

STUDENT HANDBOOK 2021



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This Student Handbook is a source of valuable information regarding the responsibilities, obligations, and privileges of students attending Taylor College.

Since the programs, policies, and statements contained herein are subject to continuous review and evaluation, the school reserves the right to make changes at any time without notice. This publication is for information only and does not constitute an offer of a contract, either stated or implied.

Students are responsible for being familiar with the provisions of the Student Handbook and all requirements established by the school.

General Information

Campus Information

5190 SE 125th Street
Bellevue, FL 34420

Phone: 352-245-4119

Fax: 352-245-0276

Catalog

The first important source of information for students is the catalog. Official school policies are included in the catalog, which students can access on the school's website. The catalog includes information on attendance, grading, code of conduct, satisfactory academic progress, and resources available to students. Students must be familiar with the catalog. In any instance where the catalog and student handbook are incongruous, the catalog supersedes this handbook.

Library Information

Taylor College's library is in the front lobby. The library can be used by all currently enrolled students and is available during the college's operating hours.

Taylor College is a member of LIRN (Library and Information Resource Network). LIRN is a consortium of electronic resources and databases that gives students access to peer-reviewed, academic journals and articles, as well as other resources like e-books and instructional videos. Students also have access 24/7 to Taylor's electronic library sponsored through LIRN.

To access the LIRN subscription go to: <https://proxy.lirn.net/TaylorCollege>

See your syllabus for the username and password.

Taylor Email

Both students and instructors are issued Taylor College email accounts. This email account is used to communicate with students and other school employees. The instructor's email account is printed on the first page of the syllabus. Students who have questions should contact the instructor via the email account. Instructors should respond to the student via email within 24 to 48 hours of the initial email, so students should give instructors time to respond before taking concerns to other staff members. See the section Taylor Email – Office 365 for more information. Students are responsible for checking email daily, as the school will not communicate via any other email address.

Learning Management System

Online students will access their courses through the learning management system (LMS) at:
www.whytaylorcollege.com.

Taylor's LMS is hosted through Open LMS.

Student Services

Students should meet with their instructors when having difficulty in courses and with their Program Director when they have questions about the program or resources available. Student may also meet with Program Directors for additional advising, tutoring, and access to resources not available on campus.

Please see your program director who can guide you for information on Crisis/Abuse, Health Insurance/ Medical

Services, Child Care, Housing, Utilities, Credit/Debit Services, Dislocated Workers, Veteran Services, Disability Services, Government Services/Voting Information, GED/Remedial Classes, Continuing Education, Foreign Services, Employment Resources, and Transportation.

Inclement Weather

The school reserves the right to close during weather emergencies or other emergencies. Notice of closures or delayed openings will be relayed via an Alert Media Text. Additional information may come from the Campus President, Program Directors and instructors via their Taylor e-mail. Clinical rotations have a separate weather policy. Refer to student clinical procedures.

Student Safety and Security

Student Responsibility

The school is not responsible for loss of individual property, whether the loss is by theft, fire, or other causes.

Taylor encourages students to:

- Keep personal possessions with them or in sight always.
- Not to bring large sums of money or other valuables to school.
- Enhance personal safety by walking with friends or someone when leaving the building and going to their cars.
- Report any suspicious acts where the student may have concerns.
- Report unknown individuals on the main campus grounds or in the building to the appropriate Taylor authority.
- Report any tampering with the fire alarms or exit/entry doors.
- Report any bullying, or other student concerns.

School Responsibility

The school is responsible to:

- Collect, classify, and count crime reports and crime statistics.
- Issue campus alerts so students and employees make informed decisions about their health and safety.
- Issue **timely warnings** representing an ongoing threat to the safety of students and employees.
- Issue **emergency notification** upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health and safety of students or employees on campus.
- Provide educational programs and campaigns to promote the awareness of dating violence, domestic violence, sexual assault, and stalking.
- Publish an annual security report containing safety-and security-related policy statements and crime statistics and distribute it to all current students and employees and to all prospective students and employees.
- Provide a fire safety review every quarter and a fire drill annually.
- To ensure an atmosphere conducive to learning including secured entrances and video surveillance with digital backup.

Weapons and Firearms

Weapons and firearms are prohibited on campus. Any student found to have possession of any type of weapon or firearm in the building will be immediately withdrawn.

Bloodborne Pathogen Exposure Control Plan

All students must comply with the established infection control policies and procedures while they are taking part in laboratory classes. These policies and procedures are critical components of the school's Bloodborne Pathogen

Exposure Control Plan. All policies and procedures contained in this plan constitute the prevention and control of possible blood borne and other potentially infectious material contamination.

The Exposure Control Plan incorporates:

1. Proper Use of Equipment
2. Methods of Compliance
3. Personal Hygiene/Eating and Drinking
4. Personal Protective Equipment (PPE)
5. Contaminated Work Surfaces
6. Housekeeping/Environmental Services
7. Possible Infectious Waste Exposure
8. Laundry
9. Post Exposure Evaluation and Follow-up
10. Hazard Communication/Student Training
11. Student Training
12. Record Keeping
13. Yearly Equipment Inspections
14. Maintenance of Crime Awareness Policies

Annual review of the Exposure Control Plan will be accomplished by the administration. Compliance monitoring is the responsibility of the Program Directors.

Methods of Compliance:

1. All students are required to use Universal Precautions always to prevent exposure to blood and/or body fluids.
2. Universal Precautions and the Exposure Control Plan are taught to all students participating in laboratory classes. This information is presented within the first term of each program, and before the students is exposed to laboratory sessions and any clinical experiences at outside facilities.
3. Laboratory instructors are required to ensure student compliance to Universal Precautions and the Exposure Control Plan. The instructor will document noncompliance and counsel to re-educate the student(s) in the policies and procedures.
4. Compliance is monitored by direct observation of lab work practices, review of unusual occurrences and review of student complaints.

Work Practice Controls

1. Hand washing facilities and hand washing solutions are available in the school laboratories.
2. Students are required to wash their hands between each treatment and clinical procedure performed in the laboratory.
3. All students are instructed to immediately wash unprotected skin and flush mucous membranes with water after contact with blood or anybody fluid.
4. Post exposure evaluation and follow up procedures are then implemented.

Personal Protective Equipment (PPE)

1. Disposable gloves, gowns, masks are provided for all students as part of the lab fee.
2. PPE is in the laboratory.
3. All students must wear PPE if there is any possibility of contamination with blood or body fluids.
4. Disposable latex and non-latex gloves are available in small, medium and large sizes and are in the

laboratories.

5. Single use disposable gloves must be removed when contaminated, torn, between tasks, and between students.
6. Students must wash hands when gloves are removed.
7. Protective eyewear must be worn whenever the risk of splashing, splattering, droplet dispersion of blood or body fluids.
8. PPE must be removed prior to leaving the laboratory area.
9. Contaminated articles will be picked up by Waste Management for proper disposal.

Regulated Infectious Waste

The administration of Taylor College has defined possible infectious waste as, but not limited to:

1. Liquid or semi-liquid blood or body fluids, i.e. *emesis*.
2. Any blood or body fluid containing visible blood, contaminated student items, or contaminated linens.
3. Laundry is washed and processed outside of the school. Soiled linen/laundry is not sorted or rinsed in the school. Soiled linen is immediately placed in laundry bags, or plastic bags, if wet.

Post Exposure Evaluation and Follow-Up

1. The student, in the event of an injury causing bleeding or contamination from another student, will cleanse the wound immediately with soap and water and notify the laboratory instructor.
2. The instructor will complete an Incident Report, explaining what happened, clearly noting the circumstances of exposure, the source's name, and what type of contamination occurred.
3. The student should report to the nearest medical facility or their family physician for evaluation and follow-up to the exposure.
4. The laboratory instructor will report the incident to their supervisor as soon as possible.
5. The student will notify his/her personal physician of the incident.
6. The personal physician or emergency department personnel will evaluate the student's exposure.
7. The student will be counseled by the supervisor and arrangements will be made, if necessary, for a confidential HIV and Hepatitis C screening.
8. Results of testing will be forwarded to the personal physician of the student.
9. The student will be provided with copies of all documentation of all aspects of the incident.
10. The school will keep all records as part of the student's academic file.
11. Costs incurred for all medical treatment or testing procedures are the responsibility of the student.

Post Exposure Follow-Up for clinical or externship

1. The student, in the event of an injury causing bleeding or contamination from a patient, will cleanse the wound immediately with soap and water. If the exposure is in a mucous membrane, flush with water only.
2. The student will notify the clinical instructor and the clinical facility's nursing supervisor.
3. The student will complete an incident report for both the clinical facility and for the school.
4. The student should report to the nearest medical facility or their family physician for evaluation and for follow-up to the exposure. The personal physician or emergency department personnel will evaluate the student's exposure.
5. The clinical instructor will notify the school's administration of the exposure.
6. Costs incurred for all medical treatment or testing procedures are the responsibility of the student.

Visitors and Children

All visitors to the campus must sign in at the front desk and will be provided a visitor badge to wear while on campus. Former students and employees must report to the reception desk prior to visiting any other classroom or workspace. To maintain an academic environment, Taylor College prohibits visitors in the classroom, the student lounge, and the computer lab without prior approval from the Campus President or designee. The policy applies to children of enrolled students. Children are not allowed in the classrooms, student lounge, computer lab, or any other area of the school.

Food and Drinks in the Classroom

The school has a student lounge and patio area available for food consumption. Students may have closed beverage containers in classrooms. Food in the classrooms is up to the discretion of the instructor and program director.

Smoking Policy

Smoking and use of tobacco and simulated tobacco products is prohibited on Taylor College property.

Smoking Violation

Students found smoking on property will be subject to the Student Code of Conduct.

Drug and Alcohol Policy

The school is committed to the development and implementation of a comprehensive drug and alcohol-free program to create a cost-effective, safe, and healthy workplace and school. Therefore, the school has adopted a "Drug and Alcohol-Free Program" in compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989 (including Section 22, Drug-Free Schools and Campuses). This program is consistent with guidelines developed by the Substance Abuse and Mental Health Services Administration (SAMSHA) and is intended to cover both employees of the institution and students who are attending classes and working in clinical rotation sites and other campus-arranged workplace experiences. Use or possession of alcohol and illegal use or possession of illicit controlled drugs or being under the influence of these substances while on campus premises or while engaged in institution-sponsored activities is prohibited.

See the Taylor College Catalog for the full Drug and Alcohol policy.

Academic Affairs

Attendance Policy

The full attendance policy is available in the catalog; however, students are expected to participate in residential, blended, and online courses on a consistent basis. **Students missing fourteen (14) consecutive calendar days may be withdrawn from their program of study by the school.** If a student believes he/she has circumstances warranting special consideration, a written appeal may be submitted to the Program Director for review and final determination.

Attendance Policy for Online Courses

Attendance for online courses is measured by work submitted within the Learning Management System. Students enrolled in a blended/hybrid program must maintain satisfactory attendance on campus and online to remain active.

Lab Attendance and Participation:

If the student misses their scheduled lab day, the student is responsible for making up the hours AND the skills for that lab. For example, the lab is five hours in length, the student must make up the five hours in open lab. The lab/course instructor will place the required content for the missed lab in the Remediation Binder found in the lab.

Attendance and participation are required for the lab. The skills missed related to tardiness, lack of participation, and leaving early will result in the loss of 80% in participation points and the student will be required to make-up the hours/skills in open lab.

Prior to going to open lab, the student must come prepared to review and practice the skills. Open lab instructors are there to provide support and guidance.

The student must have completed all required hours/skills for the lab prior to going to clinical. Course failure will result if the student does not complete all required hours/skills.

All students in lab must be dressed appropriately, including closed-toed, hard-soled shoes. Students must be in proper uniform for all checkoffs including black scrub tops and pants. Professional dress is part of the check-off rubric

If a student fails a competency, they must go to open lab to remediate. The lab instructor must sign off that the student is competent to complete the second attempt. This paperwork is their ticket to the second attempt. If they do not remediate before the second attempt, they will not be allowed to complete it and they fail their competency.

NO cell phones may be used in the lab.

Late Work and Make-Up Work

Arrangements to turn in late work and/or make-up assignments, projects, tests, and homework missed because of absence must be made with the approval of the instructor following the policy on the syllabus.

For online General Education Courses, late work will only be accepted if the student requests an extension before the due date of the assignment. For both the Professional and Practical Nursing programs, late work will be accepted up to three (3) days after the assignment is due, but prior to the end of the course. Each day the assignment is late there will be a deduction of 10% off of the total grade up to a maximum of 30%. For the PTA program, late work will be accepted for seven (7) days after the due date with approval from the instructor, who must open the assignments and activities for the students. Students turning in late work during this time will receive a 20% deduction on the assignment. After seven (7) days, the assignments will remain locked and the grade will remain a zero (0). Students will not be given additional time beyond the end date of the course without an Incomplete approval.

Course Syllabi

Students will receive a syllabus for each course at the beginning of the course, which will be uploaded in the introduction section of each course in the LMS for online courses. This syllabus includes important information about the course including grading requirements and late work policies. Students and instructors must follow the school-approved syllabi.

Withdrawal

Students who want to discontinue their training for any reason must make every attempt to schedule a meeting with the Campus President and/or Program Director prior to stopping their coursework. This meeting may help the school correct any problems and may assist students with their plans. In many cases, the problem hindering successful completion of the program may be resolved during this session.

Students may also be administratively withdrawn involuntarily for non-attendance, not meeting satisfactory academic progress, or for not following the student code of conduct. Students should refer to the Catalog.

Students with Disabilities

The student is responsible for informing the school prior to needing the reasonable accommodations (academic adjustment) in the classroom/lab/clinical. The school is not required to identify the applicant or student as having a disability or assess the student's needs. Instructors are not permitted to approve accommodations for students without following the process outlined in the Catalog.

Student Code of Conduct

Any act or behavior on the part of the student that does or could damage, tends to impair, interfere with, or otherwise interfere, disturb, or obstruct the orderly conduct, processes, functions, and/or interests of the College is expressly prohibited. In addition, Students violating any federal or state laws while enrolled at the College will be immediately dismissed. The entire Student Code of Conduct policy is included in the catalog.

Dress Code

Students must maintain a clean and professional appearance while in class, on site, or out on clinical/externship. Employers may visit the campus, so it is important students always show a professional image. Dress and grooming should be appropriate for the area of study. In general, students should refrain from wearing shorts, tank tops or other sleeveless tops, clothing showing obscenities, sandals or other open-toed shoes, ripped or torn clothing, visible undergarments, jeans, sweatpants, and leggings and/or other athletic attire. Hats, scarves, do-rags, and sunglasses are prohibited unless required for religious reasons or authorized appropriate by a school official for a specific purpose.

Students should maintain clean personal hygiene, and make-up should always be complementary and not distracting. In lab classes, students with long hair may be asked to pull hair off the collar and nails may need to be short, manicured, and without artificial or overlays. In addition, lab classes may require students to wear minimal jewelry and remove facial piercings or hoop earrings.

Students dressed inappropriately will not be permitted to attend school. Those who disregard the dress code will be warned. If the problem persists, the student may receive additional disciplinary action as a part of this Student Code of Conduct. Each program has specific dress code guidelines, detailed in the following section. Questions should be addressed to the specific Program Director. Code of Conduct. Each program has specific dress code guidelines, detailed in the following section. Questions should be addressed to the specific Program Director.

Physical Therapist Assistant

Program Summary

The Physical Therapist Assistant (PTA) Program at Taylor College is offered over five-semesters, in 20 months of integrated, sequentially organized general education courses, PTA technical courses and PTA clinical education experiences. The curriculum is designed to prepare you for employment as an entry-level Physical Therapist Assistant under the direction and supervision of the physical therapist. The student will be exposed to different

learning environments: hybrid online experiences, the classroom, the laboratory and a variety of selected clinical affiliations. Students will be introduced to direct patient care through three full-time clinical education experiences in the third, fourth and fifth semester. Upon successfully completing this 72-credit curriculum, students will be awarded the Associate of Science degree. Upon successful completion of the program, the graduate will be eligible to apply to take the National Physical Therapy Examination for the Physical Therapist Assistant (in accordance with the regulations set forth in the Florida Board of Physical Therapy Practice Act, Chapter 486.102 and Chapter 64B17-3) to become licensed as a Physical Therapist Assistant.

Program Philosophy

The PTA program is dedicated to fostering a quality learning environment through its partnerships with students, clinical education affiliates, and other educational institutions.

The PTA program realizes the importance of utilizing a variety of instructional methods to include the learning styles of all students. The curriculum is designed to advance students from initial exposure of material within classroom and laboratory settings to full integration of knowledge, clinical skills, and professional behaviors within the clinical education environment.

The PTA program values an integrated curriculum which allows the students the opportunity to apply knowledge in clinical situations throughout the program.

The PTA program understands the challenges of the healthcare environment and is committed to preparing graduates with the adaptability to succeed in a variety of physical therapy practice setting.

PTA Program Mission Statement

The mission of the physical therapist assistant program is to graduate competent, ethical and legal physical therapist assistants who will provide therapy services in both the public and private sector, under the supervision of a physical therapist.

PTA Graduate and Program Goals and Outcomes

Graduate and program outcomes are listed for each program goal:

- 1) Graduates will demonstrate competency in implementing a comprehensive treatment plan developed by and under the supervision of a licensed physical therapist.
 - a) Graduates pass all practicals with 75% or higher.
 - b) Graduates demonstrate knowledge of the PT/PTA relationship, state practice act, APTA Standards of Ethical Conduct for the PTA.
 - c) Graduates pass 100% of all skill competencies prior to each level clinical education experience.
 - d) Graduates meet entry level on all PTA interventions as available in the cumulative clinical education experience.
 - e) Graduates will pass the National Physical Therapist Assistant licensure exam.
- 2) Graduates will demonstrate effective oral, written and nonverbal communication with patients and their family, the healthcare team and the public in manner reflecting knowledge, respect and sensitivity to cultural issues.

- a) Graduates demonstrate professionalism in didactic and clinical education.
- b) Graduates demonstrate clinical reasoning to select and adjust treatment interventions with guidance of the supervising physical therapist as evidenced by passing all clinical experiences with entry level by graduation on all PTA performance measures in CPI and by passing all practicals.
- c) Graduates demonstrate timely and accurate documentation in compliance with professional guidelines in multiple settings as demonstrated in lab simulations and in the clinical education experience.
- 3) Graduates will exhibit ethical, legal and professional behaviors defined by the Standards of Ethical Conduct for the Physical Therapist Assistant and by the state practice act.
 - a) Graduates comply with state practice act, Guidelines to Physical Therapy Practice, the Standards of Practice for Physical Therapy, and clinical site policies and procedures as evidenced by 85% of graduates passing licensure exam, all graduates meet entry level on CPI items 2 and 3.
 - b) Graduates demonstrate ability to self-assess throughout didactic and clinical education experience throughout the program using the APTA Values-Based Behaviors for the PTA Self-Assessment Tool and the Professional Behaviors Assessment Tool.
- 4) The PTA Program will facilitate student success and achievement.
 - a) Graduation rate for each graduating class will be 70% or greater.
 - b) The ultimate pass rate for licensure examination for each class will be 85% or higher for 2-year period.
 - c) Employment rate for each class will be 90% or greater.
- 5) The PTA Program will promote a commitment to community service, professional growth and lifelong learning.
 - a) 100% of students complete 20 hours of community service.* *During the public health emergency, this requirement has been dropped to 10 hours.*
 - b) The PTA faculty will be involved with one institutional service activity per year.
 - c) 100% of students will become APTA members.
- 6) The PTA Program faculty will provide a contemporary, comprehensive and evidence-based curriculum appropriate for an entry level physical therapist assistant consistent with guidelines of the Commission for Independent Education, Department of Education, the Accrediting Bureau of Health Education Schools, the Commission on Accreditation in Physical Therapy Education, the Accrediting Bureau of Health Education Schools and the Normative Model of Physical Therapist Assistant Education: Version 2007.
 - a) All faculty participate each year in continuing education related to curriculum content or instruction.
 - b) Faculty meet yearly professional growth and development goals.

Statement of Nondiscrimination

Taylor College and the Physical Therapist Assistant program is committed to nondiscrimination regarding race, color, religion, gender, age, marital status, national origin, sexual preference, or disability. A student or employee who feels that they are a victim of such discrimination should immediately report the matter to the President of Taylor College who will investigate all such reports in a confidential manner. Adverse actions will not be taken against a student or employee who reports or participates in the investigation of a violation of this policy. Violations of this policy are not permitted and may result in disciplinary action including termination.

Role of the Physical Therapist Assistant

The PTA Program has embraced the American Physical Therapy Association's (APTA) position on the role of the PTA which states:

Physical therapist assistants provide physical therapist services under the direction and supervision of a physical therapist. PTAs implement components of patient care, obtain data related to the treatments provided, and collaborate with the PT to modify care as necessary. PTAs assist the physical therapist in the

treatment of individuals of all ages, from newborns to people at the end of life. Many patients have injuries, disabilities, or other health conditions that need treatment. But PTAs also care for people who simply want to become healthier and to prevent future problems. The physical therapist is responsible for the services provided by the PTA. A PT will examine each individual and develop a treatment plan to improve their ability to move, reduce or manage pain, restore function, and prevent disability. PTAs can have a profound effect on people's lives. They help people achieve fitness goals, regain or maintain their independence, and lead active lives.

<http://www.apta.org/PTACareers/RoleofaPTA/>, 04/16/2021

The PTA Program also supports and follows the APTA Standards, Guidelines, Policies and Positions including but not limited to:

- Standards of Ethical Conduct for the Physical Therapist Assistant (Appendix A)
- Standards of Conduct in the Use of Social Media (Appendix B)
- Direction and Supervision of the Physical Therapist Assistant ((Appendix C)
- Guidelines: Physical Therapy Documentation of Patient/Client Management (Appendix D)
- Values-Based Behaviors for the Physical Therapist Assistant (Appendix E)
- The APTA Guide for Conduct of the Physical Therapist Assistant (Appendix F)
- Minimum Required Skills of Physical Therapist Assistant Graduates at Entry Level (Appendix G)
- Distinction Between the Physical Therapist and the Physical Therapist Assistant in Physical Therapy (Appendix H)
- Levels of Supervision (Appendix I)
- Designation "PT", "PTA", "SPT", and "SPTA" (Appendix J)
- Provision of Physical Therapy Interventions and Related Tasks (Appendix K)
- Procedural Interventions Exclusively Performed by the Physical Therapist (Appendix L)
- Supervision of the Student Physical Therapist Assistant (Appendix M)
- Telehealth (Appendix N)

Florida Statutes, Chapter 486 Physical Therapy Practice Act, and Chapter 456 Health Professions and Occupations: General Provisions at http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0400-0499/0486/0486ContentsIndex.html&StatuteYear=2018&Title=-%3E2018-%3EChapter%20486

Knowledge of Program and College Policies and Procedures

The PTA program abides by Taylor College policies. The most current college policies can be found at <https://taylorcollege.edu/pdf/2020-21-Taylor-College-Catalog.pdf> Other policies pertaining only to the PTA program are found in the PTA program handbook given at orientation and the PTA program clinical education handbook, given out prior to the first clinical in semester 3.

Students are expected to have a working knowledge of the content of the Taylor College PTA Program Policies and Procedures, which is provided at the start of the first year in the spring semester. After reviewing the policy and procedure manual, students will sign and date the "Student Policy and Procedure Manual Agreement", indicating the student understands the content of the handbook and agree to abide by the policies and procedures set forth during their tenure as a Physical Therapist Assistant student.

The PTA Handbook is reviewed and revised annually by program faculty. To ensure all program policies are consistent with those of the College, the manual is reviewed annually by the President. Program faculty will consider input for manual revisions from students, college administration, PTA program advisory committee members, and college staff. When changes are made after the initial publication of each year's Policy and

Procedure Manual, PTA Program students and Taylor College administration will be notified of the updates. Students will be notified of updates to the PTA program handbooks through email. A copy of the updated handbook will be posted to the file library for each cohort.

Essential Functions for the Physical Therapist Assistant Student

The practicing PTA must be capable of long periods of concentration in selecting correct techniques, equipment and safety measures to assure maximum care and safety of the patient. Therefore, the student must be able to exercise independent judgment under both routine and emergency conditions. A person abusing alcohol or consciously altering drugs could not meet these criteria. The following core performance standards have been adopted by the PTA program. Admission to and progression in the PTA program are not based on these standards but should be used to assist the student in determining whether accommodations or modifications are necessary. If a student believes that one or more of the standards cannot be met without accommodation or modification, the student should contact the Academic Dean and the Compliance Officer of the college.

Cognitive Learning Skills: the student must be able to demonstrate the following abilities:

1. Retain and use information in the cognitive, psychomotor, and affective domain in order to treat patients.
2. Perform a physical therapy assessment of a patient's posture and movement including analysis of physical, biomechanical, and environmental factors in a timely manner, consistent with the acceptable norms of all clinical settings.
3. Use information to execute physical therapy treatment in a timely manner appropriate for the problems identified and consistent with the acceptable norms of all clinical settings.
4. Reassess the treatment plan as needed for effective and efficient management of physical therapy problems in a timely manner, consistent with the acceptable norms of all clinical settings.

Affective Learning Skills: the student must be able to demonstrate the following abilities:

1. Demonstrate appropriate affective behaviors and mental attitudes in order to not jeopardize the emotional, physical, mental, and behavioral safety of patients and other individuals with whom one interacts in the academic and clinical setting and to follow the ethical standards of the American Physical Therapy Association.
2. Cope with the mental and emotional rigors of a demanding educational program in physical therapy that includes academic and clinical components that occur with set time constraints and often concurrently.
3. Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers and patients.

Psychomotor Skills: the student must be able to demonstrate the following skills:

1. Sit and maintain upright posture.
2. Stand and maintain upright posture.
3. Locomotion:
 - a. Get to lecture, lab, and clinical locations in a timely manner.
 - b. Move within rooms as needed for changing groups, lab partner and work stations, and performs assigned clinical tasks.
4. Manual Tasks:
 - a. Safely maneuver self or move other individuals' body parts to effectively perform evaluation techniques.
 - b. Safely maneuver or move clinical equipment from side to side, forward and backward or from a lower to a higher position.

- c. Manipulate common tools used for screening tests of the cranial nerves, sensation, range of motion, and muscle testing procedures (e.g. cotton balls, safety pins, reflex hammer, and goniometer).
 - d. Safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns using facilitation and inhibition techniques, including ability to give time urgent verbal and sensory feedback.
 - e. Safely move another individual's body in transfers, gait, positioning, and exercise and mobilization techniques.
 - f. Safely manipulate and move equipment and items to aid in the treatment of a patient (i.e. bolsters, pillows, plinths, mats, gait assistance devices, other supports or chairs, IV's, monitors, etc.).
 - g. Competently perform CPR using guidelines issued by the American Heart Association or the American Red Cross.
5. Fine Motor/Hand Skills:
- a. Legibly record/document progress notes in standard medical charts in hospital/clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
 - b. Legibly record thoughts for written assessments.
 - c. Palpate changes in an individual's muscle tone, soft tissues, skin quality, joint play, kinesthesia, and temperature in a timely manner and sense that individual's response to environmental changes and treatment.
 - d. Apply and adjust therapeutic modalities.
 - e. Apply and effectively position hands to apply soft tissue and mobilization techniques.
6. Visual Acuity:
- a. Obtain visual information from clients (e.g. movement, posture, body mechanics and gait pattern).
 - b. Obtain visual information from treatment environment (e.g. dials on equipment, assistive devices, furniture placement, and floor surfaces).
7. Communication Skills:
- a. Effectively communicate to other students, faculty, patients, peers, staff and families to ask questions, explain conditions and procedures, teach home programs, and to maintain safety in a timely manner and within the acceptable norms of academic and clinical settings.
 - b. Receive and interpret written communication in both academic and clinical settings in a timely manner.
 - c. Receive and send verbal communication in life threatening situations in a timely manner within acceptable norms of clinical settings.
8. Self-Care:
- a. Maintain general good health, self-care and hygiene in order not to jeopardize the health and safety of self and individuals with which one interacts in the academic and clinical settings.
 - b. Arrange transportation and living accommodations for/during off campus clinical assignments to foster timely reporting to the classroom and clinical site.
9. Auditory:
- a. Effectively auscultate lungs, apical pulse, and blood pressure.

Students with a disability who enter the program do so with the understanding that they will be expected to meet course requirements, with any reasonable accommodation that maybe provided by the school.

General Program and Clinical Requirements

Program admission and clinical education requirements are listed below. Students must comply with these requirements in order to be admitted and or to complete clinical education.

1. Record of Immunizations –In the second semester, students are required to submit documentation showing that the student’s immunizations are up-to-date. Required immunizations include: Tuberculosis, Hepatitis B, Measles/Mumps/Rubella, Tetanus/Diphtheria, Varicella, and may include COVID-19. Verification of Flu vaccinations must be given to the Registrar’s office prior to attending any Clinical schedule. Failure to do so may prevent a student from attending and may result in an absence for each day missed.

Any student whose skin test for tuberculosis is positive must have a follow up chest X-ray. If that X-ray is positive, the student must follow his/her primary care provider’s recommendations and can participate in clinical only with documentation from his/her primary care provider’s stating the student is not contagious for tuberculosis. If the chest X- ray is negative, the student must submit annual TUBERCULOSIS STATUS SCREENING results using the Taylor College Tuberculosis Status Screening Form. If a student is allergic to the tuberculin vaccine, the student must follow the above procedure

2. Professional Liability Insurance for Health Occupation students - All health occupation students are required to carry professional liability insurance. The institution enrolls in a student blanket professional liability policy with a major insurance carrier.

While the students are participating in clinical activities which are part of, and a requirement of, the student’s curriculum. The professional liability insurance covers the patient, not the student.

Coverage

- Professional Liability
- Defendants Reimbursement
- Medical Expenses
- Assault
- First Aid
- Damage to Property of Others
- Disciplinary Coverage
- The professional liability insurance does not cover students’ medical coverage or the students’ vehicle.

3. Criminal Background Checks - Applicants for admission must successfully pass a Level II Background check. Any person, wishing to apply to a program that has been arrested or convicted of any offense other than a minor traffic violation should refer to the Florida Statutes, Chapter 456 regarding licensure.

When a student has completed all the program requirements and is determined to be a graduate, the graduate will be required to report criminal background history prior to taking any national and/or state licensure examination.

Clinical affiliations may at their discretion request a drug screen from students prior to or during clinical rotation, students must comply with this request to successfully complete the assigned clinical rotation experience and satisfy the requirements of the program. Students who refuse a drug test when requested by the college or a clinical facility may be dismissed from the program for refusal. If requested to take an exam, it must be completed within twenty- four hours. Student may be required to complete an additional level II background check **prior to participating in the clinical experience**. All required background checks and drug screens will be conducted at the student’s expense.

4. Cardiopulmonary Resuscitation Certification (CPR) – Students will be required to complete the American Heart Association Basic Life Support for Healthcare Provider. This will be offered in the second semester of the program prior to the first clinical education experience.
- 5.
6. Health insurance and or exam may be required by the clinical facility at the student's expense.

Family Educational Rights and Privacy Act (FERPA)

See the Catalog for the full and official FERPA policy. Third Party Providers provide Taylor College with information collected from the students to include those providing background checks, drug screens and the APTA Clinical Performance Instrument Web (PTA CPI Web). Taylor College provides clinical sites student names and student emails as well as a student profile including information that is helpful to the clinical instructor for crafting a successful clinical experience.

Consent for Release of Information Form

Students are required to sign Consent for Release of Information Form during the first semester. This release of information form is to inform the student their signature acknowledges that they have been advised that hospitals and outpatient clinics typically require that students submit to background checks and receive appropriate clearance before they will be permitted to participate in clinical rotations at those institutions. By signing this form, students understand that the college can and may release any information deemed necessary. The signed forms are maintained in student database.

Requirement to Participate as the Role of the Patient

The physical therapy profession requires touch and mobilization of the musculoskeletal system. PTA Program students will be expected to serve as subjects during the laboratory activities, open labs, skill checks, and practicals. Students portray a patient and receive assessments and treatment interventions given by a classmate under the supervision of instructor(s). Special attire is required and or the student may be asked to partially disrobe to simulate the patient experience and for instructors to ensure clinical competency. Student modesty is protected as it would be in true patient care experience. It is the SPTA responsibility to notify the PTA Faculty and or classmate if the activity is causing pain, discomfort, or if a contraindication is present. Students will be excused from receiving a contraindicated intervention; however it is the responsibility of the student to inform and communicate this to the instructor. When students sign the acknowledgement of this handbook, they are also agreeing to expectations as a role of the patient. Students are required to sign acknowledgement for the Requirement to Participate as the Role of Patient. Should injury occur during any time in this setting, faculty will follow all risk management policies noted in the Taylor College Catalog.

Student's Medical Condition Interfering with Classroom and Clinical Experience

During the program if a student has or develops a medical condition that may impact the care and/or safety of a patient or student as determined by the Program Director must be reported; documentation from a physician will be required stating that the student is able to return to class and/or clinical. If the Program Director determines that a student has a medical condition the student may be excluded from attending classroom and/or clinical until the student provides documentation that they are able to return. During this time, the attendance policy still applies to the student.

Any changes in health status or medication changes must be reported to the PTA Program Director and the ACCE.

Confidentiality

Students are exposed to a lot of information by their role as students in a clinical setting. Each student is expected to observe and follow all Health Insurance Portability and Accountability Act (HIPAA) Privacy Rules ALWAYS. Any breach of confidentiality on the part of the student will result in the student's withdrawal from the program. Breaches include, but are not limited to: unauthorized possession, use, copying or disclosure of a patient record; disclosure of patient, staff, or faculty information in unauthorized clinical areas or outside of the clinical or teaching area; contacting a patient at their residence either by visit to telephone unless authorized as part of the clinical experience. **Removal of any items from the clinical setting with any patient/client identify information will be grounds for dismissal from the program. Any papers that are printed on the clinical unit must be discarded in the appropriate receptacle before leaving the unit.** Students have access to clients' records ONLY during designated clinical hours, or at the discretion of the Clinical Instructor (CI).

Licensure

Students must comply with all jurisdiction requirements for licensure. Students must register to take the National Physical Therapy Exam (NPTE) and the Florida Laws and Rules Exam prior to graduation (<https://www.fsbpt.org/>). Students must also apply for licensure through the Florida Board of Physical Therapy prior to graduation (<http://floridasphysicaltherapy.gov/>). Students are responsible for obtaining and completing all forms, paying all fees and abiding by all deadlines to be eligible to sit for the NPTE and state law exam. Taylor College will validate each student's graduation and successful completion of the curriculum through the validation process on the FSBPT website and send the Florida Board of Physical Therapy confirmation of successful curriculum completion for each student before deadlines imposed by The Federation of State Boards of Physical Therapy (FSBPT).

PTA Program Academic Policies and Guidelines

PTA Program Professional Behaviors

Professional behavior is expected from all PTA students attending school, clinical rotations and any other representation of Taylor College. PTA students are expected to adhere to the American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant (Appendix A) and the APTA Guide for Conduct of the Physical Therapist (Appendix F). Finally, PTAs student are expected to follow the Florida Physical Therapy Practice Act and General Provisions of Health Professions and Occupations. Students will participate in a reflective process for assessing their own professional behaviors by completing the Professional Behaviors Assessment Tool (PBAT) following PTA 1350 Physical Therapy Clinical Education I and PTA 1450 Physical Therapy Clinical Education II experiences (Appendix O). Students will meet with an assigned instructor during open lab times to review the PBAT and receive instructor feedback. The PBAT Reflection should document progressing improvements and identify areas of needed improvement in the following categories: critical thinking, communication, problem-solving, interpersonal skills, responsibility, professionalism, use of constructive feedback, effective use of time and resources, stress management, and commitment to learn. Professional Behavior levels should be at the intermediate level by the end of the third semester and at or near entry level by the end of the fourth semester. Serious deficits in professional behavior that does not improve may result in program academic probation or dismissal.

Professional Membership

During the second semester of PTA Program, the student qualifies as an Affiliate Student Member into the American Physical Therapy Association (APTA). The membership fee is included in the student's program fees. Students can supplement their education with real-world knowledge. PT in Motion and the PT Journal connects the student with new ideas and information. Students will also have online access to the Guide to Physical Therapist Practice. APTA membership resources may assist the student in assignments and projects embedded throughout the program. Taylor College strongly encourages students to become involved and active in their

profession. Student membership in the APTA is an excellent way to begin lifelong learning in physical therapy and to begin supporting the physical therapy profession.

Instruction

Taylor College PTA Program follows standards and guidelines of CAPTE to ensure quality academic faculty teach all technical components of the program. Guest lecturers are chosen to enhance student learning in selected specialty areas where instructors do not have certifications or specializations.

The students will receive a course syllabus electronically 2 weeks prior to course start date. Copies are made available to any student requesting a copy. The syllabi will contain an outlined calendar of events for the semester. Course information, prerequisites, instructor information, objectives, teaching and learning experiences, grading criteria, textbook/reading requirements and special assignments/projects for each course. Students should refer to each course syllabus often.

NOTE: Instructors may modify, add or delete any assignments, projects, exams, or quizzes as appropriate to maximize student learning. The curriculum is designed so that courses are sequential, building on materials learned throughout the 5 semesters.

Students should contact the course instructor to discuss concerns regarding the course. Students are expected to take responsibility for their learning and should communicate to instructors when assistance is needed.

The program requires completion of many assignments, readings, and projects throughout the curriculum for successful completion over 5 semesters. They are designed to meet course objectives and PTA Program Goals and Outcomes. Faculty plans various learning experiences to meet the needs of a variety of students learning styles. Therefore, students are exposed to several different experiences to include but not limited to assigned text/journal/other reference readings, assigned instructional media, handout materials, lectures, class discussions, study guides, class/lab questions, oral presentations, guest lecturers, written papers, cooperative learning projects, clinical observations, take home assignments, open lab demonstrations as needed, practice simulations or treatment techniques on classmates, peer skill checks, small group problem solving activities, web-based electronic documentation, use of electronic applications and field trips.

Field Trips

Field Trips may be arranged during selected lab courses to enhance the learning experience and engage student learning. Students are required to secure safe transportation for themselves for any field trips; PTA Faculty are not permitted to transport students in their personal vehicle.

Expectations of PTA Students

Taylor College PTA Program requires significant student commitment, willingness to study and motivation to complete this rigorous program and to become a licensed PTA. The Taylor Faculty are committed to assisting all students through successful completion of the program. All PTA students are expected to prioritize their responsibilities (school, work, personal) during the entire academic and clinical components of the program.

Tardiness/Early Departure: Students are required to be on time and stay for the duration of the class session. The student assumes responsibility for arranging with the individual instructor for work missed resulting from being late for class or leaving early. Time missed in class due to a student's tardiness or leaving early is recorded.

Refer to the college catalog for further attendance policies relating to Hybrid/Online Courses.

Prioritize: Students are expected to manage time to keep up with assignments and commitments. Refer to the syllabus calendar to organize and plan your studies.

Preparation: Each course syllabus contains the information you will need to read and review prior to each class. PTA students are expected to read assignments prior to class. Classes are sequenced in a way during the course to build upon information from the assignments. Students who fail to prepare for class will not receive the maximum benefits from the classroom or lab experiences.

Participation: Students are expected to participate in classroom activities, assignments, discussions, etc. All learning activities are designed to enhance the student learning experience. Non-attendance will affect a student's grade.

Communication: Students are expected to notify their course instructor if absent or late from class. If you have any questions or concerns regarding a specific course, communicate directly with your instructor. Do not delay communication.

Courtesy and Respect: Students are expected to demonstrate courtesy and respect to all faculty, staff, classmates, and others while preparing to become part of the physical therapy profession. Taylor College PTA Program is a practice setting for behaviors that are to be displayed in the workplace.

Assignments

PTA students should demonstrate classroom and clinical behaviors that will be expected in the workplace as a PTA. Written assignments should be turned in on time, in appropriate format and demonstrate correct spelling, grammar, in text citations and references. If you are having difficulty or concerns, please contact faculty for assistance prior to turning in the assignment.

Reading and other required assignments should be completed before class on the schedule due date. Written assignments, unless otherwise stated, should be turned in at the beginning of class. Assignments not turned in on time may result in a "0" or lower grade at the discretion of the instructor.

If a student is not able to meet a deadline, communication with the instructor should occur prior to the deadline and resulting grade may be lower.

Special assignments may be required in order to assist the student in reaching or raising competency levels.

Measuring Classroom/Lab Performance

Students should follow the course syllabus for each course to define methods of evaluation for the course including grading criteria. Areas of evaluation may include quizzes to assess formative student learning of course material, exams to assess student mastery of course material, written papers and oral presentations for professional development, and other assignments. Lab courses will evaluate student competency skill levels with use of skill checks and practical examinations. Refer to each syllabus for specific assignments.

Use of scanned templates will be used for grading true/false, multiple choice and matching questions on exams. Short answer/essay questions will be graded manually by instructors. Students will not be granted permission to leave the classroom during examinations until they have completed the examination.

Conferences

PTA students' grades will be monitored in each course by the Registrar to ensure Satisfactory Academic Progress (SAP) in the program. In efforts to support student academic success, if/when the student falls below 80% in a course, a meeting will be scheduled to discuss any concerns the student, instructor, and/or director have for successful completion of the course. The meeting will be documented with the Taylor College Student Advising

Form and all present will sign the form. The student will be asked to write a plan of action that addresses a solution to the purpose of the meeting. In addition, students must maintain a cumulative grade point average of 2.0 to achieve SAP.

Electronic Devices

Cell phones, tablets, laptops or any other electronic device must not disrupt the learning process. Use of electronic devices can only be used when relevant to learning and when approved by course instructor. All devices should be turned to silent during all classroom and lab instruction and during any academic activity. During clinical rotations, students will follow the electronic device policy of the facility. Students are responsible for following HIPAA guidelines when using portable electronic devices in clinics, labs, practicals or other settings. Inappropriate use of these devices (telephone function, accessing or recording patient information, accessing internet, text messaging) may result in dismissal from the program.

Dress Policy

Identification Badges should be worn always while in clinicals, on campus and in any representation of Taylor College. Badges should be worn above the waist with the photo visible and facing out.

Students in the PTA program are required to wear a uniform consisting of a white or royal blue polo shirt (no pocket). The Taylor monogram should be embroidered on the left side of the chest. Docker type pants are required in navy blue or khaki color and should be clean and pressed.

Lab courses will require students to actively participate in safety and comfort.

- Shorts are required for lab courses. Short should have an elastic waist and with of reasonable length and material to allow for access to palpation to areas such as the greater trochanter.
- T-shirts are also required for lab. Adequate t-back jogging tops are acceptable in most cases for palpation. Some labs will require removable of the t-shirt in cases where the spine and shoulder need to be exposed.
- Shoes should have low rubber heels and should be tied.
- Hair must be pulled back or pinned up to avoid contact with patient and if you are a “simulated patient”, to expose treatment area properly.
- Wristwatch with a second hand or digital second timer is required for lab exams.
- Shirt, sweater, and blouse style must be non-clinging and nonrevealing fabric.
- ALWAYS Have lab clothes on hand. Expect to dress for lab at all lab sessions unless otherwise instructed.

The dress policy is designed to establish good professional grooming habits. Cleanliness is expected. Fingernails should be short and clean; no artificial fingernails or tips are permitted. Facial cosmetics should be minimal in lab. Jewelry should be removed prior to lab sessions with exception of earrings and wedding bands. Students should use only light scents of colognes, perfumes or other toiletries. Students are required to keep facial hair clean and trimmed. Tattoos should always be covered unless exposure is required for laboratory activities. Ear lobe gauges must be worn, and flesh toned in color. See further details in Clinical Education portion of handbook.

Students are responsible for all costs related to dress code adherence.

LAB COURSES

PTA Laboratory

Students may feel the PTA lab is their second home as every lab will be held in this room unless otherwise instructed. Open labs and skill checks will also be in held in the PTA lab. Study groups meet frequently and study individually in this room.

Students are responsible for keeping the lab functioning in a safe, clean, and organized manner. Students will be responsible to check hydrocollator temperatures, check water levels, assure portable sink is full, and make sure ALL equipment is put away prior to leaving each day they use this room. The PTA lab is not the lounge; however, students can eat lunch in lab provided drinks are in a secure closed container and the area is clean prior to lab class. Students may not use electrical equipment unsupervised. Instructor(s) must be physically present and immediately available during open lab times. Reference material, equipment and supplies may not be removed from the lab unless formally checked out by faculty. No electrical modalities will be permitted to be checked out.

PTA Program Equipment Testing and Calibration

It is the policy of Taylor College's PTA Program to maximize the safety of students, faculty, staff, and patients. In order to ensure this all electrical equipment owned and used by the Taylor College's Physical Therapist Assistant Program will be annually inspected and labeled by qualified service technicians. The procedure follows:

1. As part of the Preventive Maintenance Program, the Program Director or ACCE will schedule a qualified clinical service technician to visit during the fall of each year.
2. The service technician will provide Taylor College with:
 - a. Annual equipment testing and calibration.
 - b. Labeling that verifies testing and calibration.
 - c. Documentation of testing results.
 - d. Repair as needed
3. The PTA Program will provide the service technician with a list of current electrical equipment in the PTA Program.
4. Wheelchairs and treatment tables are inspected annually by the PTA Program Staff.
5. Any real or potential equipment safety concerns discovered by students should be immediately reported to a PTA Program faculty member and should be labeled or taken out of use until deemed safe.
6. Repairs are made or arranged by the program as needed and deemed appropriate.

Open Lab

Students are greatly encouraged to attend additional, unscheduled time outside of the class and laboratory time in order to practice modalities, skill checks, and other treatment and data collection activities to meet the program objectives. Faculty are assigned and available for open labs; Scheduled times are posted on the lab bulletin board. Faculty hold an "open door" policy for student questions and concerns regarding any program or institutional activity. Students must follow professional behaviors and lab rules during open labs established in this handbook.

PTA Competency Skill Checks

Purpose

Most PTA Program Lab courses will include a list of Performance Assessment Skills to be mastered by the student to pass the course. The PTA faculty determine each skill check required for each lab course based upon Minimum Required Skills of Physical Therapist Assistant Graduates at Entry Level, assessment of licensure exam results from FSBPT, Analysis of Practice for the Physical Therapy Profession: Entry-Level Physical Therapist Assistant, Clinical Education faculty feedback from surveys, student surveys, PTA CPI Web results, and instructor feedback. Each skill will have a checklist to be completed. The checklists are used to evaluate the student's knowledge, skill and safety in basic procedures to ensure the student is proficient and competent to enter a given clinical education experience. The student will work with 2 peers in open labs and have each peer check off each component of each skill prior to grading by the instructor. The peer check-off process will allow for feedback and time to work on problem areas prior to being tested for competency for each skill by the instructor.

Rationale: Students must demonstrate competence in implementing selected components of interventions

identified in a plan of care established by the directing or supervising physical therapists and demonstrate competence in performing components of data collection skills necessary for implementing the plan of care by administering appropriate tests and measures.

Procedures

Skill check assessments are done first with two different peers to learn the skill. The skill is then graded by faculty to test the skill's competency. Each skill checklist must be checked off prior to the practical for a given group of skills (see course instructor). The results of the peer skill check must be documented on the skill check form. The clinical skills checklist identifies critical safety elements which must be performed successfully to pass the skill. The student is responsible to complete peer check offs and to schedule time with their assigned instructor to complete the skill check off prior to the practical. The student will need to schedule a peer to be present to serve as a patient when the instructor is grading the skill check. Faculty skill checks will be performed in open lab time or other times designated by your instructor. If a student fails any critical safety element or critical component of the skill, they automatically fail the skill check and must retake it. The score earned with the course instructor must be 75% or higher or the skill check must be retaken. If a skill check must be retaken, the highest score will be 75%. If the student requires 3 attempts to compete a skill check off, the highest score will be 50%. If the student is unable to demonstrate skill competency in a skill after 3 attempts, the student will not progress in the program.

NOTE: The student may be responsible for demonstrating any skill in subsequent courses/practical exams.

The instructor will assess for each component of each skill. Student/Instructor signatures indicates completion of performance assessment skill checklist.

Practical Examinations

Practical examinations are a critical component of student performance for all Physical Therapist Assistant laboratory courses. Practical examinations will consist of a student receiving a case scenario and applying selected competency checks or other procedures from previous courses, to complete a full patient intervention/session. During the practical, students will be required to complete documentation of the session using SOAP note format. Students will practice and be cleared by an instructor on skills that apply to a practical scenario **prior** to the scheduled practical examination. Students who fail to complete competency checks successfully prior to practical examinations will not be permitted to continue in the program. Students must pass all practical examinations with a passing grade of 75% to remain in the program. Students who fail the practical examination on the first attempt will be allowed one more attempt to pass, however, the final recorded score will be no more than 75%. Students are allowed only 2 attempts to pass the practical prior to being dismissed from the program.

Students must pass all skill competency checks and all practicals prior to a specific scheduled clinical rotation. Students who have successfully passed all designated skill checks deemed necessary prior to a specific clinical rotation, are considered competent for the given clinical rotation. Students and clinical instructors are given skills covered prior to each clinical experience in each syllabus and in the clinical education handbook. Students are also expected to maintain their competence through regular review of the skill.

Clinical Education

The clinical education component of the PTA program provides opportunities for each student to work in a clinical environment to develop skills necessary for safe, competent clinical practice as a PTA. The clinical education program will attempt to provide each student with one inpatient and one outpatient clinical experience over the course of three clinical experiences/courses. The ACCE will prioritize student inpatient placement by considering the following in the event each student does not experience one inpatient clinical rotation at the time

of the final clinical rotation: prior clinical experience with assisting low level physically impaired people with functional mobility; work as a rehab technician in an inpatient setting; and student genuine desire to work in the inpatient setting who have not had an inpatient experience. The student should demonstrate entry level proficiency in physical therapy interventions and skills by the end of the third clinical experience. Skills are identified in the Clinical Performance Instrument (CPI Web) for the PTA and entry-level is determined by multiple points of data to include PTA CPI Web results, skill checks and practical performance, and examination results. Refer to General Program and Clinical Requirements above and Clinical Education Handbook for specific details on Clinical Requirements.

Expectations include, but are not limited to, the following:

1. Faculty, staff, and clients are to be addressed as “Dr.”, “Professor”, Mr.”, “Mrs.”, or “Miss”, along with their surname unless otherwise requested by the individual.
2. Students should always confine conversation to a therapeutic nature as much as possible when in the presence of patients or staff at the participating hospitals or facilities. Discussions of a personal nature should be limited to areas where patients are unable to hear the conversation.
3. Appropriate and professional language is respectful and must always be used. Appropriate language does not include profanity, slang terminology or expletives.
4. Gum chewing in the clinical setting is NOT professional and will not be tolerated.
5. Student uniforms and accessories must be clean and neat. A professional appearance must always be maintained. The student will follow the dress code of the facility.
6. All cell phones are prohibited during the clinical experience.
7. Students must adhere to agency policies regarding all facility ID’s, smoking, parking, and any other agency specific policies.
8. Students must notify the CI in the event they must leave early. Failure to do so may result in expulsion from the PTA program.

Student behavior in the clinical setting is a direct reflection on the PTA program at Taylor College. Students are present in the clinical setting as guests of the rehab facility for the purpose of education. Discrepancies between College requirements and Agency policies must be discussed with the Academic coordinator of Clinical Education and CI immediately.

Length of Clinicals

All clinicals are considered full time. In Clinicals I & II students are required to be at the site for 5 weeks and get a minimum of 180 hours of clinical practice time. In the final Clinical III, students are required to be at the facility for 7 weeks and get a minimum of 270 clinical practice hours. This final clinical occurs at the end of the last semester. If the clinical instructor must leave early due to light case load or another reason, it is preferable, if possible, that other arrangements be made for the student to stay and complete required clinical hours.

The Right of Patients to Refuse Treatment from a Student

Students should always introduce themselves to the patient as a student. They should explain the treatment to the patient and ask for their permission to treat. The patient has the right to refuse treatment from a student. Students will be respectful of the patient's decision. The patient will be informed that refusing treatment will not affect his/her future treatments.

Student “Name Tag” Requirement

Students are required to wear a name badge during every clinical experience. The student should always be introduced or introduce themselves to a patient/client and other healthcare provider as a “student PTA” prior to providing any patient care.

Clinical Site Assignment

Only facilities that have a current affiliation agreement will be considered for student placement. Clinical education sites are selected based on the experiences the site can provide a student PTA, willingness of the site to work with students, the site's past experiences in clinical education, availability of a PT for on-site appropriate site supervision, qualifications of the CCCE and CI and location.

Student preferences

At the end of semester 2, students will be asked to fill out a form indicating their general preferences for placement. All students must do at least one outpatient and one inpatient rotation. The third rotation can be in any setting. Every effort will be made to place students in experiences that match their interests, however, specialized rotations are not guaranteed, and rarely can all preferences of all students be met.

Rotation Assignment Process

The ACCE will send out a request to affiliated clinical sites on March 1st of each year. When enough clinical instructors have been secured, students will be matched to sites according to several factors. The assignments are made by the ACCE depending on the student's specific clinical and personal needs. Students will not be placed at clinical education facilities in which they are or have been employed, have close family members who are or have been employed in the rehabilitation department, have received scholarship funds or bonuses or have a commitment for employment upon graduation. It is the student's responsibility to initiate communication of such employment arrangements, potential arrangements or relationships with the ACCE. Students will also not be placed at a site where they have completed a prior clinical experience except in a large healthcare system offering multiple settings; the student may be placed in the same healthcare system but in a different setting.

Pre-placement period

Once the list is finalized Clinical facilities may cancel or change an experience for a variety of reasons and at any time prior to the start of an affiliation. Should a cancellation occur, the student will be assigned to another site. If a site is not going to be utilized for a clinical experience, the ACCE will notify the site as early as possible, to allow the site to accommodate a student from another program.

Travel Expectations

Taylor College makes clinical assignments based on its determination of when and where the student may best pursue his or her training. In some cases, assignments may be a significant commute from the student's residence. Taylor College will make every attempt to limit the distance of the student's commute to within 50 miles of their residence. In instances when this is not possible, the commute time will be limited to under 1 hour and 15 minutes. Commuting may be necessary for sound clinical education experiences. Each student is responsible for his/her own transportation to and from the clinical site. Students are also responsible for their meals, room and board, and any parking fees, as necessary.

Clinical Site Criteria Guideline:

PTA 1350 – Hospital/Skilled Nursing Facility/rehab hospital or Out-patient Rehabilitation Clinic

PTA 1450 – Hospital/Skilled Nursing Facility/rehab hospital or Out-patient Rehabilitation Clinic (Every effort will be made to place students in the opposite experience of their 1st rotation)

PTA 1550 – To be determined by ACCE (out-patient, in-patient facility, home health, etc.)

Clinical Site Requirements

Taylor College contracts with many clinical sites that require a criminal background check and or drug screening on all students before placement in their facilities. The facility may require a more recent background check than the one Taylor College has in the student file. Criminal background information may preclude a student from being assigned to some clinical sites; this is determined by the clinical site. This may result in him/her not able to complete the requirements of the program. In this situation, Taylor College is not responsible for seeking an alternate clinical site and you may be prevented from completing your program/course. Students have been made aware that successful completion of all Taylor College's program requirements does not guarantee licensure. The opportunity to sit for the licensing examination is at the sole discretion of the Florida Board of Physical Therapy. Students are financially responsible for any fees associated with pre-placement requirements.

Clinical Site Visits

A Taylor College PTA Program ACCE or faculty member will perform a site visit or phone contact to discuss student performance with both the student and clinical instructor for all clinical rotations. Instructors will schedule these sessions with the clinical instructor. Midterm evaluations should be completed at the time of the site visit. During the site visit, it will be determined if additional follow up contacts or interventions by ACCE/faculty are needed to assure student success. ACCE/faculty will complete a site visit form after each visit. Refer to the PTA Clinical Education Handbook for roles and responsibilities of the Center Coordinator of Clinical Education (CCCE), Clinical Instructor (CI), Academic Coordinator of Clinical Education (ACCE), Taylor College and student.

Student Information for Clinical Site

Taylor College provides clinical sites student names and student emails as well as a student profile relevant to a successful clinical experience. Each facility receives a copy of the Clinical Education Handbook upon request as well as a certificate of insurance provided through American Casualty Company of Reading, PA and administered by Nurses Service Organization. Unless specifically required by the facility, Taylor College provides attestation letters for proof of current immunizations, background checks (if requested by facility), drug screenings (if requested by facility), and current CPR certification. Documentation will be provided upon request except for background checks as this is prohibited. The clinical site may contact the Academic Coordinator of Clinical Education regarding other information required by the site.

Rights and Privileges of Clinical Education Faculty

Taylor College offers specific rights and privileges to clinical instructors for providing clinical education to Physical Therapist Assistant students. These rights help Taylor achieve the program's mission, goals and objectives. Clinical instructors are informed of these rights and privileges in the clinical education handbook and syllabus received from each student. Clinical Instructors have access to continuing education courses provided by Taylor College. Clinical Instructors also have access to learning resources provided by the college including the computer lab, skills lab and library. Clinical Instructors can, by invitation from the Program Director, join the PTA Advisory Board Committee. The Advisory Board Committee meetings review the program in detail and make recommendations on changes to the curriculum and program policies.

Because the Center Coordinator of Clinical Education (CCCE) works with the Academic Coordinator of Clinical Education (ACCE) on the student's performance while in the clinical setting, these same rights and privileges are also extended to the CCCE.

Professional Deficiency

Professional deficiencies are serious infractions of clinical requirements. The following will be considered reasons for professional deficiency:

1. Failure to arrive for a scheduled clinical experience at a designated time.
2. Failure to complete entire clinical experience as scheduled.
3. Failure to notify the clinical area of absence, ½ hour prior to the clinical starting time by the appropriate method.
4. Failure to comply with facility requirements.
5. Unexcused absence from a clinical experience. Refer to the student and tardiness policy in the college handbook for specific details.

Each occurrence will result in a warning notification and placed in the student's file and a copy given to the student. If more than one professional deficiency occurs on the same day, each deficiency will be reviewed and documented separately. The occurrence of any **three** of these incidences will result in a "not met" clinical performance for the course and subsequent withdrawal from the PTA program. Exception to any of the professional deficiencies will be determined by the faculty.

Students and CI and/or CCCE Responsibilities

During the clinical education courses, the clinical instructor is encouraged to have weekly discussions with the student regarding their progress, goals, and objectives. **The clinical instructor and the student must complete the APTA PTA Web Clinical Performance Instrument (Web© CPI) and will meet to discuss the mandatory Web© CPI evaluations in a timely manner.**

Evaluation of Student Clinical Performance

All clinical education courses are graded. Rubric is provided in the course materials. The **ACCE** will report the final grade. While CI ratings on the Physical Therapist Assistant Clinical Performance Instrument Web (PTA CPI Web) carry significant weight, grades are assigned using a variety of criteria. The evaluation process includes several elements, including formative and summative evaluations. Formative evaluations provide feedback to the student during the clinical experience, and summative evaluations consist of a comprehensive performance evaluation which is typically completed at midterm and end of the clinical experience. The ACCE will consider all the following when grading each clinical:

- Completion of all assigned tasks listed in the course syllabus by due dates.
- CI performance ratings and comments on the CPI web grading instrument
- Information gathered at clinical site visit, including information from patients or staff at the site
- Conversations about the clinical experience between the ACCE, student, CI and other faculty.

For each clinical experience, a syllabus will be provided to clinical instructors and students to identify and define clinical objectives, in-service requirements, use of other learning tools such as reflective journal, and end of clinical survey requirements. For unforeseen circumstances, there may be modified clinical assignments and time frames for clinical experiences provided there is agreement of all parties.

**During the public health emergency, Taylor will follow the guidance of CAPTE regarding alternate clinical experiences, minimum hours and entry level assurances.*

PTA 1350 Clinical Education I

- Students should achieve a minimum rating of beginning performance on criteria 9, 10, & 11; advance beginner performance on criteria 4, 6, 7, 8, 12, 13 & 14 and intermediate performance on criteria 1, 2, 3 & 5 at the conclusion of this clinical experience.

PTA 1450 Clinical Education II

- Students should achieve a minimum rating of advance beginner performance on criteria 10, & 11; intermediate performance on criteria 4, 6, 7, 8, 9, 12, 13 & 14 and advance intermediate performance on criteria 1, 2, 3 & 5 at the conclusion of this clinical experience.

PTA 1550 Clinical Education III

- Students should achieve entry-level performance on all criteria items at the conclusion of this clinical. At the conclusion of this clinical experience, when assessing whether the student has achieved entry level, the ACCE may also consider:

- clinical setting
- experience with patients in that setting
- relative weighting or importance of each performance criterion
- expectations for the clinical experience
- expectations of the clinical site
- progression of performance from mid-experience to final evaluations
- level of experience within the didactic and clinical components
- whether or not —significant concerns box or —with distinction box were checked
- congruence between the CI's narrative mid-experience and final comments related to the five performance dimensions and the ratings provided
- additional assignments (as outlined in syllabus)
- site visit information

If it were to occur that a student failed to meet entry level performance during the final clinical, core faculty and ACCE will meet to review and recommend action plan for remediation or failure of the course.

Potential Health Risks

Students may be exposed to health risks associated with environment and physical hazards in the lab. Taylor College Policy and Procedures address the internal process that will be followed by the institution (Risk Management Policies R001 – R006). Hazards in the clinical setting may include but are not limited to needle sticks, inhalation of microorganisms, contact with infected body fluids, and repetitive lifting and patient handling. Students should become familiar with all pertinent policies and procedures of the assigned clinical and follow these policies and procedures in the event of exposure.

Students are at risk for physical injury due to patient handling. Students learn correct body mechanics, proper postural alignment and use of assistive devices to guard against potential injury during lab and clinical experiences. Students may also have risk of injury with the potential treatment of violent patients and patients with psychological disorders; In addition to didactic instruction, the clinical experience and clinical instructor will guide the learning and performance for treating potentially violent patients and those patients with psychological disorders to ensure successful and effective treatment.

The college recognizes the intense nature of the program can be stressful. Students are encouraged to seek assistance or referral from faculty members when students have trouble managing this stress. The college follows the Emergency Response Plan to ensure student safety.

Finally, students and PTAs may experience stressful conditions in the clinical environment related to accountability and productivity measures. Students will learn potential strategies at conflict resolution during didactic training; clinical instructors will guide the learning of stressful situations in the clinic.

Infection Control and Prevention

Students may be at risk for contracting communicable diseases in lab and clinical settings. The program instructs students to minimize health risks for students in several ways. Upon acceptance into the program/clinicals, students are required to document immunity to infectious diseases; specifics are addressed in the admissions process. Handwashing and standard precautions are stressed in the first semester and followed throughout the curriculum.

**During the public health emergency of 2020/2021, Taylor implemented certain policies to mitigate the risk of spread of covid-19 including mask wearing,*

Nursing Programs

Taylor College welcomes you to the Nursing program. We appreciate your presence and we are committed to providing a learning environment and resources to aid in accomplishing your career endeavors. It is our goal to assist you in successfully completing the program and qualifying to take the National Council Licensure Examination (NCLEX). After passing the NCLEX examination you will be eligible to practice as a Registered Nurse / Licensed Practical Nurse in the state of Florida. As the program progresses, open communication is encouraged and advised. Feel free to contact the faculty and staff to discuss your college experience any time. Thank you for choosing Taylor College and best wishes in your program. Should you have any questions regarding your program do not hesitate to contact us.

The Nursing Program Handbook provides specific programmatic information in reference to nursing programs at Taylor College. Along with the Nursing Program Handbook, students should also refer to the Student College Catalog for additional information. If a student has any questions or concerns when referring to either the Nursing Program Handbook or the Student College Catalog, the student should ask for the advice of the Program Director.

Nursing Department's Program Description

Our nursing programs are designed to provide the knowledge, clinical skills, nursing values, and experience necessary for an entry-level professional or practical nursing position. Upon successful completion of the program, the graduate will be eligible to apply to take the National Council Licensure Examination for Registered Nurses / Licensed Practical Nurses (in accordance with the regulations set forth in the Nurse Practice Act, Chapter 464.008 and 464.018) to become licensed as a Registered Nurse or Licensed Practical Nurse.

Nursing Department's Program Mission

The mission of the Nursing Program at Taylor College is to prepare competent and caring nursing graduates for professional practice in entry-level positions at various healthcare settings. Our curriculum is organized around a framework that fosters the development of critical thinking and problem-solving skills encompassing legal and ethical decision making so that our graduates are equipped to deliver care to diverse populations across the lifespan.

Philosophy

The faculty believes that a sound nursing curriculum is based on educational theory, nursing standards and competencies, and a philosophy that focuses on the nature of the person, health and illness, situation, and nursing. The nursing process is utilized to provide patient-centered nursing care to clients of various ages. Nursing care is provided along the health-illness continuum to individuals, families, groups and communities in a variety of settings. Nursing curricula at Taylor College is designed to provide learning opportunities that increase in complexity and skill level as it progresses.

The Nursing faculty at Taylor College have adopted a philosophy for the nursing curriculum and is based on concepts as defined by the National League of Nursing (2010). The concepts are presented below.

Health

"Health, as well-being, comes when one engages in sound self-care, cares, and feels cared for-when one trusts the self, the body, and others" (Benner & Wrubel, 1989, p. 161).

Situation

"The term situation is used as a subset of the more common nursing term environment because the former term connotes a peopled environment. Environment is a broader more neutral term, whereas situation implies a social definition and meaningful." The manner in which an individual interacts, interprets, and understands their past, present, and future. (Benner & Wrubel, 1989, p. 80).

Person

"A self-interpreting being, that is, the person does not come into the world predefined but gets defined in the course of living a life" (Benner & Wrubel, 1989, p. 41)."

References

Benner, P., (1999). New leadership for the millennium: Claiming the wisdom and worth of clinical practice.

Nursing and Healthcare Perspectives, 20 (6), 312-319.

Benner, P., & Wrubel, J. (1989). *The primacy of caring: Stress and coping in health and illness*. Menlo Park, CA: Addison-Wesley.

National League for Nursing (2010). *Outcomes and competencies for graduates of practical/, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing*. New York, NY: National League for Nursing.

Conceptual Framework of the Nursing Curriculum

The Nursing Program curriculum at Taylor College incorporates established professional standards and competencies adopted from the Quality and Safety for Education in Nursing (QSEN) initiative and the National League for Nursing (NLN) and has clearly articulated end-of-program student learning outcomes consistent with contemporary practice. The competencies, outcomes, and End-of- Program Student Learning Outcomes are as follows.

Organizing Framework and End of Program Student Learning Outcomes

QSEN COMPETENCY	NLN PROGRAM OUTCOMES	STUDENT LEARNING OUTCOME
Evidence-Based Practice Safety	Nursing Judgement Nursing Judgement	Employ nursing interventions in a manner that ensures safe and individualized care consistent with current research and best practices. Employ nursing interventions that minimize risk factors that could cause injury or harm.
Teamwork & Collaboration	Person/Professional Identity	Collaborate with the client and health care team to bring about solutions that balance differing needs, values, and motivations for the purpose of achieving positive client outcomes.
Informatics & Technology	Spirit of Inquiry	Integrate medical technology and informatics to communicate, manage knowledge and support decision-making that improves client care.
Quality Improvement	Spirit of Inquiry	Utilize quality improvement processes to improve client care.
Client-Centered Care Leadership	Human Flourishing Person/Professional Identity	Provide client-centered holistic care and client advocacy across the lifespan and in diverse settings within the health continuum. Assume a leadership role to meet client needs, improve the health care system and facilitate community problem solving.
Communication	Nursing Judgement Person/Professional identity (Professionalism)	Communicate effectively with clients, families, and members of the interdisciplinary health care team. Demonstrate accountability as a nurse in ways that reflect integrity, professional standards, and legal and ethical practice.

The end-of-program student learning outcomes for the Nursing Programs are determined by the mission, values and philosophy of the nursing program at Taylor College and the synthesis of contemporary standards and competencies for nursing practice and nursing education which provides a framework for the foundation upon which the end-of-program student learning outcomes and the nursing curricula are based. The Quality and Safety Education for Nurses (QSEN) Competencies and the National League for Nursing (NLN) Associate Degree and Diploma Competencies for Graduates provide the foundational principles from which the end-of-program student learning outcomes were created.

The QSEN competencies provide a pedagogical structure that has guided the design of the curricula to prepare nurses to value quality and safety in caring for patients. The use of quality and safety competencies in the Taylor College nursing curricula is recognition of the need to prepare graduate nurses to work in teams and within systems that promote quality improvement and patient safety. The QSEN are defined as follows:

- Patient-centered care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
- Teamwork and collaboration: Function effectively within nursing and inter-professional teams, foster open communication, mutual respect, and shared decision-making to achieve quality patient care.
- Evidence-based practice (EBP): Integrate best current evidence, clinical expertise and patient/family preferences and values for delivery of optimal health care.
- Quality improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
- Safety: Minimize the risk of harm to patients and providers through both system effectiveness and individual performance.
- Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making (QSEN, 2013).

The NLN Associate Degree and Diploma Competencies for Graduates are used in the Taylor College curricula to describe the role competencies expected of graduates of the program.

- Human Flourishing - Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
- Nursing Judgment - Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.
- Professional Identity - Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.
- Spirit of Inquiry - Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

The Nursing Program admissions criteria, degree plan by semester with courses and credits, and course descriptions are available at www.taylorcollege.edu. Click on the *Course Catalog*.

Assessment Technologies Institute (ATI)

The Nursing Department works in partnership with ATI to prepare our students for the NCLEX. Throughout the student's course of study, modules and practice questions will be assigned to assist in the development of critical thinking and testing skills. Before the end of each nursing course, the student will have to take the Practice A and B tests and remediate on the topics missed. The student also must take the Content Mastery Exam (CME) assigned

to that course and pass it with the level indicated on the syllabus. Remediation for missed topics is also required for the CME. The student has only two (2) chances to pass the CME in any given semester. If the student does not pass the CME on the second attempt, the student will have to retake the whole course, not just the CME. Students are required to complete all assigned ATI assignments and exams as part of course completion.

During the Capstone course, the student is required to take the Comprehensive Predictor test which gives the student and instructor an indication of success in the NCLEX. The student has to achieve a 92% probability of passing the NCLEX on the first attempt and 95% probability of passing the NCLEX on the second attempt. If the student does not achieve the required score on the second attempt, the student will fail the Capstone course.

Technical Requirements for ATI

Required Browser

- Firefox 50 or later
- Internet Explorer 11 (*Edge not fully supported*)
- Safari 7 through 10 (*Mac only*)
- Google Chrome latest version

Device/OS

- PC – Windows 7, 8, 10
- Mac – macOS 10.9 or later
- iPad 2 or later – iOS 7 or later (*mobile device not recommended for proctored tests*)
- Android 4.4 or later (*mobile device not recommended for proctored tests*)

Notes

- *Min resolution 1024 x 600.*
- *JavaScript and cookies must both be enabled within browser.*
- *Android's default browser is not supported, download Chrome for a better experience.*
- *Some content may only be made accessible by disabling your browser's popup blocker.*

Recommended

- Use a wired network connection if possible
- Run a network speed test at <http://fast.com> from the testing location.
 - Recommend 5 Mbps download speed for a single user
- Allow *.atitesting.com through the browser pop-up blocker
- Allow *.atitesting.com through all proxy/caching servers
- Allow the following IP addresses through any firewall if necessary
 - www.atitesting.com Address: 198.187.138.192
 - app.atitesting.com Address: 198.187.138.193
 - rpt1.atitesting.com Address: 198.187.138.194
 - rpt2.atitesting.com Address: 198.187.138.195
 - rpt3.atitesting.com Address: 198.187.138.196
 - rpt4.atitesting.com Address: 198.187.138.197
 - support.atitesting.com Address: 198.187.138.198
 - code.jquery.com Address: 94.31.29.54

- assets.braintreegateway.com Address: 104.90.82.246
- www.google-analytics.com Address: 216.58.217.78
- scorm.atitesting.com Address: 198.187.138.218

- Clear browsing history and exit the browser prior to any testing
- Quit all other programs running on the computers that could draw attention away from the testing window (*Antivirus scans, System Updates, email etc.*)
- Navigate directly to www.atitesting.com in the address bar. Do not use a search engine or a bookmark

To ensure prompt and seamless scoring performance, ATI products should always be used in a Firefox or Google Chrome Internet browser, which should be manually set to allow permission exceptions for ATI websites per ATI's recommended setting instructions (below). Any students who have not already manually setup Firefox or Google Chrome to allow pop-ups in ATI's student portal should follow these browser settings IMMEDIATELY.

Set your Browser preferences

Download instructions for a Mac Download instructions for a PC

The instructions are critical for seamless functionality of ATI solutions, especially simulation tools such as:

- Real Life Clinical Reasoning Scenarios
- Nurse's Touch

Clinical Requirements:

To successfully complete the clinical component:

- 1) As part of clinical requirements, students are required to submit documentation showing that the student's immunizations are up-to-date. Required immunizations include: Hepatitis B, Measles/Mumps/Rubella, Tetanus/Diphtheria, Varicella, and COVID-19. Students are also required to begin the program with a two-step TB screening and have annual screenings during their time in the program. In the event of a positive TB screening a chest x-ray is required once every 5 years. The student is also to fill out the questionnaire to verify that the student does not have symptoms of Tuberculosis.
- 2) Students doing clinical during the Fall and Spring semesters are required to have a Flu shot. The student will be responsible for the cost of the flu shot. The student must turn in proof of immunization prior to attending clinical rotation. If a student refuses to get the flu shot, a waiver will be signed AND the student must wear a mask covering the nose and mouth for the duration of the clinical day.
- 3) A criminal background check is to be renewed every year that the student is taking classes.
- 4) A ten-panel urine drug screen is to be submitted 6 weeks before the start of clinical rotations and renewed every year that the student is taking classes.
- 5) Practice safely and within standards of care and scope of practice. Violation of safe practice will constitute a clinical failure.
- 6) Consistently exhibit behaviors of mutual respect towards client, staff, instructors and other students.
- 7) Maintain professional dress based on the uniform guidelines. Students who are not in appropriate attire for clinical, preclinical assessment, or clinical orientation will be sent home and assigned an unsatisfactory clinical grade. A student who is sent home will need to makeup any missed clinical days. A student cannot exceed two (2) unsatisfactory grades for clinical.

Essential Skills

The student must be able to use verbal/written communication to successfully interact with others, student must have the physical ability to maneuver in small spaces and move from room to room as well as physical ability to lift, push, pull and move 40-50lbs. The student must have sufficient visual & hearing ability to make observations and assessments in nursing care. The student must be able to handle themselves calmly in stressful situations and maintain composure.

Any student who cannot perform the essential skills (seeing, hearing, speaking, psychomotor skills) will not be able to attend a clinical Course and must see the lab/clinical instructor or the program director immediately.

Clinical Grades

Clinical hours and progression

One of the program's goals is to prepare nursing students for contemporary nursing settings. The clinical hours will be planned as conveniently as possible. There may be some nontraditional work hours and week-end assignments. Students will receive a clinical schedule for all nursing course with a clinical component at the beginning of the semester.

The course Clinical Evaluation Form will be completed by the clinical instructor to reflect each student's clinical performance.

A student must earn a grade of "S" or "P" for the final clinical evaluation to pass clinical.

Clinical Grades are a pass/fail throughout the program and are based on the following:

- Evaluations by Clinical Instructor.
- Students must maintain a grade of S or P to pass. Maintaining Dress Code.
- Completing required paperwork/ documentation on time or when due. Ethics
- Student Conduct/ Behavior. Professionalism.
- Nursing Process.
- Absences- Students are expected to attend every scheduled clinical day. The student is allowed to make up one (1) clinical absence. The student will be dismissed from the course if the student incurs a second absence.
- Demonstrating safe practice

Clinical Assignments

Students will be required to complete assignments while in clinical. Assignments include, but are not limited to:

- Care Plans/Case Studies.
- Scavenger Hunt
- Hospital Unit Orientation Clinical Interview with a Client.
- Patient Assignment Data
- Quick Admission
- Intensive Care Unit Objectives.
- Client Observation
- Daily Drug Card/Sheet

Clinical Groups

While students are attending a clinical facility, clinical groups will be set up to include select students to attend a select clinical facility and scheduled time.

Students will receive their clinical group schedule in advance; this will allow the student to prepare for scheduling of transportation, work and/or daily issues. Clinical groups and scheduled time can be changed without warning and without cause.

General Program / Clinical Expectations

To participate in clinical experiences, all students will be required to meet the health and immunization requirements of Taylor College and the clinical institutions. Expectations include, but are not limited to:

- 1) Faculty, staff and clients are to be addressed as "Dr.", "Mr.", "Mrs." or "Miss", along with their surname unless otherwise requested by the individual.
- 2) Students should always confine conversations to a therapeutic nature as much as possible when in the presence of patients or staff at the participating hospitals or facilities. Discussions of a personal nature should be limited to areas of the hospital or facility where the student can be sure that staff or patients cannot be disturbed by the conversation.
- 3) Appropriate and professional language is respectful and must be used at all times. Appropriate language does not include profanity, slang terminology or expletives.
- 4) Gum chewing in the clinical setting is NOT professional and will not be tolerated.
- 5) Student uniforms and accessories must be clean and neat. A professional appearance must always be maintained.
- 6) Tattoos must be covered at all times and facial piercings must be removed.
- 7) Pre-and post-conference is a part of the clinical day, and a professional appearance is expected.
- 8) All cell phones are prohibited during the clinical experience.
- 9) Students must adhere to agency policies regarding all facility ID's, smoking, parking and any other agency specific policies.
- 10) Students must notify the instructor and primary nurse when leaving the clinical unit. Failure to do so may result in expulsion from the nursing program.
- 11) Students are not to leave the clinical site during the clinical experience.
- 12) Students may not visit or call the clinical unit outside of their clinical day for any reason.
- 13) Students are to call or email the clinical instructor to report absence or lateness. If the student is more than 15 minutes late to clinical, the student will not be allowed to be at the clinical site. Notice of absence is to be done at least an hour before the student is to begin the clinical shift.
- 14) Attend clinical hours as scheduled. There will be only one clinical make up day. If the student has more than one clinical absence, a grade of zero for the days of absence will be given. The student is at risk of failing the course when 2 or more clinical absences occur.
- 15) If a student is dismissed from a clinical site twice, no further opportunities will be provided to complete the course requirements which constitutes a course failure.
- 16) Maintain client confidentiality.

- 17) A completed physical examination forms may be required by the Director of the Nursing Program.
- 18) Students are required to carry their own health insurance to cover incidents of illness/accident occurring during the Nursing Program. Students are responsible for any bills incurred during clinical.
- 19) Students are required to have current American Heart Association health care provider certification, valid through the academic year. It is their responsibility to maintain this.
- 20) No Family (spouse, children, and significant other) may seek out the student at a clinical site for any reason. If there is an emergency, the family should contact the school who in turn will notify the clinical instructor.

Potential Health Risks

Students may be exposed to health risks associated with environment and physical hazards in the lab. Taylor College Policy and Procedures address the internal process that will be followed by the institution (Risk Management Policies R001 – R006). Hazards in the clinical setting may include but are not limited to needle sticks, inhalation of microorganisms, contact with infected body fluids, and repetitive lifting and patient handling. Students should become familiar with all pertinent policies and procedures of the assigned clinical and follow these policies and procedures in the event of exposure.

Students are at risk for physical injury due to patient handling. Students learn correct body mechanics, proper postural alignment and use of assistive devices to guard against potential injury during lab and clinical experiences. Students may also have risk of injury with the potential treatment of violent patients and patients with psychological disorders. In addition to didactic instruction, the clinical experience and clinical instructor will guide the learning and performance for treating potentially violent patients and those patients with psychological disorders to ensure successful and effective treatment.

The college recognizes the intense nature of the program can be stressful. Students are encouraged to seek assistance or referral from faculty members when students have trouble managing this stress. Finally, students may experience stressful conditions in the clinical environment related to accountability and productivity measures. Students will learn potential strategies at conflict resolution during didactic training; clinical instructors will guide the learning of stressful situations in the clinical arena.

Infection Control and Prevention

The program instructs students to minimize health risks for students in many ways. Upon acceptance into the program/clinicals, students are required to document immunity to infectious diseases; specifics are addressed in the admissions process. Handwashing and standard precautions are stressed in the first semester and followed throughout the curriculum.

Guidelines for Skills Laboratory

The guidelines are based on Taylor College's campus-wide health and safety plan. The guidelines will assist in developing habits that will apply to clinical practice and further professional development. Equipment available in skills lab is only to be used in the manner it was intended. Students using the skills lab must be under the supervision of an instructor at all times.

Skills Laboratory Objectives

- 1) Provide setting and equipment for practice of skills prior to caring for clients.
- 2) Allow for role play of a variety of scenarios.
- 3) Provide an area for practice to keep skills current.
- 4) Provide setting for practicum examinations.
- 5) Allow for self-paced learning.

Guidelines

- Practice professional consideration, conduct, and communication (low volume, please) at all times. No food or drinks allowed in the lab, with the exception of water in a closed container.
- The uniform dress code for lab is the same as the uniform dress code for clinical
- Sit only in the chairs. Beds, tables and wheelchairs are for skills-practice only.
- Bed areas are used for skills training only.
- Linens are for simulated use only.

Keep the lab clean and neat:

- Beds in low position and made as a hospital bed.
- Over bed tables in low position and at foot of beds.
- Mannequins clean and dressed.
- Mannequins in bed with side rails up.
- Special equipment returned to proper cabinet/area.
- Equipment is to be returned to where it was obtained.
- All tables free of books, supplies, debris, etc.
- Students are encouraged to be self-directed and to utilize any extra time in the skills labs for activities that will further enhance their learning. The nursing student is allowed to ask to use the Skills Lab to practice skills anytime the lab is not in use.

Report damaged or broken equipment to Instructor.

All syringes will be maintained in a locked cabinet at all times.

Syringe containers will be disposed of by OSHA guidelines (via Biohazard pick-up from the college)

Students must pass all skills on the skills checklist in the appropriate lab, clinical rotation and/or by the end of the program with a pass on a pass/fail grading rubric.

Dress Code

Badge

I.D. Badges should be worn at all times while in the clinical setting and on campus.

I.D. Badges must be worn above the waist with the photo visible.

Attire/Uniform Requirements

- Student Uniforms: Royal blue V-neck scrub top with pockets and royal blue scrub pants in good condition.

- **Nursing:** Royal Blue Top / Royal Blue bottoms **with Taylor College Logo**
Nursing: White Nursing Shoes
- **Nursing:** White clinical jacket **with Taylor College Logo**

Recommended Vendors:

Mary Ann's Uniforms & Accessories (Bee Personal)

506 SE 1st Avenue Ocala, Florida 34471
352-867-5060

Lake Uniforms

10601 US Highway 441, Ste C-4
Leesburg, Florida 34788
352-787-7367

*****Please note the Taylor College Logo goes on the left side.**

- Undergarments must be worn and be in the appropriate color so as not visible through the uniform. No thong underwear is to be worn.
- School uniform is required in all settings to include classroom, skills lab., simulation and clinical sites.

Footwear

- White closed toed shoes
- White socks or hosiery must be worn
- Ankle socks are unacceptable

Unacceptable Footwear

- Open toe shoes
- Sandals / Jellies

Jewelry

- Facial piercing should be removed when on campus and at the clinical site.
- Tongue piercings are prohibited.
- Tattoos must be covered when on campus and at the clinical site.
- No bracelets shall be worn in the clinical setting.
- A plain watch with a second hand with minimal ornamentation is necessary.
- Earrings - One pair of small non-dangle (no hoops), in lower ear lobe only.
- Rings are restricted to the ring finger and a maximum of two (2) rings (i.e. engagement ring and wedding band). This is applicable in all settings including classroom, skills lab, simulation, and clinical sites.

Hair (Females & Males)

- Hair must be kept off the collar and out of the face while in uniform
- Hair must be neatly combed, trimmed no more than 1 inch above the collar. Braids, ponytails must be tied back at all times.
- Hair ornaments used to secure the hair should be of natural color (*for example: brown, black, blue, white*),

- no brightly colored ornaments.
- Dreadlocks must be above the shoulder and away from the face at all times. Ornaments interwoven into the hair or any fabric wrap will not be permitted. There will be no distracting hair colors; only natural colors are permitted.
- Mustache must be trimmed close to the face and not longer than one-fourth of an inch from the skin. Full beards are not allowed while in clinical rotation, face and/or cheeks must be clean shaven.

Perfume/Cologne

- Perfume or cologne is not allowed.
- The scent of any smoke, vape or smoking devices during clinical, class, simulation, or skills lab will not be permitted.

Fingernails

- All nails should be moderate in length and shall not exceed the tips of fingers.
- Only clear nail polish is allowed and must be fresh, in good repair, and professional in appearance. Nail piercing jewelry of any kind is not acceptable.
- Artificial fingernails are prohibited.

Students are required to adhere to the uniform dress code during clinical, lab, and simulation rotations

Student's Medical Condition interfering with Classroom and Clinical

During the program, if a student has or develops a medical condition that may impact the care and/or safety of a patient or student as determined by the Program Director, documentation from a physician will be required stating that the student is cleared to return to class and/or clinical. If the Program Director determines that a student has a medical condition, the student may be excluded from attending classroom and/or clinical until the student provides documentation that they can return. During this time, the Attendance Policy still applies to the student.

Students who miss clinical due to illness and/or injury may be required to submit a clearance from their health care provider before being allowed to return to clinical.

In order to prepare students adequately, all students are required to complete the following training before starting clinical rotations.

Health Insurance Portability and Accountability Act - HIPAA Training located under Skills Module 2.0

- Complete the lesson
- Complete the test
- Hazardous Exposure is part of students' training. In addition to standard precautions presented in class, students are required to complete hazardous Exposure Policy/Training during clinical orientation at assigned clinical agency.

Student Pregnancy

A pregnant student must inform the Program Director and each clinical instructor of pregnancy status.

A pregnant student must submit a statement signed by her licensed obstetrical provider, by the 13th week of pregnancy. The statement should state the student can participate in clinical and whether the student has any

activity or lifting restrictions. The student is responsible for informing faculty of any change during her pregnancy which affects her ability to perform clinically. Any changes must be documented by a licensed obstetrical provider and submitted to the Program Director immediately.

The licensed obstetrical provider must state that the student may continue to participate in clinical nursing experiences and meets the abilities required by the program. It is the student's responsibility to be aware of the recommended Center for Disease Control (CDC) guidelines related to avoidance of exposure to infectious diseases by pregnant women. It is also the student's responsibility to be aware of and avoid other hazards to her pregnancy.

After pregnancy has ended, written approval from the licensed provider must be submitted to the Program Director prior to returning to the clinical experience. Faculty will make reasonable efforts to allow make-up of missed clinical experiences; however, extended absences may result in the student's inability to meet clinical objectives and may result in withdrawal from the program.

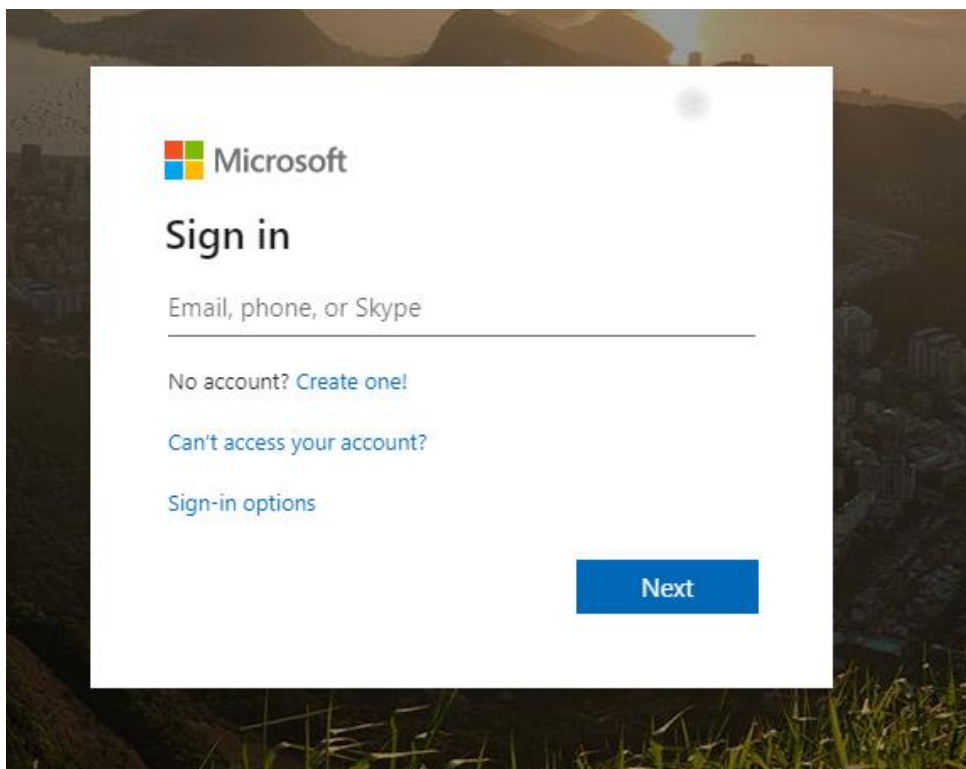
Recommendations or restrictions submitted by the care provider may result in the student's inability to complete the course and withdrawal from the program. The student who withdraws from the course due to pregnancy is permitted to apply for readmission as per the Readmission Procedure.

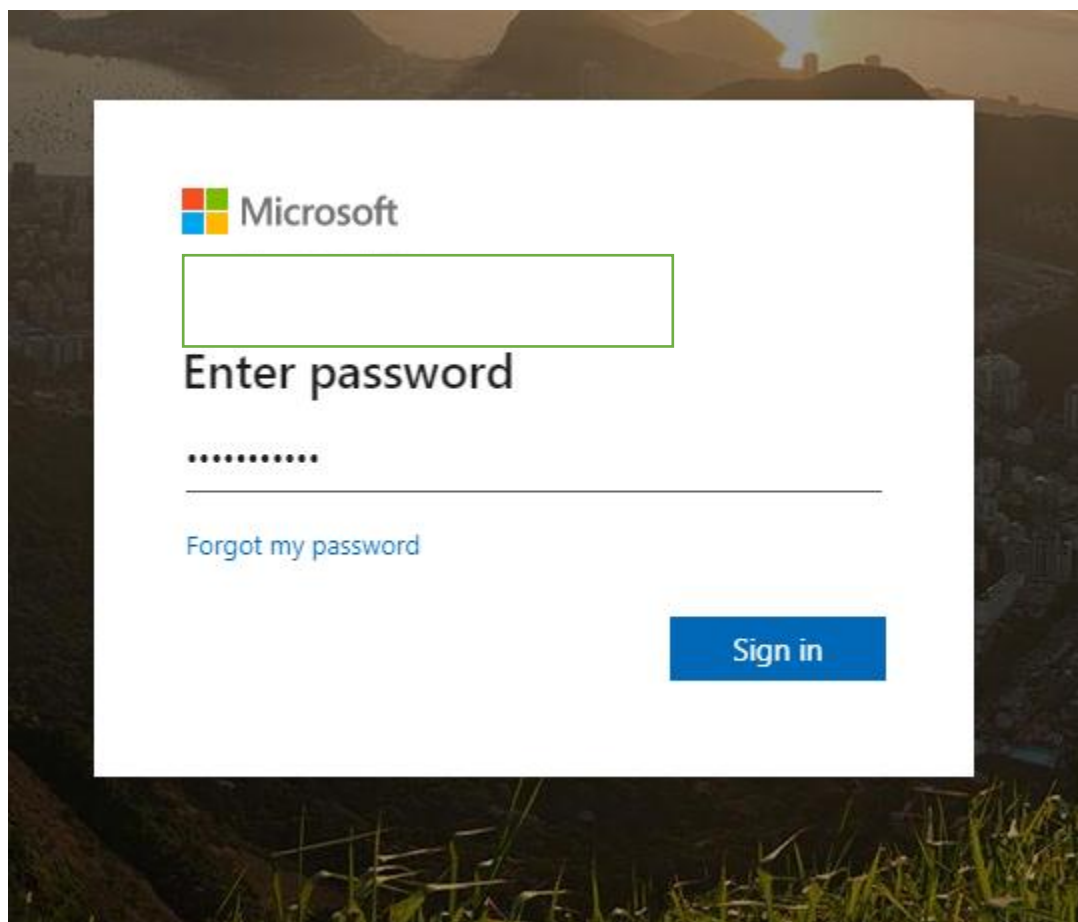
Taylor Email – Office 365

Students should check their Taylor College email often; daily is recommended. To access, students go to the following URL: <https://login.microsoftonline.com>.

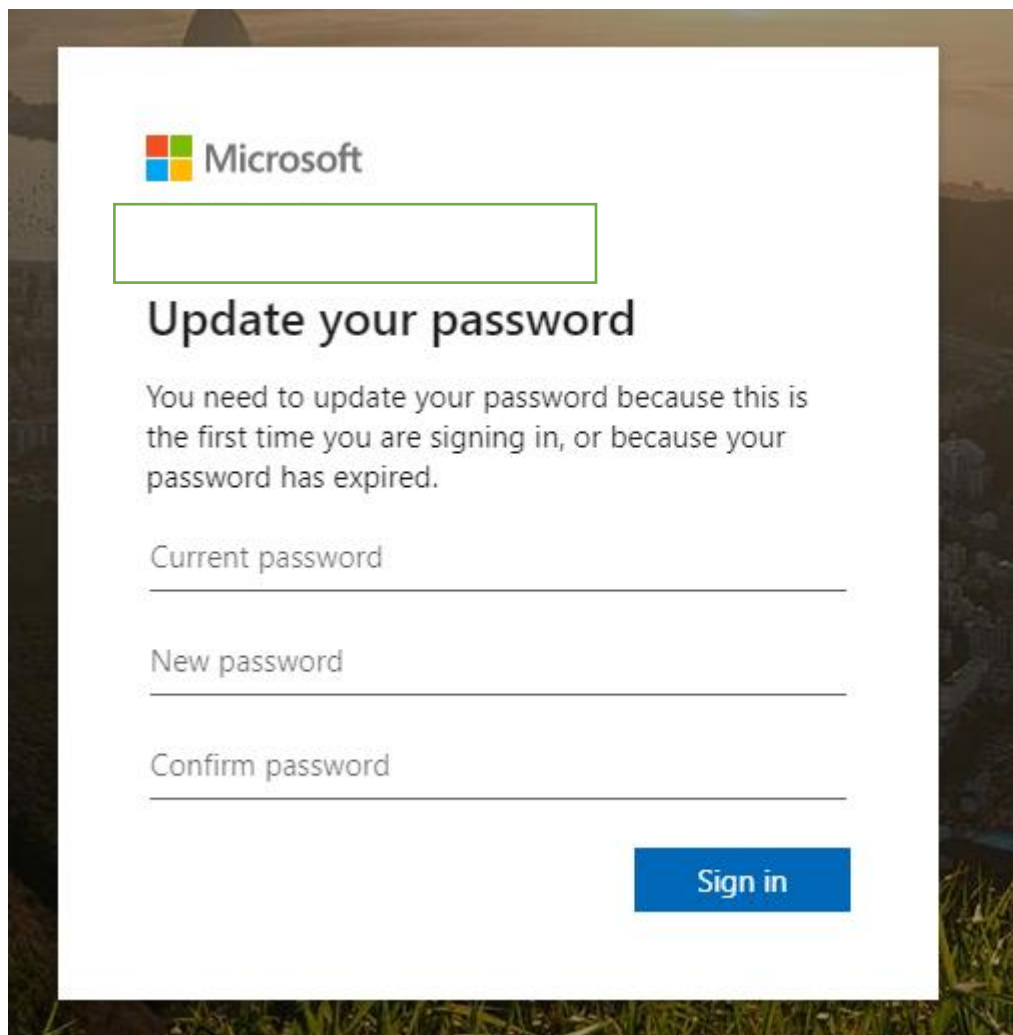
The username is your firstname.lastname@taylorcollege.edu.

Your password is already setup. If you forget your password, see the Forgotten Passwords section.





Your first time signing in, you will be required to update your password:

The image shows a Microsoft login page with a white background and a green border. At the top left is the Microsoft logo. Below it is a green rectangular box for email or phone number. The main heading is "Update your password". Below this is a paragraph: "You need to update your password because this is the first time you are signing in, or because your password has expired." There are three input fields labeled "Current password", "New password", and "Confirm password". At the bottom right is a blue "Sign in" button.

Microsoft

Update your password

You need to update your password because this is the first time you are signing in, or because your password has expired.

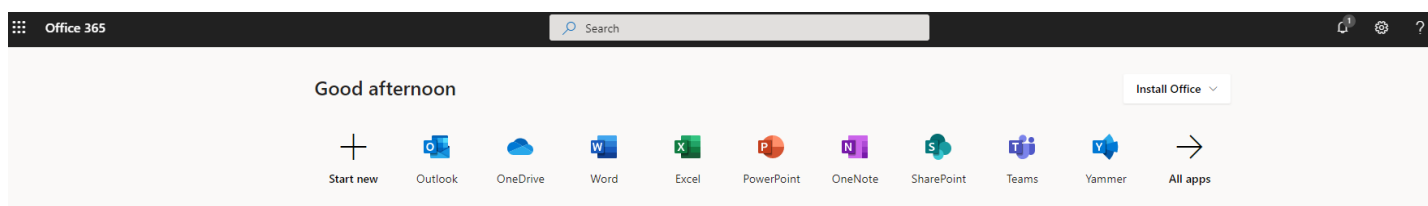
Current password

New password

Confirm password

Sign in

Once signed in, you will have access to applications, including Outlook – your email!



Office 365

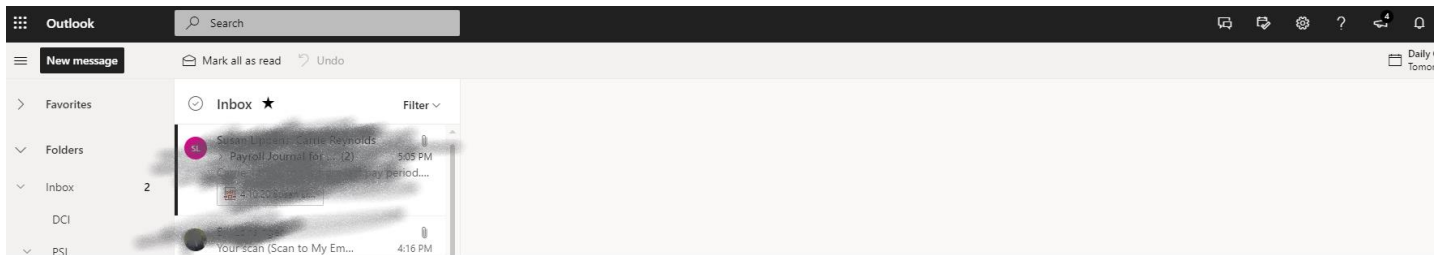
If you do not have Microsoft Word, Excel, PowerPoint, or other Microsoft applications already, you can use Office 365 to use online versions of all applications you see. Once you start accessing documents, your home screen will start to fill with recommended documents and recent documents to help you pick up from where you left off with a project. These applications all open in a web browser, giving you access to many of the tools you need to complete assignments – especially if you have any online courses or assignments needing turned in via email.

The link below includes video tutorials on how to use Office 365:

<https://support.office.com/en-us/article/office-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb>

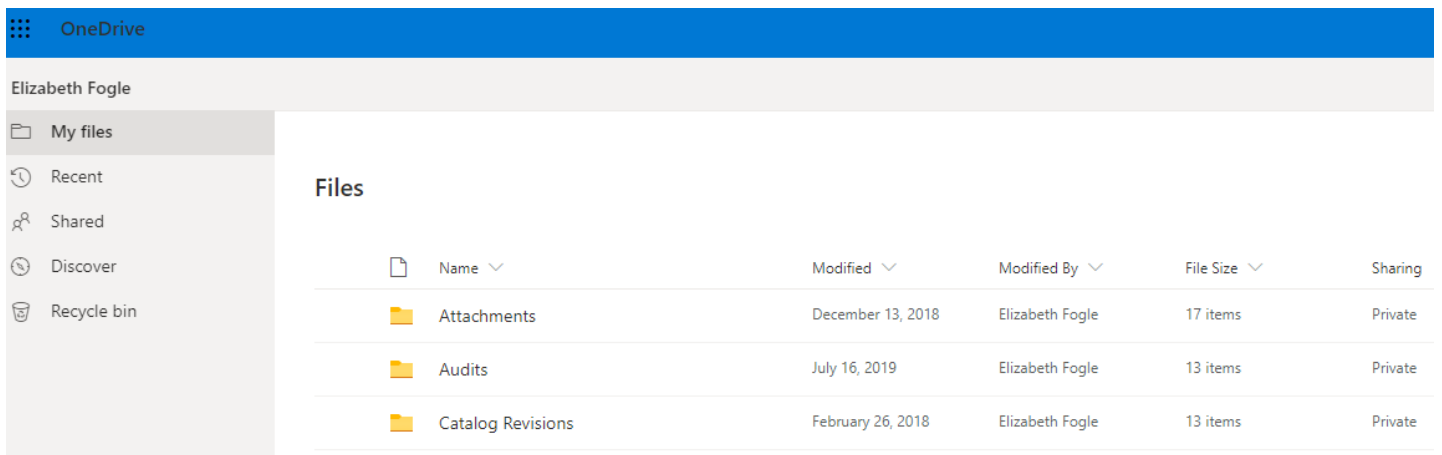
Outlook

Outlook is where you find your school emails! Once you click on the icon, a tab will open with your emails. If you do not know how to navigate email, please reach out to your instructor or Program Director with questions.



OneDrive

Make sure you save any documents you create in your OneDrive so you always have access to them.



Your OneDrive is important for saving documents you may need to create for your coursework.

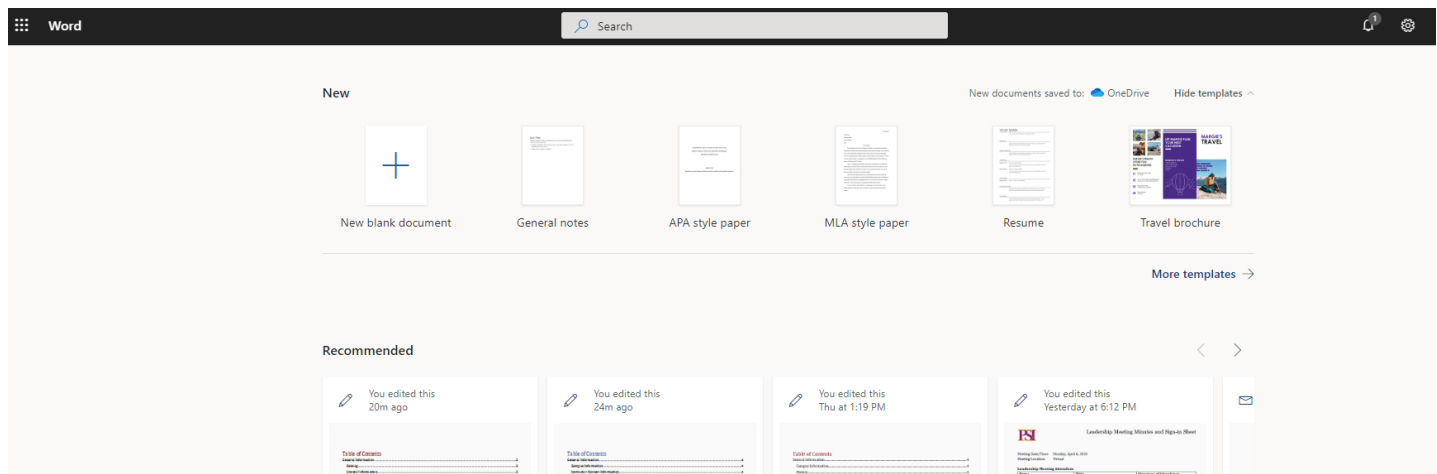
When saving, you should name your documents something other than *document* so you can find them later.

Best practice: save your documents with your course name or code, the quarter, the assignment, and the date you create it.

Example: ENC1100 April 2020 Final Project 4-7-2020

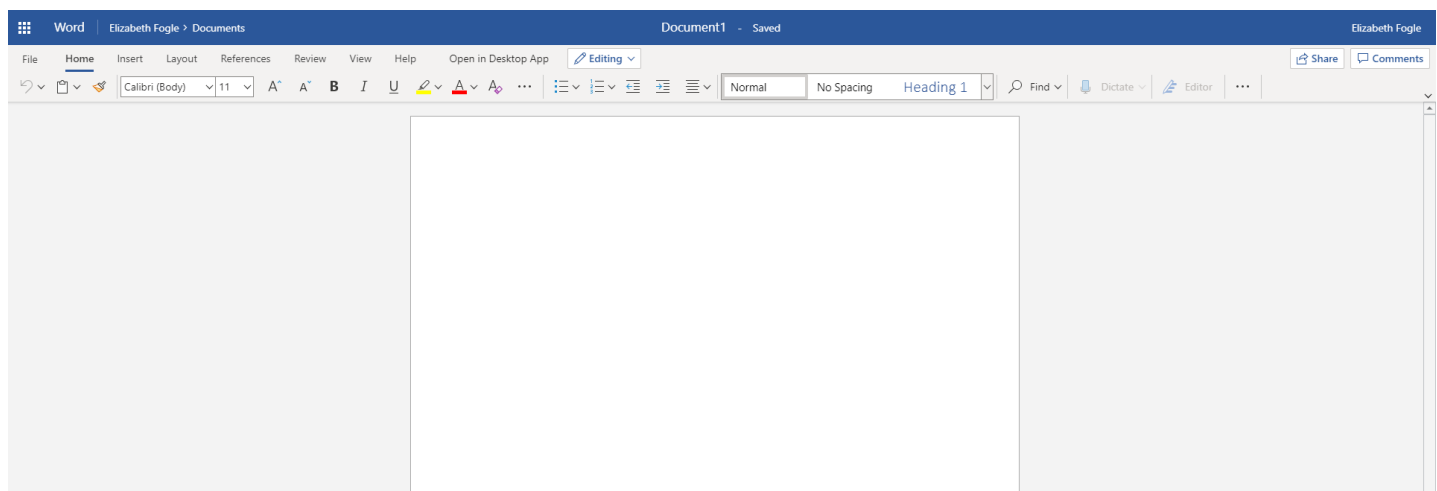
Other Office 365 Applications

When you click on Word, Excel, PowerPoint, or any other application, that application will open in another tab.



By clicking the + (plus sign) New blank document, you can start a new document. If you already started a document, you can find it in your OneDrive or in the Recent or Recommended sections below the new area.

Once you click for a New blank document, a new tab opens with what looks like Microsoft Word. Now, you can complete your assignment!



TIP: When you start any document, change the font to Times New Roman and 12 – as that font is the easiest for your instructor to read and provides consistency across documents!

Passwords

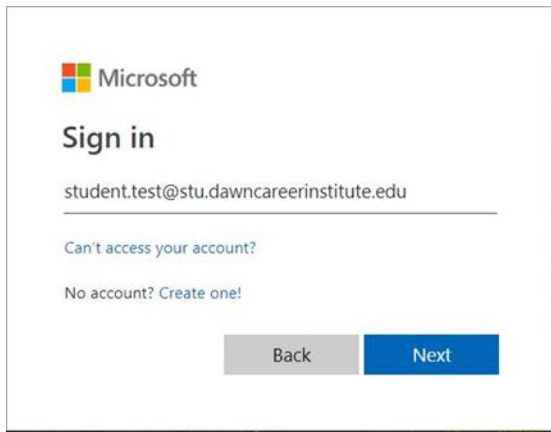
Students needing assistance with forgetting passwords or resetting passwords should use the correct section below. If additional assistance is needed, students should email the support@taylorcollege.edu.

Forgotten Passwords

Navigate to <https://login.microsoftonline.com>

Select: Can't access your account?

Then select: Forgot my password



Microsoft

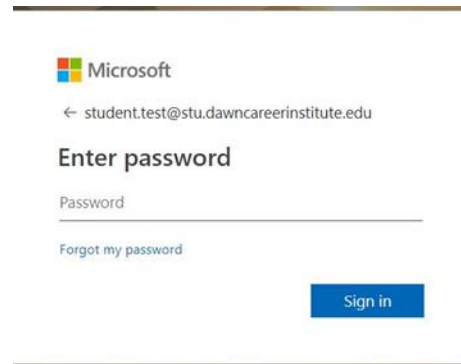
Sign in

student.test@stu.dawncareerinstitute.edu

Can't access your account?

No account? [Create one!](#)

[Back](#) [Next](#)



Microsoft

← student.test@stu.dawncareerinstitute.edu

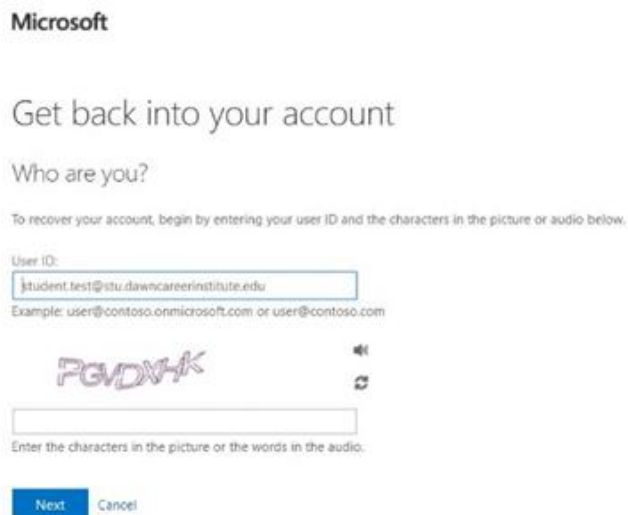
Enter password

Password

[Forgot my password](#)

[Sign in](#)

Enter your email and the code in the box below. Then select Next.



Microsoft

Get back into your account

Who are you?

To recover your account, begin by entering your user ID and the characters in the picture or audio below.

User ID:

student.test@stu.dawncareerinstitute.edu

Example: user@contoso.onmicrosoft.com or user@contoso.com

PGVDN7K

Enter the characters in the picture or the words in the audio.

[Next](#) [Cancel](#)

Students will then be prompted to reset the password.

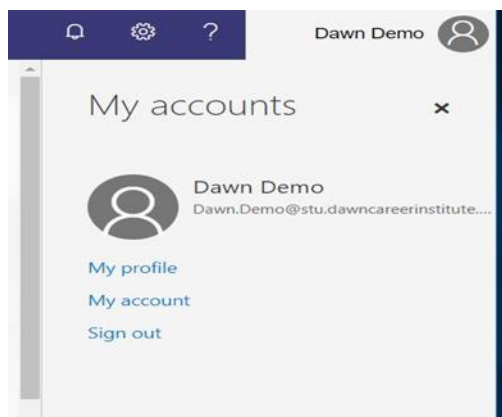
Password Reset

Navigate to <https://login.microsoftonline.com>

Log in using the current username and password.

Select: My Account

Select: Password



Enter the current password, then the new password two times. Select: Submit.

Technical Support

Students needing technical assistance with online courses should contact support@taylorcollege.edu. If questions are about course content, students should reach out to the instructor first.

Students may also email support@taylorcollege.edu for technical questions about email, the Taylor website, and on campus technical questions.

Student Portal

The student portal uses Campus Cloud, our student information system, to provide students access to information like their student account, grades, billing, and much more. In addition to understanding how to log in to your Office 365 for your email and access to Microsoft products like Word, Excel, and PowerPoint, you should be familiar with logging in to the portal for information.

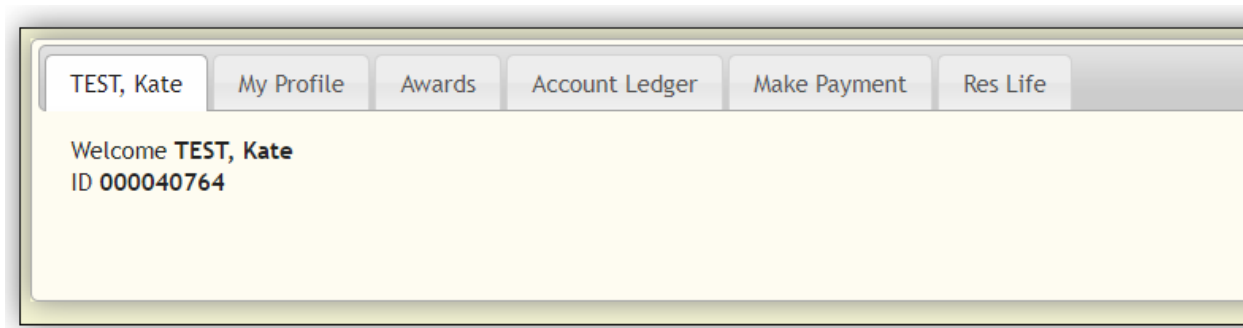
Go to <https://taylor.cloud/application>.

Log in with your school email address and the password emailed to you.

Making Your School Payment

Account Ledger & Make Payment from the Student Portal.

Once you have logged into the student portal. You will be at the main screen. It will look like the image below but will display your information.



ACCOUNT LEDGER

You can view your Account Ledger to see any balance due along with previous transactions.

TEST, Kate

My Profile

Awards

Account Ledger

Make Payment

Res Life


PN - Practical Nurse - Pending Application - 07/12/2021

TEST, Kate

LEDGER CARD

CODE	DESCRIPTION	AY	AWARD	DATE	CHARGES	PAYMENTS	BALANCE
				05/18/2021		2.00	-2.00
SP				05/18/2021		1.00	-3.00
AUTH	Authorize.Net Payment			05/18/2021		1.50	-4.50
TOTAL:					0.00	4.50	-4.50

You can print your statement from the Account Ledger screen by selecting the Print Statement link at the bottom of the screen. The statement will appear like the document listed below.

		Student Statement		Professional Skills Institute 1505 Holland Rd. Maumee, OH 43537 419-720-6670			
TEST, Kate 252 Chapman Road Newark, DE 19802				Date issued: June 3, 2021 Student ID: 000040764			
\$2.00		AUTH \$1.50		SP \$1.00			
CODE	DESCRIPTION	AWARD YEAR	DATE	TERM	CHARGES	PAYMENTS	BALANCE
SP			05/18/2021	2021SU		2.00	-2.00
			05/18/2021	2021SU		1.00	-3.00
AUTH	Authorize.Net Payment		05/18/2021	2021SU		1.50	-4.50
TOTAL :					0.00	4.50	-4.50

MAKE PAYMENT

To make a payment select the Make Payment tab. It will appear like below.

TEST, Kate My Profile Awards Account Ledger **Make Payment** Res Life

Personal Info: —

First Name: Last Name:

Address:

City: State: Zip: Country:

Email:

Enrollment:

Payment: —

Credit Card Number:

CVV Code:

Expiration Date: /

Amount:

Term:

Enter all the information in the fields listed above and select submit payment. Once your payment has been processed and approved. You will get the following dialog.

proskills.cloud says

Successfully created transaction with Transaction ID: 42717691911

Auth Code: 046938

Description: This transaction has been approved.

OK

You have made a successful payment. This can then be viewed in the Account Ledger section.

The Learning Management System

Students must log into their online courses using the following address:


www.whytaylorcollege.com


We HIGHLY suggest you use Google Chrome for all websites discussed throughout this handbook.

Students may also go through the www.taylorcollege.edu website.

Students will log in using their Supplied user name and password. Username format is tc.firstname.lastname For assistance with resetting a password, see the section on Passwords.

HOME DCI WEBSITE





Login


Username

Password

Login

Student Resources

[Online Student Handbook](#)





Welcome to Your Online Courses!

If you have any questions about your online courses, please start with your instructor first. If you need additional assistance please feel free to contact the campus. On this landing page, you will find a Student Resources section where you can find some "how to" information on navigating online courses. You can also find a Demo Course below to help orient you to online learning at Dawn Career Institute and how our courses are formatted.

After logging in, you will see the home page. You will click My Courses in the upper right-hand portion of your screen.

HOME DCI WEBSITE





MY COURSES

My courses

Click on your desired course:

The screenshot shows a user interface for 'Your Future'. At the top, there's a dark blue header with a user profile icon, the text 'Your Future', and navigation links: 'Profile - Dashboard - Preferences - Grades - Log out'. A 'CLOSE' button is in the top right. Below the header, there's a 'Courses' tab and a '2019' filter. The main content area features a course card for 'Demo Course 102' with a progress bar at 56%. To the right, there are sections for 'IntelliBoard', 'Instructor Dashboard', 'Deadlines' (with a 'Refresh' button and a 'View my calendar' link), and 'Feedback' (with a 'Refresh' button and a 'View my feedback' link).

General Use


The following screenshots will show you what to expect in your courses. Once you click in your course, you will see the Introduction page. In the below screenshot, you will see an example Introduction and the highlighted link shows the page we are on:

The screenshot shows the 'Demo Course 102' introduction page. The header includes the 'DAWN Career Institute' logo and a 'MY COURSES' link. The main content area is titled 'Demo Course 102'. On the left, there's a 'CONTENTS' sidebar with a search icon. It lists 'Introduction' (Progress: 2 / 5), 'Online Presentation', 'Financial Aid Overview', and 'Week 1: 08/29/2018 - 09/04/2018' (Progress: 3 / 4). A 'Course Dashboard' link is at the bottom. The main content area is titled 'Introduction' and contains a paragraph about course objectives. Below this, there's a 'PDF' icon with a green checkmark and a link to 'Demo Online Syllabus'.

In the above, you will see the content is in the main part of the screen, and to the left, there are links to get to each week.

Notice when you click on Week 1, the screen changes, and you see information for that week only.

[HOME](#) [DCI WEBSITE](#)

 [MY COURSES](#)

Home / My Courses

Demo Course 102

CONTENTS

Introduction


Progress: 2 / 5

Online Presentation

Financial Aid Overview

Week 1: 08/29/2018 - 09/04/2018

Progress: 3 / 4

 Course Dashboard

Week 1: 08/29/2018 - 09/04/2018

Here you will find bullet points with which **course objectives** will be taught this week.

However, in the demo course, we will describe a little more about the course setup and what you can expect each week.

First, notice above you see which week the course is currently in and the dates that week begins and ends. **Weeks always begin on Monday and end on Sunday - when your course assignments are due!**

The rest of the explanations are above each required activity for the week. Ask questions if you have any!

Use the links to the left side to navigate week by week. In the main section of the screen, you will scroll down to see the tasks you need to complete during the week. Most courses will have a similar setup.

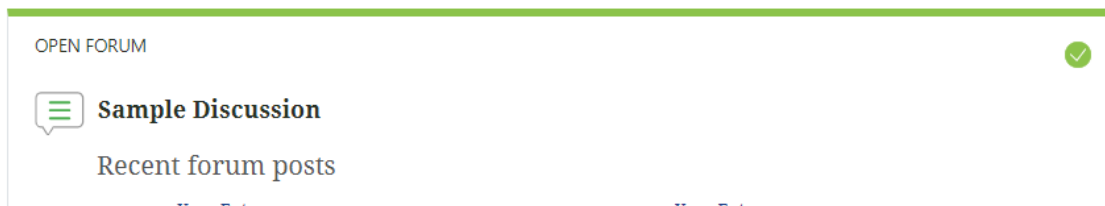


McGraw Hill Connect



Discussion Questions will be next. Also called **DQs or discussions**, this area is where you complete the Attendance/Participation part of your grade. DQs require you to post a response to a question your instructor posts, then you will also post replies to other students each week.

Your first initial DQ post should be done by Tuesday evening, then you can start replying to two or more of your peers afterwards.



In the above, you can see each week will have an area for announcements pertaining to just that week. You will then find information about textbook pages to read and/or PowerPoint presentations to review prior to starting your Discussion Questions and other assignments. In some cases, there will be links to publisher materials like McGraw-Hill Connect.

Make sure to complete items in order, as that is how they make the most sense. After completing the readings and discussion questions, you can then move on to the Quizzes and Assignments. – However, many of these activities MAY be in the McGraw-Hill platform instead of the LMS itself.

Your assignments must all be completed by Sunday night to be considered for full credit.

While within each weekly task, you can also use the breadcrumbs (shown highlighted below) to navigate back to other pages:

Demo Course 102

Sample Discussion

After reading, the first activity you will complete each week is your Discussion Question(s); also called DQs. Most online courses have 1-3 discussions to complete each week.

When completing assignments, it is very important to make sure your writing is always in your own words. If you have to do research for an assignment, you will want to cite the information properly (you can find out more about citation in the Online Student Handbook). There are two main reasons for putting the information in your own words:

First, academically, using your own words shows your instructor what you know or understand about a topic. But, second, using your own words ensures you are not plagiarizing other sources. Look up the definition of plagiarism. Then write a 150 word or

Orientation

All students should complete the orientation prior to taking courses online. The orientation consists of logging in to the Demo Course 101 found on the main page of the Taylor LMS. This orientation will help show you how to navigate the platform.

Successful Approaches to Taking Online Courses

For each week, students should follow these steps for best chances at success:

- 1) Read and study the presentations provided in courses before completing any assignments, discussions, or assessments. These presentations are the same as the lessons or lecture students would be provided in the classroom setting.
 - a. Also check the *Meet Your Instructor* forum for additional information from the instructor. Depending on the course, instructors may provide flashcards or web links.
 - b. Reading involves more than “skimming” the information. Students should spend at least a couple hours a week reading the information provided to help with comprehension.

- 2) After reading the presentations, go to the Discussion Questions (DQ) for the week.
 - a. Your first DQ post is due by Tuesday evening.
 - b. Your second DQ (if your course has two (2) per week) is due by Thursday evening.
 - c. See the section below on Substantive Initial DQ Responses and Substantive Peer Replies for more information.
- 3) Complete assignments, labs, or other required papers. All work must be submitted in the online classroom. No exceptions. Coursework emailed to instructors does not count as submitted, will not be graded, and will not count towards the final grade.
 - a. See the section below on Plagiarism.
 - b. Also see the section on Grading.
- 4) At the end of each week, take the assessment(s). Assessments are typically the largest percentage of the grade, and students will have only one (1) attempt at taking the assessments.
 - a. Make sure to set aside time in a quiet area to fully concentrate on the assessments.

Sample Weekly Schedule

To assist students with planning, Taylor suggests the following schedule:

Day of the Week	Activity
Monday	Read textbook pages or other given materials and study presentations
Tuesday	Respond to DQ 1
Wednesday	Respond to 2 of your peers within the DQ 1 forum
Thursday	Courses with 2 DQs: Respond to DQ 2 Courses with 1 DQ: Complete Assignment
Friday	Respond to 2 of your peers within the DQ 2 forum
Saturday	Complete Assignments and/or Labs
Sunday	Finish Assignments and/or Labs Take Assessment

Plagiarism

Good study habits and discipline help to make a successful student, but one of the most important elements to becoming successful lies in academic honesty. Creating your own coursework originally and honestly is the best way to exercise and exhibit what you have learned; for the successful student, plagiarism must be avoided always. After all the time spent listening to lectures, reading, and researching, why not ensure all your written work is original? Creating your own work gives you the opportunity to express yourself authentically and allows you to showcase all you have learned.

When students hear the term “plagiarism,” they might be quick to think of the illegal nature of a crime or of a devious or lazy student. For example, a student might look to copying a friend’s paper or supplementing her own work with selections from an online source in a time crunch or when she may not have done sufficient research. This is clearly plagiarism. However, students may also commit plagiarism unknowingly.

What exactly is plagiarism? During your time as a student and throughout your life as a professional, you will probably write papers, presentations, and other projects that will include a host of the source material, which is work written by other authors, helping you illustrate your point. Including outside sources in addition to your own thoughts within your work helps lend credibility to your work and demonstrates your research ability.

Whether you are using information from books, articles, websites, or even movies, you must provide a proper citation for each source you use. It is your obligation – legally and ethically to give credit to the original author of each source you work from. Citation means giving the original author credit for their ideas and words.

Plagiarism can take many forms, including the failure to cite quotations and borrowed ideas, the failure to enclose borrowed language in quotation marks, and the failure to put summaries and paraphrases in your own words. Let's examine each of these examples and look at a few others.

Paraphrasing is the act of putting an author's words into your own words. Usually, this is done in the hope of simplifying or shortening the original information. Good paraphrasing demonstrates your understanding of the material, goes beyond inserting synonyms for original words, and includes a citation of the original work. A citation gives credit to your original source either by listing the author's name, the work from which the material came, and the page number, or a combination of this information, depending on which style guide you're working with (Taylor College uses APA and AMA styles depending on the program).

While paraphrasing can be useful, try not to use it as a crutch in your own writing. Remember your instructor wants to know what you have learned, so thoughtful commentary on the author's work is probably better than rephrasing what he or she has already said. Assignments are designed to showcase your knowledge, so put your knowledge in your own words and show us what you've got!

While turning in an old paper for a new course is not the same as taking someone else's material from the Internet and passing it off as your own, you're still plagiarizing. Some constructive ways to handle this situation include writing a fresh paper in which you cite your previous document or by talking with your instructor about how you might rework the first paper to create a new paper.

Keep the lines of communication open with your instructors so if you do have any doubts about the integrity of your work, he or she can point you in the right direction.

A word to the wise – plagiarism is a serious offense! Depending on the policy of your company, instructor, or school, it could result in failing the assignment, suspension, or termination from school or work.

In addition, technological advances have made it much easier for instructors to detect plagiarized work. For example, some instructors use fraud detection applications such as Turn It In, which instantly scans written work for violations. Avoid the trouble and stick to your own work!

To recap, the best policy for avoiding plagiarism is better safe than sorry. If you think you might have paraphrased something too closely, stay on the safe side and cite the author and text. Make sure you always understand the assignment and the guidelines your instructor wants you to follow, such as style manual practices for citing references. Also, remember to proofread carefully and make sure all your quotations are properly punctuated.

Your instructor is more interested in discovering what you have learned – your thoughts are what make your work important! If caught plagiarizing, the punishment may be severe, so stay on track to becoming a successful student and expressing yourself authentically.

Citation Assistance

If you are unsure of how to cite your sources or materials from which you are paraphrasing or quoting information, there are many websites that can help.

Purdue Online Writing Lab (OWL)

The Purdue OWL is one of the most popular, and instructor approved, website for citation. Taylor College requires students to use APA or AMA format (depending on program) when citing work. Below are links to the site to help with both in-text citations (those in the body of your paper and are simpler in format) and references (full citation of referenced material).

- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- https://owl.purdue.edu/owl/research_and_citation/ama_style/index.html

Knight Cite

Calvin College has a website where you can input information from a website, book, or other materials and it will help generate the citation you need to use.

<https://www.calvin.edu/library/knightcite/?standard=APA>

Substantive Initial DQ Responses

The following is an example of grading discussion questions if each DQ is worth 20 points. The first 10 points are for your initial response to each discussion. The next 10 points are for your comments/responses to your classmates' responses. One original post explaining and answering the discussion questions and two substantive replies are required for each discussion posted.

Make sure all posts are in full sentences, use capital letters at the beginning of your sentences, and watch out for spelling!

Make sure to read the directions for each DQ, as what will be required to answer the DQ changes question by question and course by course. Sometimes, you may have to refer to the reading you completed. Other times, you may have to go to a website or look up additional information on the topic. Some DQs may have multiple parts, so make sure you answer all aspects of the DQ. Good DQs are often a minimum of 150 words to fully answer the question.

Examples of how to reply include:

- Share a related experience
- Offer a different perspective
- Describe an interesting idea from the lessons or presentations and what you learned
- Disagree, respectfully, with a point others have made
- Apply the topic to your personal or professional life
- Describe additional information you have learned about the topic from your own research
- Share current events based on the topic but make sure you cite the information
- Share other resources or organizations you have found discussing the same topic

Sample DQ Directions

In your reading for this week, you learned what plagiarism is and how to avoid plagiarizing others' work. In 150 words or more, discuss why avoiding plagiarism is important and what steps you will take when writing papers to ensure you do not plagiarize.

Sample DQ Response

I knew plagiarizing was using someone else's words or ideas and stating them as if they were my own, but one new thing I learned about plagiarism was that you can plagiarize yourself! I had no idea that if I wrote a paper for one course and then used the same paper in another course that I was plagiarizing myself. Although I have never done so, I do know others who have used the same paper twice and now I can talk to them about how doing so is a form of cheating.

I do think I may have committed "accidental plagiarism (paraphrasing someone else's words too closely and not

realizing credit needed given since it isn't a direct quote)" (Textbook Author, Year). I know I have read something and put it in my own words thinking I was correct, but I didn't know that even if I wasn't directly quoting information that I needed to cite the author's information. In the future, I know to include a citation any time I am using ideas I found somewhere else.

To ensure I do not plagiarize in the future, I will write down the website or book information from sources I research so I can include them in my assignments. If I do paraphrase something, I will compare what I wrote against the original information I found to make sure I am not directly quoting and make sure I have paraphrased the information well enough. If I find I need to add quotation marks I will do so or I will paraphrase the information more in my own words.

Understanding what plagiarism is is important for both the rest of my schoolwork to make sure I am not cheating, but it is also important in my career for my own credibility.

Understanding why this is a "good post"

The post above is over 150 words and addresses what I learned about plagiarism, why it's important to avoid plagiarism, and steps I will take in the future. Since this meets the minimum, addresses all aspects of the directions, and is written in full sentences and spell-checked, this response would receive FULL CREDIT.

Substantive Peer Replies

A substantive reply is a well thought out statement or response to your peers pertaining to the subject. The reply should be 2 - 3 sentences and should be more than "good job" or "I agree." You should point out specific ideas to respond to your peers.

In order to see what good peer replies may be, see the below examples of students replying to the sample DQ written by the first student in the prior section.

Sample Substantive Responses

Peer 1: Your description of how you will avoid plagiarism was well written. I hadn't thought about comparing what I wrote to the original source to make sure I wasn't plagiarizing. I will take your advice and make sure I compare my assignments where I cite information to the original source as well to make sure I don't plagiarize.

Peer 2: Good job. Ur response was nice.

Peer 3: I have also known friends who have plagiarized, but have done so knowingly. I know it can be "easier" to copy/paste information from a website instead of writing your own responses, but doing so doesn't show what we have learned. I think instructors want to know what we learned and not what we can find, so making sure we don't copy/paste is also important.

Understanding Good Posts

Notice how Peers 1 and 3 add to the conversation, have at least 2-3 sentences, and are spell-checked. Peer 2 may have two sentences but notice how the first is "good job" which is a no-no like "I agree." The second sentence doesn't add to the conversation and includes a misspelled word: "ur" should be "you are."

Grading

While each course will include specific rubrics or scoring guides for assignments, in general, the below will help you understand how different parts of your grade are calculated. The overall grade weights differ slightly for courses with lab work versus courses without, so make sure you know if your course includes lab hours or not.

Participation and Attendance

For online courses, your Discussion Questions fulfill the participation and attendance part of your grade. For lecture only courses, this part of the grade is 40% of the overall grade. For courses with lab work, this part of the grade is 20% of the overall grade. Either way, notice how important completing your DQs will be.

DQs are worth up to 20 points each.

DQ Criterion	Total Points = 20
Original Response: To receive full credit must be posted on time, answer all parts of the directions, and be well written. Your post must also be original	Up to 10 points
Substantive Peer Response 1: To receive full credit you respond to at least one other peer with 2-3 sentences and with more than "Great Idea" or "I Agree."	Up to 5 points
Substantive Peer Response 2: To receive full credit you respond to at least a second peer with 2-3 sentences and with more than "Great Idea" or "I Agree."	Up to 5 points

In addition to DQs, you may also have synchronous (at the same time) video calls using Collaborate. These sessions are mini-lectures and help answer questions you and other students may have. These sessions are mandatory and count toward your grade as well.

Assessments

Assessments are usually quizzes and/or tests found in your courses or in the publisher materials linked to your course. For lecture only courses, this part of the grade is 40% of the overall grade. For courses with lab work, this part of the grade is 45% of the overall grade. These assessments are often scored by the website, as they include multiple choice, matching, or other types of questions with answers that are either right or wrong. In some cases, you may have to respond to short answer or essay questions your instructor will grade. In these instances, your instructor will post on how grading will occur.

Homework

Homework comes in many forms: papers, essays, research reports, worksheets, and many other types of work that may be requested. For lecture only courses, this part of the grade is 20% of the overall grade. For courses with lab work, this part of the grade is 10% of the overall grade. Students may use the following as a guideline for how assignments may be graded. More specific grading rubrics or scoring guides may be found in individual courses. The exact points are not listed below as each assignment may be worth a different number of points.

Assignment Criterion	% of Points Earned
Composed Correctly: To receive full credit must be posted on time, grammar and spelling correct, citations included if needed, and formatted properly.	10% of points
Demonstration of Thought: To receive full credit you show depth and scope of writing by thinking through the topic carefully and thoroughly.	40% of points
Conceptual Understanding: To receive full credit you use terms and concepts from textbook and lecture and demonstrate understanding of the material. You	50% of points

make sure you do not plagiarize and cite work where appropriate.	
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Labs

In some courses, you will complete either online lab activities, or, if you are in the online version of Medical Assisting or in a hybrid program, you will come to campus for hands-on labs. For lecture only courses, this part of the grade is 0% of the overall grade – as there are no labs in lecture courses. For courses with lab work, this part of the grade is 25% of the overall grade. Labs are either graded in the system itself or by an instructor using a competency guide.

Collaborate

Instructors will use a feature called Collaborate to host synchronous (everyone at the same day/time) video calls. First, look for the Collaborate link in the course:


CONTENTS

March 19 - March 25


Introduction

March 19 - March 25

Progress: 0 / 1

 Course Dashboard

COLLABORATE

 **Weekly or Daily Meetings**

Today 12:00 PM - 1:30 PM

<

PREVIOUS SECTION

Introduction

You will then see a green box with Join session: click this green link. If there is no green link, you may be logged in too early or too late to join the session. If you are there at the correct time and you do not see a green link, contact your instructor.

Conference and Meeting Place

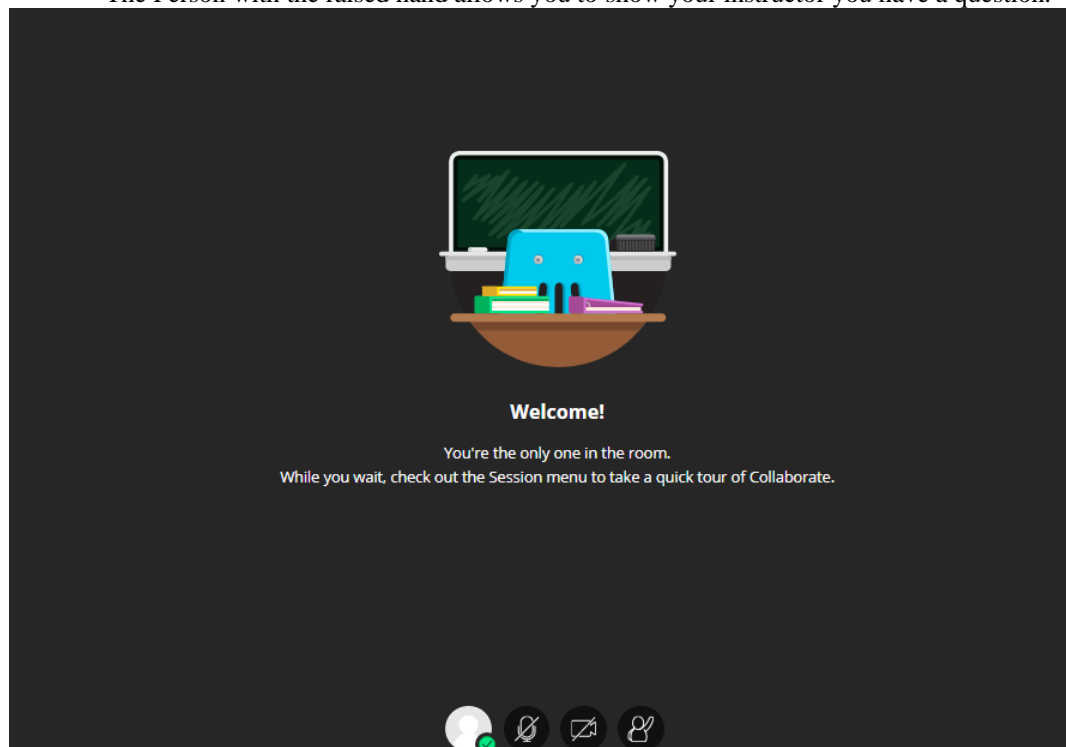
» Weekly or Daily Meetings

Today 12:00 PM - 1:30 PM

Join session

Once you are in Collaborate, buttons are located at the bottom of the screen:

- The Microphone allows you to mute or unmute yourself.
- The Video Recorder allows you to show your camera or turn it off.
- The Person with the raised hand allows you to show your instructor you have a question.



Frequently Asked Questions

How do I improve my grade?

The biggest task for online students is merely turning in work and turning it in on time. Students are encouraged to set aside time each day as if they were attending class at the school to work on their online assignments and discussions. Submitting assignments by the deadline is the best way to ensure success. However, students who find themselves behind may benefit from the following ways of improving grades:

- Submit all work on day due by 11:59pm to avoid point deductions.
- Contact your instructor to open closed assignments to receive partial credit within seven (7) days of the original due date, if allowed based on the late submission requirements found on your syllabus.
- For each required Discussion Question, respond to your peers at least twice with substantive posts (more than just "I agree").

How do I check my grades?

Each course has a gradebook where your instructor will put numerical grades.

Demo Course 101

CONTENTS

Introduction
Progress: 1 / 3

Week 1: 08/29/2018 - 09/04/2018
Progress: 1 / 7

● Week 2: 09/05/2018 - 09/11/2018
Current

Week 3: 09/12/2018 - 09/18/2018

Week 4: 09/19/2018 - 09/25/2018

 Course Dashboard

Demo Course 101

CONTENTS


Introduction
Progress: 1 / 3

Week 1: 08/29/2018 - 09/04/2018
Progress: 1 / 7

● Week 2: 09/05/2018 - 09/11/2018
Current


Week 3: 09/12/2018 - 09/18/2018

Week 4: 09/19/2018 - 09/25/2018

 Course Dashboard

Course Dashboard

Dawn Demo





Progress

20%


Grade

9%







Moodlerooms Grader




Gradebook




2 Participants



Moodlerooms Reports



Competencies



Badges

Demo Course 101

User report - Dawn Demo

User report

Overview report

User report

Grade item	Calculated weight	Grade	Range	Percentage	Feedback	Contribution to course total
■ Demo Course 101						
📄 Sample Assignment	90.91 %	-	0-100	-		0.00 %
📝 Sample Quiz	9.09 %	10.00	0-10	100.00 %		9.09 %
Σ Course total Include empty grades.	-	10.00	0-110	9.09 %		-

Demo Course 101

Sample Quiz

Each week, you will have one or more quizzes to assess your knowledge of the topic.

Quizzes may be multiple choice, true/false, matching, or even fill in the blank.

Here, you can take a sample quiz covering your knowledge of using your online course.

Grading method: Highest grade

Summary of your previous attempts

Attempt	State	Marks / 5.00	Grade / 10.00	Review
1	Finished Submitted Wednesday, September 5, 2018, 12:21 PM	5.00	10.00	Review

Highest grade: 10.00 / 10.00.

Demo Course 101

Started on	Wednesday, September 5, 2018, 12:20 PM
State	Finished
Completed on	Wednesday, September 5, 2018, 12:21 PM
Time taken	1 min 7 secs
Marks	5.00/5.00
Grade	10.00 out of 10.00 (100%)

Question 1

Correct Mark 1.00 out of 1.00 Flag question

While taking online courses, you are responsible for completing your own assignments, discussion questions, quizzes, and other required course elements on your own, using your own words, ideas, and work product.

Select one:

- ☒ True ✓
☐ False


Great Job! You absolutely MUST make sure you are doing all your own work.

The correct answer is 'True'.


How do I access Connect and Other McGraw-Hill Content

Log into the LMS using the steps previously explained. Once in the course desired,

OPEN FORUM

 **Announcements**

EXTERNAL TOOL

 **McGraw Hill Connect**

Discussion Questions will be next. Also called **DQs** or **discussions**, this area is where you complete the Attendance/Participation part of your grade. DQs require you to post a response to a question your instructor posts, then you will also post replies to other students each week.

Your first initial DQ post should be done by Tuesday evening, then you can start replying to two or more of your peers afterwards.

Click on the external tool – looks like a puzzle piece!

Then click into the Connect link to access the book and materials:

Success



INSTRUCTOR
TAMMY TAFT



ACQUIRING MEDICAL LANGUAGE
STEVEN JONES, 2ND ED.

REMINDER: ACCESS TO THIS
PRODUCT EXPIRES: 04/03/20

GO TO CONNECT

