC values and protects the privacy of its students. LTC observes the Family Educational Rights and Privacy Act (FERPA) and will not publish any personally identifiable information if a student so requests in writing. Submission of the request should go to the Vice President of Student Affairs who serves as the FERPA Coordinator for the College.

Within the PTA Program, student records and medical records will be kept in a locked filing cabinet within the Program Director's office. Only those persons involved in the student's education will have access to his or her records. Graded assignments will be returned to students in a discreet manner. Students who wish to have

confidential communication with program faculty may schedule a meeting and will have access to a faculty office with privacy (see Student/Program Faculty Communication).

ACADEMIC INTEGRITY

The LTC PTA program abides by the following tenets when considering academic integrity:

- Cheating and plagiarism are unacceptable.
- Cheating includes any attempt to defraud, deceive, or mislead the instructor in arriving at an honest grade assessment.
- Cheating also includes collaborating with others if the student has been advised not to do so.
- Plagiarism is a form of cheating that involves presenting the ideas of another as your original ideas.
- Cheating includes copying another student's work or elements of another student's work, as well as use of unauthorized notes during an examination or quiz.
- Taking or attempting to take tests, re-tests or skills check-offs from the instructor during supervised review constitutes cheating.
- Copying or attempting to copy tests, retests or skills check-offs constitutes cheating. Discussing tests with other students who have not completed a test, re-test or skills check-off constitutes cheating.
- Cheating includes the unauthorized use of any electronic devices or web-based resources during class or laboratory activities

Any student participating in a breach of academic integrity will be subject to one or more of the following:

- **A "0" will be given for the assignment.**
- **An "F" will be given for the course.**
- **Immediate disciplinary action, up to and including recommendation for dismissal from the program.**

SYLLABI

Student expectations, course management, and expected outcomes are clearly described in the specific PHTA course syllabi. The syllabus is a contract of course expectations between the instructor and student. The Syllabus includes the program specific expectations that are common to all sections of a course. The Syllabus is provided (electronic or print) to students on the first day of class. Students are required to understand and adhere to the expectations as outlined in the document.

PTA SKILLS AND CRITICAL SAFETY SKILL ITEMS

A list of PTA skills and critical safety skill items are listed on syllabi for each course (see specific course syllabi for further details). The PTA curriculum utilizes a spiraling curricular model, meaning that concepts and skills learned in one course will continue to be utilized and assessed in subsequent courses as appropriate. Clinical education may encompass all skills and critical safety skill items covered to that point in the curriculum. All critical safety skill items are marked on all syllabi, skills check-off sheets, and lab practical exams to ensure students are well prepared and informed. Students are required to score 100% on critical safety skill items on all skills check-offs and lab practical exams within the curriculum.

LTC PTA COURSE TYPES

Lecture (LEC) is formalized instruction, conducted on or off campus, in which the instructor presents an educational experience to students, applying any combination of instructional methods.

Combined Lecture and Laboratory (LLB) integrates the lecture (described above) with laboratory educational activities where students' perfect skills and practice procedures. The LLB course integrates both activities into one course with one grade.

GRADING SCALE

Grades on the transcript will be recorded in letter grades. **A minimum overall grade of 75% and passing of a comprehensive written final examination with a minimum 75% is required to progress in the PTA Program and culminate in graduation.** In addition, **all critical safety skill items must be demonstrated with 100%**

accuracy on lab practical exams and skills check-offs. (see PTA Program Advancement and Provisions for Privilege of Clinical Placement).

The following grading scale is used for all Lanier Technical College students:

90-100 = A (4.0)

80-89 = B (3.0)

70-79 = C (2.0)

60-69 = D (1.0)

59 or below = F (0)

MINIMUM LTC PTA COURSE REQUIREMENTS

LTC PTA course requirements are designed to guide the learning process and ensure students meet the course specific learning outcomes. Course requirements may include any combination of exams, quizzes, projects, written assignments, lab skills, practical examinations, clinical performance evaluations, and/or behavioral expectations. Quizzes, assignments and exams may be formative and summative assessments of student comprehension. The course syllabus identifies the specific course requirements.

Passing an LTC PTA lecture (LEC) course with an earned grade of “75%” or better requires the following condition be met.

1. Cumulative grade point average = minimum 75%
2. Comprehensive Course Final Written Exam passed with a minimum of 75%

* *Any student scoring below a 75% on a quiz, assignment or exam must contact the instructor within 24 hours of grade submission and schedule a meeting with the instructor which may be before the next scheduled class.

A student may be offered a retake exam, quiz, and/or assignment. However, if the student passes the retake with a 75% or greater, a grade change is at discretion of the course instructor and may be no higher than 75%. Please see “Testing Policy” in the Handbook for the number of retakes allowed.

Passing a lecture/lab (LLB) course with an earned grade of “75%” or better requires each of the following conditions be met in addition to those listed for lecture courses above.

1. Midterm practical exam (if given) = Minimum 75%
 2. Final practical exam = Minimum 75.0%
 3. ALL critical safety item skills = 100% on Skills Check Offs and Lab Practical Exams at midterm (if given) and final
- ** Any student below a 75% average on a Lab Practical Exam or failure to meet 100% on all critical safety item skills on Skills Check Offs and Lab Practical Exams must remediate with the instructor.

A student must make at least a 75% on any make up Lab Practical Exam as well as score 100% on ALL critical safety item skills on Skills Checks and the Lab Practical Exam in order to achieve mastery. However, if the student passes the retake, he or she will have a grade of 75% recorded for the lab portion regardless of the passing score for a make- up Lab Practical Exam. Please see “Testing Policy” in this Handbook for the number of retakes allowed.

Passing a Clinical Education Experience:

- a) The ACCE, in consultation with the CCCE, CI, student, and PTA faculty, determines if the student has achieved the expected outcomes and meets the minimum academic standards to pass the clinical education experience.
- b) ACCE considerations in determining the grade for the clinical education experience:
 - i. Clinical setting & complexity of the environment
 - ii. Experience with patients in that setting
 - iii. Course objectives
 - iv. Level of didactic & clinical experience completed within the curriculum
 - v. Expectations of the clinic site & academic program
 - vi. Relative weighting or importance of each performance criteria
 - vii. Progression of performance from mid to final evaluation
 - viii. Indication of “significant concerns” or “with distinction” on the CPI
 - ix. Congruence between the CIs written mid and final evaluation, comments, the five performance dimensions and the ratings provided.
 - x. Satisfactory completion of all course requirements, as outlined in the syllabus.

TESTING POLICY

Written Examinations Most exams require students to recall the knowledge and skills mastered in previously completed LTC PTA courses and apply it to the newly learned content and skills. Written exams and quizzes include but are not limited to: multiple choice, true/false, matching, short answer and essay questions. Exams missed due to a “legitimate reason for an ‘excused’ absence” are scheduled at the discretion of the instructor. Students must pass a written exam in every course as outlined in “Minimum LTC PTA Course Requirements.” If the student does not achieve at least a 75% on an exam, quiz or assignment the student may be given one remediation opportunity for a given exam, quiz or assignment. Should a student not be able to obtain a 75% on a make-up exam, quiz or assignment, a student’s highest grade earned will be considered and averaged into the final course grade calculations. All finals are comprehensive and therefore, retest previous competencies/objectives. If students do not achieve a cumulative 75% GPA in a course the student may be suspended from program advancement. Students are given a maximum of two opportunities to remediate a comprehensive final throughout the PTA course curriculum. Please see PTA Program Advancement policy in this handbook.

Tardiness to Examinations If you are late to the start of the quiz/examination, out of respect for your classmates, please do not enter the classroom. You will be given the opportunity to take the exam after everyone has completed the exam. This may result in you missing class lecture/activities/lab. In addition, the instructor has the discretion to deduct up to 10 points from your exam/quiz grade.

Lab Practical Examinations Lab practical examinations are graded by faculty who are licensed PTs or PTAs. Students must pass both the midterm (if given) and final practical exams in every Lab Lecture Based course scoring as outlined in “Minimum LTC PTA Course Requirements”.

Students may remediate a failed practical exam one time per course. No more than three (3) practical exam remediation opportunities are allowed throughout the duration of LTC PTA technical study. Prior to any practical remediation, the student must meet with the course instructor to establish a remediation plan and the remediation date. Practical remediation exams are completed prior to the grade submission deadline for the semester. Practical remediations are graded by two PTA faculty members. A student must make at least a 75%

on any remediated lab practical exam (missing no critical safety skill items on the lab practical) in order to achieve mastery.

Required cueing to complete a practical exam will result in a reduction in the student's score. Unsafe behavior during a practical exam is, at the instructor's discretion, grounds for immediate failure of the practical exam. Sharing practical exam scenarios or information with classmates who have not yet taken the exam is considered academic dishonesty and will be treated as such.

Skills Check Off Skills Check Offs are graded either pass or fail by faculty who are licensed PTs or PTAs. A student must perform a skills check off to mastery (missing no critical safety skill items as noted on the Check Off) in order to pass. A remediation opportunity for a skills check off will be offered for either 1) a failed skills check off; or 2) a skills check off missed due to an unexcused absence. Prior to any remediation of a Skills Check Off, the student must meet with the course instructor to establish a remediation plan and the remediation date. Skills Check off remediations are completed prior to future Skills Check off and the graded course practical examination for the semester. Students may remediate a skills check off one (1) time per course. No more than three (3) skills check off remediation opportunities are allowed throughout the duration of LTC PTA technical study. ***The student should be prepared to remediate a skills check off upon his/her return to campus and accommodate to the schedule of the program faculty.***

For remediation and program advancement policies, please see section "Remediation Policy" and "PTA Program Advancement."

EXAM CONFIDENTIALITY

Students are not allowed to discuss any aspect of a test, quiz, or a practical examination until the instructor certifies that all students have taken the exam. Any discussion of the exam content, questions, or answers is considered cheating (See Expected Behaviors).

EXAMINATION RESULTS

All graded assignments will be returned to students for review once all students have taken an examination. In the case of testing, lab practical exams and skills check-offs, graded assignments become the property of the LTC PTA Program. Graded assignments may not leave the classroom and the student must return the test, lab

practical or skills check-off to the instructor after review. Duplication in any manner is prohibited and considered cheating. No exceptions will be made to this policy. Violation will be considered breach of academic integrity and will result in disciplinary action, which may include dismissal from the PTA Program.

Remediation Policy

1. It is the responsibility of each student enrolled in the PTA program at LTC to ensure their own academic success. With respect to this statement, the faculty expects students to contact appropriate instructors at the first sign of difficulty with mastery of academic material.
2. Each individual identified as receiving a grade, in any assignment (course component), below the required standard will be required to meet with their course instructor(s) and advisor to determine an action plan to assist the student in mastery of that material. Suggested activities and strategies to be used for remediation include, but not limited to:
 - a. Information Sessions and individualized tutoring;
 - b. Additional reading; Appropriate activities to enrich the content such as clinic time with an instructor
 - c. Counseling concerning appropriate study habits and learning resources.

If consistent remediation is required for multiple courses across the curriculum, the student's ability to successfully become a competent member of the profession of physical therapy must be considered. The student should be referred to the Program Director for consideration of appropriateness of continued enrollment in the program.

3. Only at the discretion of the course instructor, can a student be retested on a course component in which initial evaluation yielded deficient performance. A course component is defined as any assignment or exam (or quiz) that is graded within a given course. If a retest is offered, all students with a deficient performance on the initial evaluation will be offered a retest.

Following remediation [re-examination] for a cumulative course grade falling below 75%, the course instructor is **expected** to complete the Attestation of Competency Form and place in the student's record. (Appendix N)

PTA PROGRAM ADVANCEMENT

Once a student has been admitted to the LTC PTA Program, he/she must follow the course sequencing for all occupational courses. Academic work from each semester of courses builds skills and knowledge for the next semester. Formative and summative assessments will be conducted regularly during each course in the PTA program.

Failure to pass a course as outlined in the section “Minimum LTC PTA Course Requirements” will result in suspension of program advancement. When program advancement is suspended due to grade issues, the student must meet with the Program Director and involved faculty to discuss previous program performance and the impediments to his or her success. The student will either take part in developing an action plan and will repeat occupational courses the next academic year if space is available or he/she will be dismissed from the program and be eligible to re-apply for admission. Additionally, program advancement will be suspended if a student fails a clinical experience as graded by the ACCE or is dismissed prematurely from a clinical site (See Failure, Incomplete, or Early Termination of Clinical). Program advancement will also be suspended by a student’s failure to follow LTC PTA policies and procedures contained in this handbook and the LTC Student Catalog and Handbook.

WITHDRAWAL FROM PROGRAM

If a student chooses to withdraw from the LTC PTA Program before completion of the first two semesters of occupational coursework, he or she may be eligible to apply for re-admission to the Program. If a student chooses to withdraw after successfully completing the first two semesters of occupational coursework, he or she may re-enter the program if space allows. The semester of program re-entry will be assigned based on the last complete and successful semester of coursework. The student will be advised of the semester they may re-enter the program in their withdrawal letter from the Program Director. Students must re-enter the program within one year of leaving the program or they will be required to apply for readmission. Students may also be subject to didactic, competency, or skills testing for program re-entry. Students applying for re-admission will not be given preferential treatment in the application and admissions process.

CRITERIA FOR PTA PROGRAM PROBATION AND DISMISSAL

- A student enrolled in the PTA program who does not meet the following criteria will be placed on program probation and subject to dismissal: Failure to pass each occupational course with a written comprehensive examination grade and cumulative course grade of at least a 75%,
 - Failure to maintain a Lab Practical Examination with at least 75%,
 - Failure to achieve 100% scored on all critical safety skills for skill check offs or Lab Practical Examinations,
 - Failure to meet Clinical Education experience for passing
 - Failure to follow LTC PTA policies and procedures, and the LTC Student Catalog and Handbook.
- A student dismissed from the LTC PTA Program will be notified in writing by the Program Director.

STUDENT RETENTION

In order to increase student success in the Program, the following strategies are employed:

- The PTA Program holds a mandatory Orientation session for students after being admitted into the Program. Students will be made aware of the place, time and date of the session with their acceptance via email.
- PTA students have a full time PTA faculty member to serve as their advisor once admitted to the Program.
- Faculty will post office hours and will be available for conferencing to students during these posted times.
- Remediation/Action Plans utilized to assist in retention of students who have difficulty mastering skills and information
- Open Lab offered as needed.

PROGRAM AND COURSE EVALUATIONS

To assist the faculty of the PTA Program in providing quality instruction, students are asked to evaluate each instructor and course every semester. The course evaluations are done through an online system. Their identity

is protected and this anonymity ensures that students may be candid in their evaluations. Faculty are not involved in the process other than to remind students to complete the evaluations. Course evaluation results are emailed to the instructor the following semester and serve to guide instructors in areas that may need improvement.

Program surveys are sent to students and stakeholders as appropriate through an email system. These surveys include the PTA Program Student Satisfaction Survey, Graduate Employer Survey, Student Evaluation of Clinical Education and Instruction, and CI Evaluation of PTA Program. All assessments are used for program improvements.

STUDENT EXIT INTERVIEW

When a student leaves the program for graduation or any other circumstance, the student must schedule and sit for an exit interview with a member of the LTC PTA Program faculty. This interview will not affect the student's standing in the program or final grade for any course but will serve to assist faculty in program development and improvement.

PTA LAB POLICIES

LAB SAFETY

Students will:

- Always consider patient simulator and student safety first.
- Consult PTA faculty if unsure about any lab situation, intervention or data collection strategy.
- Listen for instructions and observe demonstrations before attempting new interventions.
- Never leave a patient simulator unattended without a safety mechanism.
- Ensure that he/she has all equipment prior to delivering intervention or beginning data collection.
- Await instruction and supervision for use of all electrical equipment.
- Clean up spills immediately and keep walkways clear.
- Report any safety concern or accident to PTA faculty immediately.
- Demonstrate respect for each other and faculty. No running, horseplay or other inappropriate behavior will be tolerated.
- Role play either with patients or PTA students during practice sessions. STUDENTS SHOULD BE PREPARED TO BE EXPOSED THE ENTIRE TREATMENT AREA. Privacy will be respected and modesty will be retained as appropriate using draping methods.

PTA Faculty will:

- Orient students to the lab setting prior to students participating in the lab, including evacuation procedures, location of AED, phone and fire extinguishers.
- Maintain Material Safety Data Sheets (MSDS) in the lab for all chemicals used. The Program Director will review and update MSDS sheets at least annually or more frequently if a new chemical is introduced into the lab.
- Supervise students as they learn new skills in the lab and provide immediate feedback for safety.
- Give feedback for student and patient simulator safety.
- Check any equipment used prior to each lab session for obvious safety concerns. The Program Director will ensure yearly inspection and calibration of lab equipment and will annually review logs to ensure these processes are completed.

LAB/CLASS DRESS CODE

Lab sessions will begin promptly at the scheduled start time. Students should be changed into lab attire before class starts. 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. Lab sessions require students to be dressed in loose fitting shorts and tank tops. Females should wear a sports halter top beneath a tank top. Athletic shoes (Closed toe) should be worn in lab unless otherwise advised by the instructor. No sandals or flip flops allowed. Hats should not be worn at any time. Restrooms are located next to the lab classroom for changing attire if needed. Patient gowns will be available to students if they forget their lab clothes.

STANDARD PRECAUTIONS

The standard precaution plan's purpose is to eliminate or minimize student and faculty exposure to blood borne pathogens and other potentially infectious material.

- Hand washing will be performed per CDC guidelines.
- All procedures involving blood or other potentially infectious materials (OPIM) will be performed in a manner that minimizes splashing, spraying, spattering, and generation of droplets of these substances.
- Observe warning labels on biohazard containers and appliances.
- Bandage cuts and other lesions on the hands before gloving.
- If your hands or other skin surfaces come in contact with blood or other potentially infectious material, thoroughly wash the area as soon as possible with soap and water.
- If your mucous membranes come in contact with blood or OPIM, flush them with water as soon as possible.
- Immediately after use, place contaminated sharps in a puncture resistant, leak proof container that is appropriately labeled and color coded.
- Do not eat, drink, smoke, apply cosmetics or lip balm, or handle contact lenses in the lab.
- Do not store food or drink in the lab refrigerator.
- If you are exposed to blood or OPIM, perform first aid measures immediately. After taking first aid measures, report the incident to your instructor.

Students will receive training on the risks of working with human blood or other potentially infectious materials as outlined in the work unit or technical college's [Exposure Control Plan](#). TCSG Hepatitis B Training and Vaccination Form (Appendix J); Acceptance/Declination Statement (Appendix K).

LAB SUPERVISION

Students will be allowed in the lab to practice skills only with supervision of PTA staff. At no time should a student attempt to practice manual mobilization skills or use any electrical equipment in the lab without PTA faculty supervision. Students should report any concerns or violations in policy immediately to PTA faculty. Any violation of these rules may result in disciplinary action, up to program dismissal.

FIELD EXCURSIONS/ OFF-CAMPUS LABS

Unless otherwise instructed, students will abide by the PTA Lab Safety Policy (Appendix C) when attending an off-campus lab session. It will be the responsibility of the LTC PTA Faculty member to ensure that safety measures are in place including check of calibration or other type of safety logs. The LTC PTA Faculty will orient students to exits and emergency procedures before beginning the off-campus lab.

Students will sign a field excursion waiver prior to any planned trip. Students should demonstrate professional behavior and follow all classroom safety guidelines while at any LTC PTA Program sanctioned off campus event.

In the event of a medical emergency at an off-campus education experience, students will be required to seek medical attention and will incur any costs associated with such services.

STUDENT PATIENT SIMULATOR

Students within the PTA program are expected to serve as subjects during laboratory and class sessions. This is vital to PTA education. Not only does this afford the student an opportunity to practice interventions and data collection on multiple partners before treating patients, but also it allows a student to experience what a patient might feel or observe. Because of the importance of this experience, students may only request to be exempt from serving as a subject when an existing condition or injury would cause a safety concern. The student must inform faculty of the need to forgo participation before lab commences. The faculty member will not leave the lab setting to conference with the student during lab time.

Upon acceptance into the Program, students must sign the Informed Consent for PTA Lab Participation (Appendix G). The student must also sign an Imagery Release Form (Appendix E) giving LTC staff permission to use photography, audio recordings, imaging and videos as needed for instructional purposes. These forms will be in effect during the length of the student's time in the PTA Program at LTC.

Photography, videoing or any other form of imaging in the lab setting by anyone other than LTC staff is strictly prohibited.

RIGHTS AND EXPECTATIONS OF THIRD-PARTY VOLUNTEER SUBJECTS

Participation in lab activities by non-student subjects is purely voluntary and is by invitation of PTA faculty only. Volunteer subjects must sign a Third-Party Volunteer Subject Waiver (Appendix H) prior to participation in the lab setting. All volunteer subjects have the right to refuse any data collection strategy or intervention offered. There will be no monetary contribution or gain made by the PTA Program, faculty, students or volunteer subjects. All volunteer subjects have the expectation of privacy with all personal information, including all administrative forms or medical records and all lab/classroom experiences. Any forms with personal information or medical records will be kept in a locked filing cabinet in the Program Director's office. Records will be released only to the volunteer subject upon request. Students will be instructed in privacy and HIPAA regulations in early PTA courses prior to beginning labs where protected information may be utilized. Additionally, students will sign the PTA Confidentiality Agreement (Appendix F). No video or photography will be allowed of volunteer subjects unless an Imagery Release Form (Appendix E) is signed by the volunteer subject.

PTA CLINICAL EDUCATION POLICIES

GENERAL POLICIES

PROVISIONS FOR PRIVILEGE OF CLINICAL PLACEMENT

Clinical Education is a privilege, not a right to PTA students. Students must have passed and currently be passing course work with at least a cumulative 75% in all coursework prior to being placed in a clinical education experience. Students must also score 100% on all critical safety skill items during the skills check-offs and lab practical exams.

The LTC PTA Program uses affiliating institutions for student's clinical experiences. As such, students must meet any requirements that the affiliating institution imposes. Students must complete a background check, drug screen, and proof of currency with required immunizations (Hepatitis B forms and PPD testing) (Appendix I) in the semester prior to clinical placement. Background checks and drug screens will be completed through Advantage Students. Information contained in the background check and drug screen will only be reviewed by the affiliating facility or student. Faculty at LTC will not view the contents of the background check and drug screen but will be alerted if there is an impending issue regarding the check or screen with the affiliating facility. Some facilities may require a health screening. For those facilities, students must submit to a health screening completed by a physician, and that screening will be submitted to the requiring facility/institution. In addition, the student must have professional liability insurance and student accident insurance, both provided by LTC (see Student Accident Insurance and Professional Liability Insurance).

The student is responsible for keeping copies of any paperwork associated with these requirements and take them to clinic with he or she. The student must also sign a PTA Notice and Release Form for Clinical Experiences (Appendix J) prior to any LTC PTA clinical education experience.

ASSIGNMENT OF STUDENTS TO CLINICAL AFFILIATIONS

Clinical assignments are made by the ACCE who considers each student's request as well as the academic standards of LTC PTA technical study, the needs and expectations of the clinic sites, and the academic requirements of all students. The placement of students at clinical sites will have the primary purpose of providing students quality experiences in both inpatient and outpatient settings. Therefore, travel distance for students will not be a primary concern when assigning clinical sites. Proximity to the clinical site cannot be guaranteed. Due to limited availability of clinical sites, students will be expected to travel to any site to which they are assigned. Within these parameters, students will be randomly assigned to clinical sites. Depending on

traffic, distance and other travel/time issues, students may opt to find short term housing close to the clinical site. All costs incurred due to required clinical education experiences/assignments (including, but not limited to, fuel, car maintenance and repair, housing, food and appropriate attire) are the responsibility of the student.

Each student will have at least one inpatient experience and one outpatient experience. An inpatient experience is defined as an experience in which the student will minimally be exposed to pediatric/adult patients who are currently residing on the premises of the clinical site. These sites generally include acute care hospitals, rehabilitation centers, and skilled nursing facilities. An outpatient experience is defined as an experience in which the student will minimally be exposed to pediatric/adult patients who come to the clinical site at specified times for services. These sites are generally outpatient orthopedic facilities. In cases where an inpatient facility offers outpatient services, the ACCE will determine which type of affiliation the facility can currently offer based on communication with the CCCE of the facility.

Students are not allowed to contact any clinic site without explicit prior approval from the ACCE. Student clinical assignments can only be made once it is determined that the facility

- a) Is accepting students,
- b) Meets the clinical education criteria and is able to provide the expected learning experiences.
- c) Establishes a clinical contract with Lanier Technical College in a timely manner.

Students who wish to do one or more clinical rotations outside of the Atlanta/North Georgia area should be in contact with the ACCE 6-12 months prior to the scheduled clinical. PTA students may not be assigned to clinical sites where the student has a prior or existing relationship with the site or the CI. This relationship may include previous work at the facility, familial or personal relationships. Students must disclose any conflicts of interest to the ACCE when clinical assignments are given. Failure to do so could delay clinical site placement and progression through the program.

Student Information Disclosed to Clinical Site

Students will be required to complete a background check and a drug screen as well as submit his or her immunization records including hepatitis B information and PPD testing in the semester prior to clinical

placement. A positive PPD test requires further evaluation (Appendix I). This information will be released to the clinical site assigned to the student as requested. Students may be subject to further drug screening at the discretion of the PTA Program and the clinical affiliation sites. Some institutions may require a Health Screening. For those institutions, students must submit to a health screening completed by a physician, and that screening will be submitted to the requiring facility/institution. All information submitted to the ACCE will be kept in a locked filing cabinet in the ACCE's office.

The affiliating institution understands that the student has satisfactorily passed all didactic and prior clinical courses for a student to be eligible to participate in clinical education assignments.

In cases of remediation, the action plan pertaining to the student clinical performance will be discussed between the Clinical Instructor (CI), student and ACCE in order to provide an appropriate remediation experience.

PATIENT RIGHTS

Patients have the right to know when a student is involved in their care and the right to refuse this service at no risk or detriment to their care. Students must prominently display their LTC student name badge at all times on clinical affiliations. It is the shared responsibility of the student and clinical instructor to inform and gain consent from each patient/client prior to any student participation in treatment.

CLINICAL SAFETY

Clinical safety is important to the student, the clinical site, the patient and the LTC PTA program. The following is not to be considered an all-inclusive list of safety measures but merely a general set of guidelines. Students should use these guidelines to assist in working toward developing their own professional judgment as needed for future practice and the PT/PTA relationship. Every situation in the clinic is different and students should always ask the CI if any safety policy or measure is in question during patient care situations.

The student will:

- Always consider patient safety first.
- Enlist the help of the CI when a patient care situation is out of the scope of a student PTA or is beyond what the student has learned in class and lab.
- Never leave a patient unattended without a call bell or safety mechanism.

- Ensure that he/she has all pertinent patient information and equipment prior to patient care.
- Observe all safety policies and procedures of the Clinical Site.
- Report any safety concern or accident to his/her CI immediately.

REPORTING CLINICAL INCIDENTS

Students are expected to follow the clinical site's policies and procedures regarding the reporting of clinical incidents. All required documentation should be filled out completely with assistance of the CI. Incidents involving the student or requiring documentation from the student should be reported to the ACCE as soon as possible.

SERIOUS INJURY/ILLNESS AT CLINICAL SITE

Each clinical site has its own set of policies and procedures relating to emergent situations. Students will be oriented to clinical site emergency policies by CIs or other facility staff when clinical education begins. If serious injury or illness occurs, CIs are expected to render aid as appropriate and call 911 or utilize the Emergency Room (if at hospital setting) as needed. The student assumes liability for all expenses related to his or her medical care. Any serious injury or illness occurring during clinical affiliations involving the student should be reported to the ACCE as soon as possible. Reporting should be done by the student if possible and the CI should be available to conference with the ACCE as needed.

SUSPECTED SUBSTANCE ABUSE AT CLINICAL SITES

If a student shows signs of impairment, CIs and/or CCCEs are requested to ensure the safety of their staff and patients, first and foremost. The CIs and/or CCCEs should determine if security or law enforcement officials should be called. The next immediate step is for the CIs and/or CCCEs to contact the ACCE and follow the institutional procedures set forth by the affiliating institution. If the clinical site does not have a suspected substance abuse policy, the PTA Program ACCE will provide further assistance as needed. It is the policy of the LTC PTA Program to support the CIs and/or CCCEs and any decisions made by the clinical site and its administrators when substance abuse is suspected.

PTA CLINICAL EDUCATION POLICIES

STUDENT RESPONSIBILITIES

STUDENT RESPONSIBILITIES

Student responsibilities in clinic include, but are not limited to:

1. Maintain current personal records in Clinical Education Notebook (See expected behaviors)
2. Upon request, disclose personal information to an assigned clinic site.
3. Comply with the laws and rules of the state where the clinic site is located.
4. Follow all policies and procedures of the clinic site, the PTA program, and Lanier Technical College.
5. Pay any meal, travel or parking expenses associated with attending the clinical education experience.
6. Pay any expenses associated with illness or injury during the clinical practicum.
 - a. Hospital setting: Illness or injury is managed in the Emergency Department of that facility.
 - b. All other clinical settings the facility and/or company policies are followed.
7. Have computer and internet access to submit assignments and complete the assessment process.
8. While at a clinical site, students should be engaged in learning. When downtime occurs students should be prepared to practice skills with CIs, review treatment plans or home programs, or observe other therapists or disciplines.

CLINICAL NOTEBOOK

Students will be required to take a clinical education notebook which will contain the clinical education portion of the LTC PTA Program Student and Clinical Education Handbook, curriculum information and the student's health examination and immunization records. This information will be given to the CI on the first day of the clinical affiliation. The notebook will also contain communication information, CPI information, surveys, the APTA document "Guidelines for CI's", and the student's pre-written goals for the experience. This notebook will stay at the clinical site for the duration of the student's experience.

CLINICAL DRESS CODE

Students are expected to dress professionally in the clinical setting. During clinical education, students are representing Lanier Technical College, the PTA profession, and the institution to which they are affiliating. Not only is the appearance of the student taken into consideration, but also the safety of the student and the patient should be considered. Students should abide by the following requirements for clinical appearance/hygiene:

- All students must wear:
 - Collared shirt with khaki or dress pants **OR**
 - Scrub pants and scrub top (if preferred by Clinical Instructor)
 - Student PTA name badge, prominently displayed
 - White lab coat (if required by site)
 - Laundered and wrinkle free clothing
 - Clean, closed toe/heel, low heel, non-skid sole shoes
 - Watch with second hand or digital watch with seconds display
- Students may wear:
 - Wedding band
 - Small earrings in the lobe only, may not extend below/above earlobe, may only wear one set
- Students may NOT wear:
 - Perfumes, colognes, or scented aftershaves/lotions
 - Heavy makeup
 - Rings (other than wedding band), bracelets or necklaces
 - Facial or body piercings
 - Visible tattoos or other body art (must be covered with clothing)
 - Tight or ill-fitting clothing (must be able to bend, reach and lift with no abdominal, cleavage or low back exposure)
- Hygiene
 - Nails and facial hair must be neatly trimmed and clean
 - Artificial nails and/or polished nails are not allowed
 - Hair neatly pulled back from face
 - Personal hygiene must not interfere with patient care or any aspect of clinical education (i.e. body odor, halitosis, sloppy appearance, etc.). Students are expected to bathe daily, use deodorant and perform daily oral hygiene.
 - Hair must be of a natural color (i.e. black, blond, gray, brown, or red).

- Students must refrain from use of any tobacco product while on the grounds of the clinical site. Students must not have cigarette/smoking odor when in the clinical site.
- Students must refrain from use of gum while in the building of the clinical affiliation.

These are program-imposed guidelines. The clinical site to which the student is assigned may impose other guidelines. Failure to follow program or clinical site guidelines, which include appearance and/or hygiene, will be reported to the ACCE by the Clinical Instructor. The judgment of the Clinical Instructor and/or the ACCE will be the benchmark for any subjective aspects of the Clinical Dress Code. A student will be sent home for infractions of the appearance and/or hygiene guidelines and will incur an absence which must be reported to the ACCE. The ACCE will handle missed clinical hours for such an occurrence on a case by case basis. If such an infraction occurs the ACCE will conference with the student and develop an action plan. If appearance and personal hygiene continue to be an issue after the action plan has been enacted, a student is at risk for suspension of program advancement and/or dismissal from the program.

Acquiring Clinical Education hours

Clinical Education hours are mandatory. For PHTA 2140 and 2180, a minimum of 160 hours is required. PHTA 2190 requires a minimum of 320 clinical education hours. In cases of emergency or sickness, students should contact the Clinical Instructor to inform him/her of the impending limitations in regards to participating in clinic that day. **This should be done at least 30 minutes before it is time for the student to be in the clinical site.**

The student should then contact the ACCE. If a student is unable to acquire clinical hours on a scheduled day to acquire hours, the CI and student will discuss the possibility of making up the missed hours. If the CI allows make up time, it should be scheduled with the Clinical Instructor at his or her convenience (which may mean weekend and/or evening hours depending on the CI's schedule). The student should then contact the ACCE with the arrangements. If a student has more than one incident of an inability to participate in a scheduled day to acquire clinical hours at the clinical site, an action plan should be developed with input from the ACCE, CI and student. After this step is taken, if the student has another incident where clinical hours were missed on a scheduled day, the student may be pulled from the clinical education experience and program advancement may be suspended.

Tardiness to the clinical site is disruptive to the clinical site and is considered unprofessional. The student and Clinical Instructor will contact the ACCE if one tardy is incurred. At this time an action plan will be developed with input from the ACCE, CI and student. If tardiness to the clinical site continues, the student will be at risk of being pulled from the clinical education experience and advancement through the program may be suspended.

Inclement Weather: The weather can vary significantly from city to city. The first concern is always student safety, therefore whether classes are officially cancelled or not, the student is the only person who can decide if it is safe to travel to class or clinicals. Students must accept the responsibility for their own safety and balancing it with their commitment to learning and professional duty. If the student misses clinic for inclement weather, the student must contact her clinical instructor and email/call the ACCE.

Clinical Education Assignments

For specific requirements, please see each Clinical Education course syllabi. In general:

Clinical Education Notebook Students will be required to present the CI with a clinical notebook on the first day of each affiliation (see Clinical Notebook) containing required documents. Included in this will be the student's outline of goals for the experience which the student should create prior to each clinical affiliation and place in the folder to be reviewed and discussed.

In-service Each student will be required to perform an in-service at his or her last two clinical experiences to meet the needs of the clinical site. Details on these projects can be found in the course syllabi for each of the last two clinical affiliations courses, PHTA 2180 and PHTA 2190

CLINICAL COURSES CURRICULA AND GRADING

LTC PTA curriculum includes three full-time clinical experiences for PTA students, totaling 16 weeks. PTA students must progress sequentially through the curriculum and be passing all course work with an overall grade of at least 75% to be eligible to participate in clinical education experiences with all critical safety item skills on the lab practical exams and skills check-offs demonstrated with 100% accuracy for students to be eligible to participate in clinical education experiences. Each clinical experience is designed to build on skills that have been mastered in the classroom and lab. Students will have a variety

of experiences, inpatient and outpatient, to meet set learning outcomes and curricular standards. The ACCE will assign a grade for the experience based on the Clinical Instructor's assessment of student performance as well as other factors. Please see specific course syllabi. Minimally, students are expected to achieve Advanced Beginner Performance to Intermediate Performance as assessed by the CI on the Clinical Performance Instrument (CPI) by the end of Clinical Education I, an assessment between Intermediate Performance and Advanced Intermediate Performance by the CI on the CPI by the end of Clinical Education II, and Entry-level Performance as assessed by the CI on the CPI by the end of Clinical Education III. The clinical education total course grade is based on the CPI, timeliness of returning required materials and attendance. Please see specific course rubrics. A minimum score of 75% must be achieved in order to successfully pass a Clinical Education course.

GRADING SCALE FOR CLINICAL EDUCATION

PHTA 2140 – Clinical Education I

Clinical experience/PTA CPI.....75%

Timely Completion and Return of Assignments.....15%

Attendance10%

PHTA 2180 – Clinical Education II

Clinical experience/PTA CPI.....75%

Timely Completion and Return of Assignments.....15%

Attendance10%

PHTA 2190 – Clinical Education III

Clinical experience/PTA CPI.....75%

Timely Completion and Return of Assignments.....15%

Attendance10%

Clinical Education courses are as follows:

Clinical Education I (PHTA 2140)

This course provides students with the opportunity to observe and practice skills learned in the classroom and laboratory at various clinical settings for physical therapy practice. Students will be supervised by a clinical instructor who is either a licensed physical therapist or licensed physical therapist assistant. Topics include preparation of patients, treatment areas, and equipment; vital signs and sensory assessment; wound care and personal protection; transfers, body mechanics, and assistive devices; application of physical agents; goniometric measurements; therapeutic massage; interpersonal and communication skills; principles of teaching and learning; documentation; and modification of interventions within the plan of care.

Clinical Education II (PHTA 2180)

This course provides continued opportunity for clinical education under the supervision of a licensed physical therapist or licensed physical therapist assistant in various health care facilities. Topics include therapeutic exercise; interventions for neurological conditions; mechanical and electrotherapeutic physical agents; gait and posture analysis; advanced gait training techniques; manual muscle testing; interventions for limb deficiency disorders; identification of architectural barriers; interpersonal and communication skills; principles of teaching and learning; documentation; and modification of interventions within the plan of care.

Clinical Education III (PHTA 2190)

This course provides continued opportunity for clinical education under the supervision of a licensed physical therapist or licensed physical therapist assistant in various health care facilities. Topics include therapeutic exercise; interventions for neurological conditions; mechanical and electrotherapeutic physical agents; gait and posture analysis; advanced gait training techniques; manual muscle testing; interventions for limb deficiency disorders; identification of architectural barriers; interpersonal and communication skills; principles of teaching and learning; documentation; and modification of interventions within the plan of care.

PATIENT CONFIDENTIALITY

Patient confidentiality is of great importance before, during and after laboratory and clinical experiences. Students will be oriented to HIPAA guidelines during entry level PTA courses and will sign a PTA Confidentiality Agreement (Appendix F) prior to any patient interaction (See PTA Privacy). The LTC PTA curriculum covers confidentiality and HIPAA thoroughly in the first semester of occupational courses. Students will be required to sign any acknowledgment or consent requested by the Clinical Site regarding privacy and protected medical information. PTA students are obligated to protect the right to privacy and confidentiality of others, including but not limited to patients, subjects, students and clinic sites:

- Understand the regulations and implications of the Health Information Protection and Portability Act (HIPPA).
- Abide by all facility policies and procedures regarding confidentiality and access to computer information.
- Protect all personally identifiable medical information from being observed or overheard by unauthorized personnel.
- Never remove original patient records or identifiable copies from the physical therapy department or other designated areas of the clinic facility
- Refrain from discussing a patient's medical, social, financial, emotional condition outside the context of providing appropriate physical therapy interventions.
- Refrain from disclosing confidential academic or personal information about other students in the LTC PTA program.
- Use good judgment and discretion to maintain patients and other human subjects right to privacy.
- Refrain from disclosing confidential clinic site information, including specific procedures or protected information about employees, volunteers, and other students.
- Ensure that personal notes, journals, case studies, etc. do not contain personally identifiable information.

PTA CLINICAL EDUCATION POLICIES

CLINICAL SITE PRIVILEGES, RESPONSIBILITIES AND INFORMATION

CI QUALIFICATIONS

The Clinical Instructor (CI) will be identified by the ACCE and/or the CCCE of the affiliating institution with guidance from the “Guidelines: Clinical Instructors” APTA document. CIs must be either a Physical Therapist or Physical Therapist Assistant with at least one year of clinical experience. The CI should demonstrate proficiency in his or her respective setting with a desire to teach and assist students. The CI should demonstrate effective skills in communication, supervision and instruction. The CI should demonstrate legal and ethical standards of physical therapy practice as well as an understanding of the PT/PTA role and scope of practice. The CI should also have an understanding of the behaviors and skills of an entry level PTA. LTC PTA Program will use CI self-evaluations, graduate employer surveys and student evaluations to make recommendations for further educational experiences to promote increased efficacy in student clinical education. The Clinical Instructor will be encouraged to take part in a periodic Clinical Education email, regarding the LTC PTA Program and its policies and procedures related to Clinical Education.

CI RIGHTS AND PRIVILEGES

The Clinical Instructor has the following rights and privileges:

- Orientation to the LTC PTA Program and its policies and procedures regarding Clinical Education by means of a periodic Clinical Education email
- CCCE or CI Notification of student information at least 2 weeks prior to affiliation
- Up to date information relating to the LTC PTA Program via the Clinical Notebook that accompanies the student to the first day of the clinical experience
- Access to GALILEO, which includes all the LTC library’s online holdings
- Voice opinions and be heard by the ACCE on any aspect of LTC PTA Program
- Assistance from the ACCE as needed
- Participation in LTC PTA Program Continuing Education at a reduced rate or with no charge
- Certificate recording CI’s service to the LTC PTA Program for continuing education credits

PROFESSIONAL DEVELOPMENT FOR CLINICAL INSTRUCTORS

The ACCE with support of the LTC PTA program will identify professional development activities for CIs based on results from Student Evaluation of Clinical Education and Instruction, Graduate Employer Surveys and CI self-evaluations. By using an assessment driven process, the LTC PTA program seeks to improve the effectiveness of the clinical faculty both for the CI's own professional growth and the improvement of the LTC PTA program. Professional development may include continuing education courses offered by or sponsored by LTC PTA Program, providing targeted articles for the CI to review, assisting the CI in finding articles, opportunities for CI participation in service activities, or opportunities for the CI to observe or guest lecture in specific classes.

CI RESPONSIBILITIES

The CI should confer with the student on the first day of the affiliation regarding the student's goals for the experience. The student will have outlined goals prior to beginning the experience. The CI may assist in revising the goals to ensure that they are reasonable and appropriate. The CI should then assist the student in attaining these goals over the course of the affiliation. The CI is expected to set aside time for sufficient and timely student evaluation and feedback. The LTC PTA Program expects formative and summative assessments to ensure students understand their progress overall and on a daily basis. Further, these assessments should direct student learning and enlighten students regarding what is expected of them during the remaining clinical affiliation. The CI should contact the ACCE with concerns or issues related to the affiliation or the student. The CI should also be able to meet with the ACCE, via phone or in person, to discuss student progress and should contact the ACCE with any concerns regarding the student's progress in an appropriate time frame.

CCCE RIGHTS AND RESPONSIBILITIES

The CCCE will have the same rights and privileges as the CI. The responsibilities of the CCCE are to assist the ACCE in student placement as able, to provide support to the CI and to contact the ACCE with any concerns regarding students, clinical placement or clinical site needs. It is a primary goal of the LTC PTA Program to cultivate and maintain clinical relationships through the CCCE and the CI.

STUDENT SUPERVISION

Students should be properly supervised at all times during clinical affiliations. Supervision levels vary by the student's stage in the program, individual student needs and clinical setting. The CI should always be immediately available and on the premises while the student is involved in any patient care and a licensed PT should be available as indicated by state law. Any questions or concerns regarding student supervision should be addressed with the ACCE immediately.

SPECIAL LEARNING OPPORTUNITIES

When possible and appropriate as determined by the CI, students may benefit from enhanced learning activities. These activities may include, but are not limited to, observing a specialized procedure or surgery, seeing a more complex patient or clinical situation, observing specialized therapies, or working with other students.

CLINICAL PERFORMANCE INSTRUMENT

The Clinical Performance Instrument (CPI) is a widely used tool for PTA programs to assess students based on specified criteria. The LTC PTA Program utilizes the CPI for student assessment during the clinical experience. The online CPI instructions are covered in the periodic Clinical Education Email and CI's must receive online training before utilizing the tool.

ASSESSMENT OF STUDENT PERFORMANCE BY CI

CI's are expected to perform both formative and summative assessments to keep the student apprised of his or her progress with the clinical experience. The CPI is utilized specifically for midterm and final assessments but should also be used as a guide for formative assessments. CI's should schedule weekly time to review the student's progress, in addition to daily informal formative assessments. CI's should contact the ACCE if problems arise with student performance or assessment at any time.

Students should only be assessed in areas which they have had a chance to demonstrate the skill or task. Students should not be penalized in the assessment if they have not been given an opportunity to demonstrate the skill or task.

The CI must utilize the CPI to assess the student within the timeframe set by the ACCE. The CI will assess the student's performance based on the professional and technical standards in the CPI which align with the PTA

curriculum. Based on this assessment, the ACCE will assign a grade for the experience. A grade of less than 75% for the entire clinical course will result in a failure of the course and program advancement will be suspended (see Failure, Incomplete or Early Termination of Clinical). CI's are not responsible for the assignment of any student grades.

STUDENT EVALUATION OF CLINICAL SITE AND CI

Each student will have an opportunity to evaluate his or her assigned clinical site and CI. The Student Evaluation of Clinical Education and Instruction forms assist the ACCE in placing future students, giving constructive guidance and professional development for sites and CI's, identifying opportunities for process improvement, and in recognizing exceptional clinical experiences. Students should thoughtfully complete the evaluation as assigned by the ACCE at the termination of each clinical affiliation.

Information regarding the CI which is obtained through means of the Student Evaluation of Clinical Education and Instruction will not be shared with other students or parties. Information regarding the clinical site may be shared with students and other parties. If appropriate, the ACCE will give the CCCE and CI information regarding the evaluation in order to benefit the affiliating institution and CI in future student interactions.

FAILURE, INCOMPLETE OR EARLY TERMINATION OF CLINICAL

If a student is dismissed from a clinical experience for any reason (academic, health, or other) in either PHTA 2140, PHTA 2180, or PHTA 2190, the student's program advancement will be suspended. There is no guarantee that he or she will be allowed to repeat the clinical experience and advance in the program.

Students may submit a request to the ACCE to repeat the clinical experience within 7 calendar days of being notified of the dismissal. To be considered for a repeat experience, the student must meet with the ACCE and the Program Director regarding the deficiency. The ACCE and Program Director will make a determination and advise the student of the options available to him or her. At the ACCE, Program Director and CI's discretion, the student may be able to participate in remediation and/or repeat the clinical experience. If the student is allowed to remediate and/or repeat a clinical experience, the student's program advancement maybe delayed which may delay his or her graduation.

CLINICAL EXPERIENCE REMEDIATION

Students may be granted the opportunity to remediate an unsatisfactory clinical education experience at the discretion of the ACCE. Remediation of a clinical course may result in delayed graduation. This may be necessary to allow time for remediation of the failed course and successful completion of the required repeat clinical education experience.

If a request for a remediated experience is granted, the student will have an opportunity to be placed in another clinical experience depending on several factors listed below:

- a) Before the remediation experience begins, the student, with input from the ACCE, will develop goals and a formal plan of action. The final action plan requires approval from the ACCE. In cases where the remediation arrangements include a clinical site, the CCCE and/or the CI at the site will be apprised of all areas in which the student requires remediation, and the approved plan will be shared with them.
- b) The design and schedule of the remediation experience are at the discretion of the ACCE, based upon identified needs of the individual student. A Lab Practical Exam may be required to evaluate students' clinical readiness to return for a clinical education remediation experience. Failure to pass the Lab Practical Exam may result in clinical education course failure. Placement will be dependent upon both time and a suitable clinical site.

***A student may remediate only one time during the clinical education component of the PTA curriculum**

PLAN OF ACTION

If a student is identified in clinic as being deficient in an area and/or at risk for failing a clinical education experience, the ACCE will be contacted by the student and/or the CI. The ACCE will assist the student, in conjunction with the CI, in developing a plan of action to assist with the student learning the deficient material. The final action plan must be approved by the ACCE and the student will sign the plan indicating he or she understands the expectations of the action plan and has been given opportunity to ask questions.

Incomplete is defined as a student not completing all required course work by the end of the semester. The incomplete will turn to an F if another grade is not assigned by the end of the next semester. For more information refer to the LTC Student Catalog.

EVALUATION OF PTA PROGRAM AND ACCE BY CI

After each clinical affiliation, CI's will be asked to complete a CI Evaluation of PTA Program Form regarding the PTA Program and the ACCE's performance. CI's will be able to rate factors regarding the program such as student preparation, how any issues were resolved and communication between the CI and the ACCE. The CI will also be able to give feedback on how the PTA Program may improve its' process. Evaluations will be used to advance the PTA Program's classroom and clinical experiences for the students and clinical facilities.

PTA CLINICAL EDUCATION POLICIES

ACCE RESPONSIBILITIES

ACCE RESPONSIBILITIES TO STUDENTS

The ACCE is responsible for assigning students to clinical sites to ensure that variety and quality of experiences is achieved. The ACCE, or faculty designee, will be available to the students during clinical experiences by phone. A student may call at any time while at the clinical rotation with a question, concern or issue and the ACCE will respond in a timely manner. The ACCE is responsible for ensuring students have completed all requirements before beginning the clinical experience and relaying this information to the assigned clinical site. The ACCE will conference with each student during each clinical affiliation at a minimum at midterm evaluation. The conference may be conducted by phone, email, or site visit. It will be the goal of the ACCE to visit each student at least one time during the student's tenure with the PTA program on the premises of a clinical rotation.

If the ACCE is contacted by the CI with concerns regarding the student's progress in the clinical experience, the ACCE will schedule a conference with the student and the CI to address the issue. An action plan may be enacted with input from the student, the CI and the ACCE. If a student fails the clinical affiliation as determined by the ACCE, does not complete or is terminated early from a clinical experience, the ACCE and or Program Director will meet with the student and, if applicable, the CI. The ACCE will counsel the student on the deficiency and the student's right to request a remediation experience. The ACCE is responsible for assigning grades to students based on any coursework and the CI assessment of student performance in the clinic.

At least 8 weeks prior to each clinical assignment the ACCE will confirm the student placement with each clinical site. If a clinical site which has previously agreed to take a student for the upcoming placement cycle states they will not be able to fulfill the commitment, the ACCE will begin contacting alternate sites until he or she is able to place the student in an appropriate clinical site which satisfies the requirements for that student's clinical education experience.

ACCE RESPONSIBILITIES TO CLINICAL SITES

The ACCE will notify clinical sites of student information no later than two weeks prior to the beginning of the clinical rotation. The ACCE will ensure that all CI's have access to the periodic Clinical Education Email and will provide the CI and CCCE with any required or necessary information and documentation. The ACCE will share the results of student evaluations with the specified clinical instructor. The ACCE will assist the CI in identifying areas for clinical and instructional growth including continuing education activities related to the student

evaluation and CI self- evaluation. The ACCE will conference with the CI on each clinical experience. The conference may be conducted by phone. The CI may request a face to face conference. A video conference may be substituted if the distance from the school to the clinic is greater than 75 miles.

ACCE RESPONSIBILITIES TO PTA PROGRAM

The ACCE will perform all institutional and instructional duties as assigned. The ACCE will assist the Program Director with accreditation activities as assigned. The ACCE is responsible for keeping all records related to the clinical education program. All paper records will be kept in a locked filing cabinet within the ACCE office and electronic records will be maintained on the school's secure server and will be password protected. The ACCE will be responsible for the establishment of contracts to meet the needs of the PTA Program. Maintaining clinical contracts and relationships will also be under the purview of the ACCE. The ACCE will also be in charge of ensuring valid contracts are in place prior to student placement. The ACCE will utilize the Clinical Education Placement and Memorandum Tracking Spreadsheet to track expiration dates of contracts. The Spreadsheet will contain a page with all Memorandums of Agreement, which will be reviewed every quarter to ensure that all contracts are up to date or are being processed for renewal. If a contract's expiration is within the next 6 months, it will be flagged and the process of renewing the contract will be initiated by the ACCE. The flag will also prompt the ACCE that he or she must ensure that the student will be finished with his or her clinical experience before the contract expires. Students will not be placed in facilities that have an expiration date which will occur during their clinical experience unless a renewed contract is received prior to the student's start date at the facility. To ensure that a student is not placed at a clinical site that doesn't have a fully executed contract, the ACCE will complete a signature tracking form for new or renewing contracts. This sheet must be completed before new sites are entered in the spreadsheet. Additionally, this signature tracking form must be completed before existing sites are un-flagged.

ACCE RESPONSIBILITIES IN REGARDS TO ACQUIRING CLINICAL EDUCATION SITES

A Clinical Site may be identified by the ACCE and/or a student. The ACCE will use the APTA document “Guidelines: Clinical Education Sites” to assist in identifying appropriate sites. Clinical Education Sites should meet the following criteria at a minimum:

1. The philosophy 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. Physical Therapy personnel provide services in an ethical and legal manner
3. The clinical education site has a variety of learning experiences available to students.
4. The clinical education site provides an active, stimulating environment appropriate to the learning needs of students.
5. The clinical education site encourages clinical educator (CI and CCCE) training and development.
6. The physical therapy personnel are adequate in number to provide an educational program for students.

APPENDICES

APPENDIX A: LANIER TECHNICAL COLLEGE WORK ETHICS



Lanier Technical College Work Ethics

The Technical College System of Georgia instructs and evaluates students on work ethic in all programs of study. Ten work ethic traits have been identified and defined as essential for student success: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork. The definitions for these traits have been integrated into the program standards of each program curriculum thereby allowing each program to make work ethics a relevant and meaningful part of the program curriculum.

The traits are assessed within a PHTA 1110: Introduction to Physical Therapy.

APPENDIX B: CORE VALUES FOR THE PHYSICAL THERAPIST ASSISTANT

Core Values for the Physical Therapist Assistant

1. **Accountability** The active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist and physical therapist assistant including self-regulation and other behaviors that positively influence patient and client outcomes, the profession, and the health needs of society.
2. **Altruism** The primary regard for or devotion to the interest of patients and clients, thus assuming the responsibility of placing the needs of patients and clients ahead of the physical therapist's or physical therapist assistant's self-interest.
3. **Collaboration** Working together with patients and clients, families, communities, and professionals in health and other fields to achieve shared goals. Collaboration within the physical therapist-physical therapist assistant team is working together, with each partner's respective role, to achieve optimal physical therapist services and outcomes for patients and clients.
4. **Compassion and Caring** 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.
5. **Duty** The commitment to meeting one's obligations to provide effective physical therapist services to patients and clients, to serve the profession, and to positively influence the health of society.
6. **Excellence** The provision of physical therapist services when the physical therapist and physical therapist assistant consistently use current knowledge and skills while understanding personal limits, integrate the patient or client perspective, embrace advancement, and challenge mediocrity.
7. **Integrity** The steadfast adherence to high ethical principles or standards, being truthful, ensuring fairness, following through on commitments, and verbalizing to others the rationale for actions.
8. **Inclusion** Inclusion occurs when the physical therapist and physical therapist assistant create a welcoming and equitable environment for all. Physical therapists and physical therapist assistants are inclusive when they commit to providing a safe space, elevating diverse and minority voices, acknowledging personal biases that may impact patient care, and taking a position of anti-discrimination.
9. **Social Responsibility** The promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

Source: APTA Core Values for the Physical Therapist and Physical Therapist Assistant, September 2020

APPENDIX C: PTA LAB SAFETY PLAN



PTA Lab Safety Plan

The PTA Program at Lanier Technical College combines classroom instruction along with lab instruction. The PTA Lab has a full array of current, industry standard equipment for the implementation of physical therapy services. It is very important that each student be aware of the proper care and handling of lab equipment, instruments and instructional materials. These are the property of the PTA Program, and may not be used without supervision. It is also important that each student is aware of proper procedures for working in the lab in order to protect themselves.

Personal Protective Equipment (PPE): Personal Protective Equipment consists of appropriate gowns or lab coats over clothing, gloves, masks or eyewear if necessary. This is mandatory for each individual when simulating activities that could possibly expose the students or instructors to blood or other potentially infectious material (OPIM).

Class responsibilities:

1. Each student will be responsible for maintaining clean lab areas.
2. No food or drink is allowed in the lab
3. Consider patient simulator and student safety first.
4. Consult PTA faculty if unsure about any lab situation, intervention or data collection strategy.
5. Listen for instructions and observe demonstrations before attempting new interventions.
6. Never leave a patient simulator unattended without a safety mechanism.
7. Each student will ensure that he or she has all equipment prior to delivering intervention or beginning data collection.
8. Await instruction and supervision for use of all electrical equipment.
9. Clean up spills immediately and keep walkways clear.
10. Report any safety concern or accident to PTA faculty immediately.
11. Demonstrate respect for each other and faculty. No running, horseplay or other inappropriate behavior will be tolerated.

Instruments and Equipment: Students should treat all equipment with care. It is in the best interest of every student to keep the equipment and instruments functional.

MSDS Book: Students will refer to the Material Safety Data Sheets before using any product which they are not familiar.

Safety Equipment: Students will be familiar with the emergency and protective equipment in the lab. This includes the first aid kit, eyewash station and spills kit.

APPENDIX D: PTA STUDENT INFORMATION FORM



PTA Student Information Form

Name: _____ D.O.B.: _____

Address: _____ Phone (home): _____

City, Zip Code: _____ Phone (cell): _____

Personal email: _____

Emergency Contact 1: _____ Relationship: _____

Phone (cell and alternate number): _____

Emergency Contact 2: _____ Relationship: _____

Phone (cell and alternate number): _____

Relevant Medical Conditions: _____

Ethnicity: _____

APPENDIX E: IMAGERY RELEASE FORM



Imagery Release Form

I, the undersigned, being of legal age, hereby give Lanier Technical College (LTC) of the Technical College System of Georgia (TCSG), its licensees, successors, legal representatives, and assigns the absolute and irrevocable right and permission to use my name and to use, reproduce, edit, exhibit, project, display, copyright, and publish photographic images of me in which I may be included in whole or in part, photographed, and thereafter, and to circulate the same in all forms and media for instructional purposes. I also consent to the use of any printed matter in conjunction therewith.

I hereby waive any right that I may have to inspect and/or approve the finished product or products or the editorial, advertising, or printed copy that may be used in connection therewith and any right that I may have to control the use to which said product, products or printed copy may be applied. I further waive any right to royalties or other compensation arising from or related to the use of my image or name.

I hereby waive all claims to compensation or damages based on the use of my image by "LTC", its licensees, successors, legal representatives, and assigns.

I hereby release, discharge and agree to hold harmless "LTC", its licensees, successors, legal representatives and assigns from any liability by virtue of any blurring, distortion, alteration, optical illusion or use in composite form whether intentional or otherwise that may occur or be produced in the making, processing, duplication, projecting or displaying of said picture or images. I further release, discharge and agree to hold "LTC", its licensees, successors, legal representatives and assigns from all claims, demands, rights and causes of action of whatever kind of nature, arising from or by reason of any and all injuries, damages and the consequences thereof resulting from the use of my name and likeness, including without limitation any and all claims from invasion of privacy or rights of publicity.

I HEREBY CERTIFY THAT I AM OVER 18 YEARS OF AGE, suffering under no legal disabilities, that I have read the above carefully before signing and fully understand its contents. This release shall be binding upon me and my heirs, legal representatives and assigns.

AGREED AND ACCEPTED this ____ of _____, _____.

Day Month Year

Signature

Address

Printed Name

City, State, Zip, Code

APPENDIX F: PTA CONFIDENTIALITY AGREEMENT



PTA Confidentiality Agreement

It is the policy of the Lanier Technical College Physical Therapist Assistant Program that privacy and confidentiality of information related to students and volunteers in the lab and affiliating clinical sites, along with their patients/clients, and employees, is of great importance. The Faculty of the PTA Program educates students on the Health Insurance Portability and Accountability Act prior to any clinical affiliation and emphasizes the necessity of adhering to this regulation. The following statement is to be read and signed by the PTA student. A student may not participate in lab courses or clinical education until this form is complete.

I understand that I must treat all confidential information related to the clinical or lab experience as such and will access, utilize and discuss this information only as necessary to perform my duties as a student in the lab or at the affiliating institution. I will not discuss or share any protected information with those not involved in the clinical or lab experience and further, this information will only be used for student, volunteer and patient/client related activities. Any information I have in my possession will not leave the lab or clinical site with me. This information will be shredded, erased or given to my instructor daily before I leave the lab or treatment area. If given passwords or access codes, I understand that they must be used only in my capacity as a student and I must not disseminate or share this information in any manner. I understand that any violation of confidentiality or privacy may put me in jeopardy of being dismissed from the LTC PTA Program.

I have read and understand the PTA Program Confidentiality Agreement. I further agree to abide by the contents of this agreement as detailed above during my tenure with the LTC PTA Program.

Name (Printed)

Signature

Date

APPENDIX G: INFORMED CONSENT FOR PTA LAB PARTICIPATION



Informed Consent for PTA Lab Participation

I, _____, understand that as a part of required curriculum in the LTC PTA Program I must participate in laboratory activities. As such, I must perform activities as a student physical therapist assistant as well as a student patient simulator. Certain physical or medical conditions that I possess may preclude my participation as a student patient simulator. I am aware that my instructor will review all standard precautions and contraindications prior to the use of any newly introduced intervention or data collection strategy in the laboratory setting. I am further aware that it is my responsibility to alert my instructor if I am unable to participate as a student patient simulator due to precautions or contraindications which apply to my specific physical or medical condition.

Name (Printed)

Signature

Date

APPENDIX H: THIRD PARTY VOLUNTEER SUBJECT WAIVER



Third Party Volunteer Subject Waiver

In consideration of the opportunity afforded to me as a volunteer for the LTC PTA Program and in recognition of the possible risk to which I may subject myself, I hereby knowingly, freely, and voluntarily agree to waive all claims for damages or injury to my person and/or damage to my property from which liability may or could accrue to Lanier Technical College, the Technical College System of Georgia and the LTC PTA Program, and their employees, directors, officers, agents, and volunteers, arising out of my volunteer activity with the LTC PTA Program.

I covenant not to sue and agree to indemnify, defend, and hold harmless Lanier Technical College, the Technical College System of Georgia and the LTC PTA Program, and its directors, officers, agents, employees, and volunteers from all claims, demands, losses, liability, lawsuits, liens, and judgments, including all attorneys' fees and expenses incurred, which arise out of or result, directly or indirectly, from or in connection with my volunteer services, including any causes or alleged to have been caused by the joint, concurrent, or sole negligence or other fault of any indemnities hereunder.

I have read this waiver in its entirety and understand its contents. I am at least eighteen years of age or emancipated. Parent or guardian signature required if less than eighteen years of age.

Name (Print)

Signature

Parent or Legal Guardian Signature (if under 18 years of age)

Date

Date-

APPENDIX I: PHYSICAL EXAMINATION FORM

Section A: Physical Examination

Name (Last, First, Middle): _____ Date: _____

DOB: _____

BP _____ HR _____ RR _____ Temp _____

Height _____ Weight _____

Are there any abnormalities of the following systems? Describe fully. Attach addition sheet if needed.

	Yes	No	
1. Head, Ears, Nose, or Throat			
2. Respiratory			
3. Cardiovascular			
4. Gastrointestinal			
5. Eyes			
6. Have you any general comments?			

Recommendations:

Physical Restriction:

Reason for Restriction:

Name and Address of Physician/Health Care Provider:

Signature of Physician/Health Care Provider:

Date

Name (Last, First, Middle): _____ Date: _____

DOB: _____

Section B: Immunizations

MMR (Measles/Rubeola, Mumps, Rubella):

If born **AFTER** 1957:

2 MMR's: #1 _____ (Date) #2 _____ (Date)

Or:

Immune Titer: _____ (Date)

If born **BEFORE** 1957:

1 MMR: #1 _____ (Date)

Or:

Both Immune Titers: _____ (Date) (Rubeola) Immune Titer: _____ (Date) (Rubella)

Chicken Pox:

Vaccine: _____ (Date) **(or)** Immune Titer: _____ (Date)

Tetanus: (must be within 10 years) _____ (Date)

PPD:

Date Given: _____ Location: _____

Given By: _____ Read By: _____

_____ **negative(mm)** _____ **positive (mm)**

If patient has a **positive PPD**, a chest x-ray or additional, specific blood tests are required. Written documentation from a physician stating that student is free from illness within the last 6 months is also required.

Signature of Physician/Health Care Provider: _____

_____ Date

Name (Last, First, Middle): _____ Date: _____

DOB: _____

Chest x-ray results: _____ (Date)

Specific Blood test results: _____ (Date)

Hepatitis B Series:

1 _____ 2 _____ 3 _____

Signature of Physician/Health Care Provider:

Date

APPENDIX J: COLLEGE FACULTY/ STUDENT HEPATITIS B VACCINATION

SERIES INFORMATION AND CONSENT



College Faculty/ Student Hepatitis B

Vaccination Series

Information and Consent

Hepatitis B is a serious infection that affects the liver. It is caused by the hepatitis B virus. In 2009, 3,374 cases of acute hepatitis B (HBV) in the United States were reported to CDC; the overall incidence of reported acute hepatitis B was 1.5 per 100,000 population, the lowest ever recorded. However, because many HBV infections are either asymptomatic or never reported, the actual number of new infections is estimated to be approximately tenfold higher. In 2009, an estimated 38,000 persons in the United States were newly infected with HBV. Rates are highest among adults, particularly males aged 25–44 years. Each year about 2,000 to 4,000 people die in the United States from cirrhosis or liver cancer caused by hepatitis B.

Hepatitis B vaccine can prevent hepatitis B, and the serious consequences of hepatitis B infection, including liver cancer and cirrhosis. Vaccination gives long-term protection from hepatitis B infection, possibly lifelong. Adults getting hepatitis B vaccine should get 3 doses — with the second dose given 4 weeks after the first and the third dose 5 months after the second. Your doctor can tell you about other dosing schedules that might be used in certain circumstances.

The hepatitis B vaccine is very safe. Most people do not have any problems with it. The vaccine contains non-infectious material, and cannot cause hepatitis B infection. Some mild problems have been reported: soreness where the shot was given (up to about 1 person in 4); temperature of 99.9°F or higher (up to about 1 person in 15). Severe problems are extremely rare. Severe allergic reactions are believed to occur about once in 1.1 million doses. A vaccine, like any medicine, could cause a serious reaction. But the risk of a vaccine causing serious harm, or death, is extremely small. More than 100 million people in the United States have been vaccinated with hepatitis B vaccine.

(Centers for Disease Control (CDC). Available at <http://www.cdc.gov>)

VACCINE:

The vaccine is produced is yeast cells, purified by a series of physical and chemical methods and is free of any human blood products.

DOSAGE AND AMINISTRATION:

1. Given IM only into the deltoid muscle.
2. Three doses of 1 ml. Each
 - a. 1st dose
 - b. 2nd dose one month later
 - c. 3rd dose six months after 1st dose
3. The duration of the protective effect is unknown at the present time.

ADVERSE REACTIONS:

1. As with any vaccine, an anaphylactic reaction may occur. (<1.0%)
2. Redness, swelling, warmth and soreness at the injection site.
3. Low grade fever (<=101 F) is usually confined to the 48-hour period following the injection.
4. Malaise, headache, nausea, dizziness and aching, usually limited to the first few days following the injection.
5. Urticaria (rash) rare.
6. In a small number of persons, neurologic reactions, including the Guillain-Barre syndrome have occurred in the period following hepatitis B vaccination. The rate of occurrence of Guillain-Barre syndrome is not thought to be significantly increased above the observed in normal adults. These reactions are not thought to be related directly to the hepatitis B vaccine.

CONTRAINDICATIONS:

If any of the following are present, the vaccine should not be taken:

1. Hypersensitivity to yeast
2. Hypersensitivity to any component of the vaccine.

PRECAUTIONS:

If any of the following are present, the faculty member/student should consult their private physician before starting the vaccination series.

1. Serious, active infection or illness.
2. Severely compromised cardiopulmonary function.
3. Pregnancy or lactation.

WARNING:

Faculty members or students who are immunocompromised or receiving immunosuppressive therapy should consult their private physician for guidance and dosages prior to starting the vaccination series.

- ☐ I have received training on the risks of working with human blood or other potentially infectious materials as outlined in the work unit or technical college's Exposure Control Plan.

Date of Training

Trainer

In full recognition of the above:

- ☐ I accept participation in the vaccination series and have not yet been vaccinated.
Take a copy of this form to _____ to begin the vaccination series.
- ☐ I received the HBV vaccination series on _____, _____, & _____.
(dates – month/year is essential)
- ☐ I decline participation in the vaccination series.

Faculty Member/ Student Signature

Date

Witness Signature

Date

APPENDIX K: STUDENT HEPATITIS B VACCINE DECLINATION STATEMENT

Student Hepatitis B Vaccine Declination Statement **Georgia Department of Technical and Adult Education**

Student Name: _____

SS#: _____ Program: _____

Technical Institute: _____

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself (for covered employees) or at cost (for covered students). However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccination, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me (for covered employees) or at cost to me (for covered students).

Signature

Name (Please print)

Date

- ☐ I acknowledge that I have personally signed this form prior to sending it to the Exposure Control Coordinator, and my employee/student ID is _____.

Supervisor/Program Director
Signature

Supervisor/Program Director
Name (Please print)

Date

APPENDIX L: PTA PROGRAM NOTICE AND RELEASE FORM FOR CLINICAL EXPERIENCES



PTA Program Notice and Release Form for Clinical Experiences

I, _____, understand that as a student in the LTC PTA Program I will be required to participate in clinical experiences at affiliating institutions assigned by the PTA Program ACCE. I also understand that the affiliating institutions may have eligibility requirements beyond that of the LTC PTA Program. As such, I understand that I must be able to provide documentation to satisfy the needs of the affiliating institution. I further understand that if I am deemed ineligible to participate in a clinical experience by the affiliating institution, I may be unable to continue in the LTC PTA Program and may be dismissed from the program of study. I hereby release Lanier Technical College and the Technical College System of Georgia, their employees and all affiliating institutions from any liability with regard to my participation in a clinical experience and decisions made concerning my participation in a clinical experience.

Name (Print)

Signature

Date

APPENDIX M: HANDBOOK ATTESTATION

Handbook Attestation

I _____ (name) acknowledge that I have read and understand the material provided in the **Lanier Technical College Physical Therapist Assistant Student and Clinical Education Handbook**. I further acknowledge and understand that my success in the Lanier Technical College Physical Therapist Assistant Program is dependent upon following the policies, instructions, guidelines and recommendations set forth in the aforementioned Handbook.

Signature

Date

Program Director Signature

Date

APPENDIX N: ATTESTATION OF COMPETENCY FORM

Attestation of Competency Form

COURSE INSTRUCTOR: Please complete the following information to verify that a student has successfully met the requirement for remediation after obtaining a cumulative grade of less than 75% in a PTA Program course.

Semester: Spring Summer Fall 20__

Course Number: PHTA_____

Course Title: _____

Course Instructor: _____

Student Name: _____

Cumulative Course Grade (prior to remediation): _____

The student:

- | | | | |
|----|--|-----|----|
| 1. | met with me to develop a plan of action for remediation: | Yes | No |
| 2. | completed the required plan of action for remediation: | Yes | No |
| 3. | has demonstrated competency through the plan of action: | Yes | No |

I, hereby, verify that the above-mentioned student has completed all required activities and has satisfactorily demonstrated, at least minimal competence in this course. I have adjusted the cumulative course grade in response to the student's failure to achieve the minimum score initially and it is not higher than 75%.

Signature

Date

APPENDIX O: PTA STUDENT ADVISEMENT FORM

Student's Name: _____

Date of Advisement: _____

Faculty Present: _____

Reason for Advisement		Explanation
	Appearance Displays appropriate dress, grooming, and hygiene	
	Attendance Attends class regularly, arrives on time, returns from breaks on time and does not leave class early	
	Attitude Demonstrates a positive outlook; demonstrates mannerly behavior, follows chain of command	
	Character Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility	
	Communication Displays appropriate nonverbal, verbal active listening and written skills	
	Cooperation Works well with others, accepting constructive feedback in a positive manner; handles conflicts with others well	
	Organization Prioritizes and manages time and resources effectively; demonstrates flexibility in handling change; follows direction and procedures regarding class and laboratory assignments and tasks	
	Productivity Completing tasks and assignments efficiently, effectively, and timely; demonstrates problem solving	
	Respect	

Reason for Advisement		Explanation
	Tolerates other points of view; acknowledges and appreciates rights of others; respectful of others; has regard for diversity	
	Teamwork & Diplomacy Works collaboratively with others toward a common goal; participates appropriately as a team member; placing the success of the team above self-interest; not undermining the team; helping and supporting other team members; showing respect for all team members; remaining flexible and open to change; communicating with others to resolve problems.	
	Academic Performance Scores a 75% or higher on all assignments, quizzes, and exams; completes work in a timely manner, assignments completed on time	

Follow up (indicate specific expectations, clearly defined positive behavior, actions that will be taken if behavior continues, dates of future advisement, etc.) Continue on the back if necessary.

I have read, been given the opportunity to ask questions and understand this notice.

Student Signature: _____

Faculty Signature: _____

Program Director's Signature: _____

APPENDIX P: VOLUNTEER HOURS FORM



Student Name: _____

Date of Completion: _____

Number of Hours completed: _____

Type of Volunteerism:

Student Signature

Volunteer Supervisor

APPENDIX Q: ESSENTIAL SKILLS FOR LANIER TECHNICAL COLLEGE PTA PROGRAM

Due to the nature of patient care and the PTA physical workload, PTA students should possess certain abilities to render safe and effective patient care:

- Visual Acuity- Visual ability sufficient for observation and assessment necessary in patient care. Examples include observation of patient/client responses such as respiratory rate and depth, skin color, and other physical signs; visualization of monitors, watches with second hands, visualization of objects from twenty inches to twenty feet away; use of depth perception and peripheral vision; distinguishing colors; and reading written documents
- Auditory Perception- Ability to hear and discriminate sounds including alerts from medical equipment, patient safety alert systems, breath and heart sounds
- Gross Motor Skills- Ability to stand, walk, kneel, crawl, bend or sit for extended periods of time, ability to lift approximately 50 pounds for assisting patients with transfers and mobility, ability to maintain good sitting and standing balance unsupported, gross coordination and agility to safely guard patients, ability to perform CPR
- Fine Motor Skills- Dexterity and tactile ability to manipulate equipment of varying sizes and shapes, perform manual interventions including wound care, massage or palpation
- Ability to Communicate- Ability to effectively communicate, which includes listening and understanding as well as interpretation of auditory and visual cues such as facial expression or body language
- Cognitive ability and Emotional Stability- Ability to think critically, comprehend information given in varying forms, reason and make judgments based on information. Ability to manage time and prioritize actions/outcomes. Ability to be sensitive and competent in dealing with cultural differences. Ability to maintain calm and act in a reasonable manner at all times, especially during stressful and emergent situations.
- Sit 2-5 hours per day with lecture breaks; stand 1-6 hours with lab time breaks

If you believe you may require an accommodation or have any questions regarding any of these requirements, please contact the Disability Services Coordinator, at 770-533-7003 or adacoordinator@laniertech.edu. All essential skills must be met with or without accommodations. If you feel you may need an accommodation to help you meet these essential skills, please contact the Disability Services office.

I, _____, have read, understand and am able to meet the Essential Skills for the Lanier Technical College PTA program.

_____(Student Print)

_____(Witnesss Print)

_____(sign)

_____(sign)

_____(date)

_____(date)

APPENDIX R: STUDENT COVID VACCINE NOTIFICATION

Student Name: _____

Student ID #: _____ Program: _____

Technical Institute: _____

Lanier Technical College and the Physical Therapist Program does not require students to be vaccinated against COVID, but clinical sites may require the COVID vaccine. Therefore, choosing not to be vaccinated may hinder placement in clinical rotations and may result in delayed graduation. The program will make every effort to place the student, maintaining our policy of meeting the depth and breadth of the profession, with at least one inpatient and one outpatient clinical experience. However, the program cannot guarantee the student can be placed in a clinical setting that does not require a COVID vaccine.

Signature of Student

Date