



**TAYLOR  
COLLEGE**

# **STUDENT HANDBOOK 2024**



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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

2531 East Silver Springs  
Ocala, FL 34470

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 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>. To reach the Virtual Librarian, email them at [TaylorCollege@lirn.net](mailto:TaylorCollege@lirn.net) for help.

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](http://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 a Rave 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.

### Emergency Notification

The following are the three types of warnings students will receive in case of an emergency:

- Hurricane - This is a Taylor College Alert! Due to the Hurricane Taylor College will be closed "Dates Closed" Classes will resume "Dates Resumed" Please follow local guidelines and be safe during this weather emergency.



- Lock Down – This is a Taylor College Alert! Taylor college is currently on lock down. Students on campus please follow the directions of your instructors and campus Leadership. Taylor College will announce as soon as possible when the campus is no longer on lock down.
- Delay - This is a Taylor College Alert! Due to “name of condition” Classes at Taylor College will be pushed a head “Amount of time” Please call the campus for further questions.

## **WARNINGS – LOCK\_DOWN**

### **This warning is of urgent nature and immediate action is required.**

A timely warning will contain information for the campus community to better protect themselves including informing all instructors, faculty, and students to lock-down, go into a lock-down mode which means immediately lock all doors and hiding under desks or possibly out of site of the window inside of the door so as not to be visible to outside harm. Students, faculty, and staff should not open the door to anyone unless an all clear has been provided by appropriate authorities.

### **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 Policy

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 Policy

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. **Food is not allowed in Labs.** Drinks with a secure top may be allowed.

### 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 (SAMHSA) 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. Medical marijuana is not an exception to this policy. See the Taylor College Catalog for the full Drug and Alcohol policy or visit <https://www.taylorcollege.edu/current-students/student-resources/>

## 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.

### 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.

### Late Work and Make-Up Work

Students are expected to turn in all homework and other assignments on time for full credit consideration. In the event of illness, homework should be completed on time unless specific medical restrictions prevent it. Students may turn in late work for up to 3 days (72 hours) after the assignment is due but prior to the end of the course (this does not apply to assignments related to ATI Content Mastery series or clinical assignments); assignments turned in late will be subject for up to a 10% deduction in the grade earned on the assignment per day for a maximum of 30%. Assignments not turned in after the three (3) days will receive a zero. For approved documented absences (military orders, medical and legal), arrangements to turn in late work or tests missed during the documented absences must be made up with 7 calendar days of returning to class.

### 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.

## 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.

## Medical Assisting

### Color: Black Scrubs

- Students are expected to wear black scrubs to all classes.
- A plain all white T-shirt or white turtleneck may be worn under scrub top.  
Clean, closed-toed, rubber-soled shoes; socks must be worn.
- Undergarments should be worn and should NOT show noticeably through your clothes.
- Baseball caps, hats or head covers are NOT to be worn in the classroom, except for religious reasons.  
No eyebrow, tongue, or nose studs are allowed during the externship.
- Perfumes, colognes, aftershave, or any other fragrant items are NOT allowed.
- Nails should be short in length, and nail polish should be pastel or skin-tone colors. No artificial nails will be permitted.
- Hair may not be any bright, unusual or unnatural color (i.e. pink, purple, orange, green, or blue). Long hair

should be pulled back.

- Students may wear a maximum of 2 earrings in the lobes only, no larger than the size of a dime, one ring and a watch. Earrings may not dangle to the shoulder.
- Proper dress is important, but just as important is proper personal hygiene and oral care. Daily bathing, hair shampooing, brushing teeth, and using deodorant are essential.
- Taylor College photo identification badge is always required.

## Nursing Programs (PN & ADN)

Color: Light Kaki Scrubs

1. **School uniform for class, lab and clinical** includes light kaki scrubs with the school logo, light kaki lab jacket (optional) with the school logo, white or black close-toed shoes, white or black socks/hosiery and name tag with the picture visible.
2. Tattoos are to be covered. Tattoos in the arms are to be covered with white or black sleeves.
3. Fingernails are to be short. Only clear (no color) nail polish is allowed. Artificial nails are not allowed.
4. Hair is to be pulled back and up above the collar. There will be no ornaments in the hair. The hair should be of natural color (*for example*: brown, black, red, blond or silver). Dreadlocks must be above the shoulder and away from the face at all times.
5. Facial jewelry, including those in the nose and tongue, are not allowed.
6. 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.
7. Undergarments must be worn and be in the appropriate color so as not visible through the uniform. Thong underwear is not to be worn.
8. No bracelets shall be worn in the clinical setting.
9. A plain watch with a second hand with minimal ornamentation is necessary.
10. One pair of small non-dangle (no hoops) earrings is allowed in the lower ear lobe only.
11. Rings are restricted to the ring finger and a maximum of two (2) rings (i.e. engagement ring and wedding band).
12. Perfume or cologne is not allowed.
13. The scent of any smoke, vape or smoking devices during clinical, class, simulation, or skills lab will not be permitted.

14. **Recommended Uniform Vendors:**

**Mary Ann's Uniforms & Accessories (Bee Personal)** 506 SE 1<sup>st</sup> Avenue Ocala, Florida 34471 352-867-5060

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

## Physical Therapist Assistant

Color: Black Shirts with Kaki Pants (classroom)

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 for all classes and clinicals consisting of a polo-style shirt (no pocket). The Taylor monogram should be embroidered on the left side of the chest. Docker type pants are required in-black or khaki color and should be clean and pressed. Uniforms are required for lab and consist of a black tank top and black basketball-style shorts. Shorts should have an elastic waist, be loose fitting, and be greater than mid-thigh in length-to allow for access to palpation to areas such as the greater trochanter.

- Jackets/sweaters/ outer wear worn in class should be plain black and have a full open front (either zipper or buttons are acceptable, no pullovers)
- Hats and/or hoods are not acceptable in classroom or lab.
- Shoes must be clean and have both heel and toes covered, Crocs are not acceptable footwear.
- Pants - "Docker style" pants means full length, casual fitting pants. Leggings, dyed denim, and capris do not fall into this category and are therefore not acceptable. Pants that have belt loops will require a belt to be worn.
- Clean and Pressed- your uniform should be free of stains and free from excessive wrinkles.
- 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. Hair color must have a natural appearance.
- Wristwatch with a second hand or digital second timer is required for lab exams.
- All tops must be non-clinging and non-revealing fabric.
- Facial piercings of any type will not be permitted in class, lab, or clinical. The student may wear a flesh-colored place holder.
- 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 and have a natural appearance. Jewelry should be removed prior to lab sessions with exception of post type or stud 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.

### 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.

### Student's Medical Condition Interfering with Classroom and Clinical Experience

Once enrolled, if a student has or develops a medical condition that may impact the care and/or safety of a patient or student, the student must report the condition to the Program Director. For PTA students, any changes in health status or medication changes must be reported to the PTA Program Director and the ACCE.

If the Program Director determines that a student's medical condition poses a safety risk to patients or self, the student may be excluded from attending classroom and/or clinical until the student provides documentation that they are safely able to return. During this time, the attendance policy still applies to the student. Documentation from a physician will be required stating that the student is able to return to class and/or clinical.



## Student Pregnancy

A pregnant student must inform the Program Director and each classroom/clinical instructor of pregnancy status. Notification of pregnancy by the student will remain confidential. A pregnant student will be required to sign a Release and Waiver of Liability and Assumption of Risk Agreement prior to clinical assignments. This must be submitted and signed by her licensed obstetrical provider, by the 13<sup>th</sup> 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 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.

## 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 the individual student files in a locked file room next to the program director's office.

## 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 practical exams. 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.



## 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.

Breeches 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)

## Information Technology

### Technical Support

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

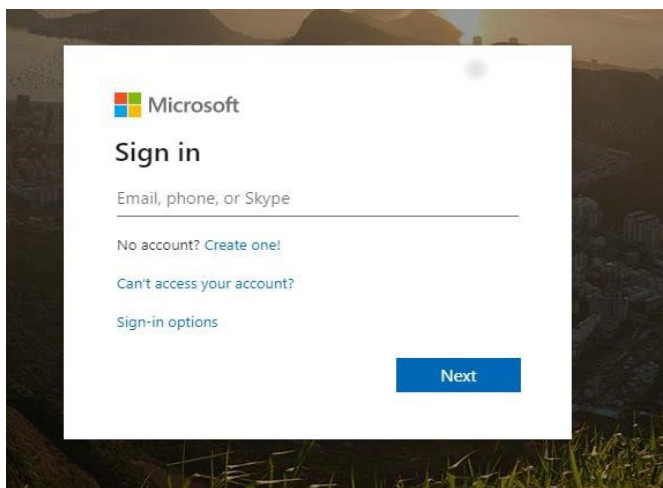
Students may also email [support@taylorcollege.edu](mailto:support@taylorcollege.edu) for technical questions about email, the Taylor website, and on campus technical questions.

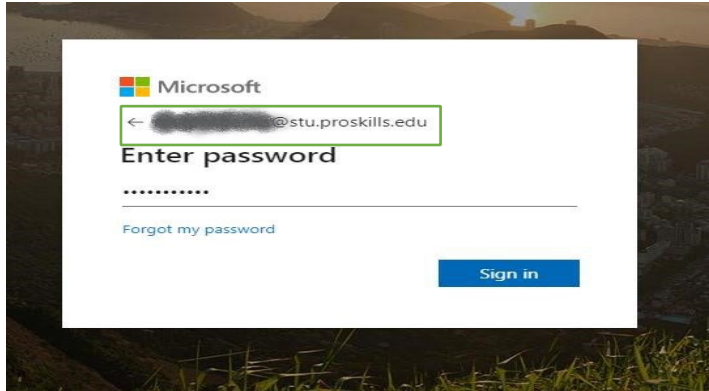
### Taylor Email – Office 365

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

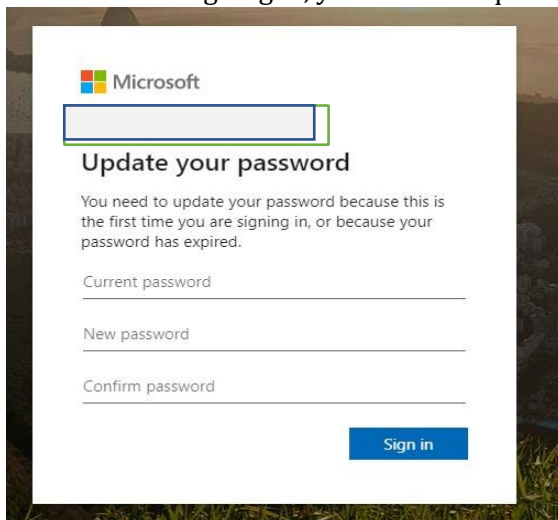
The username is your [firstname.lastname@stu.taylorcollege.edu](mailto:firstname.lastname@stu.taylorcollege.edu).

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

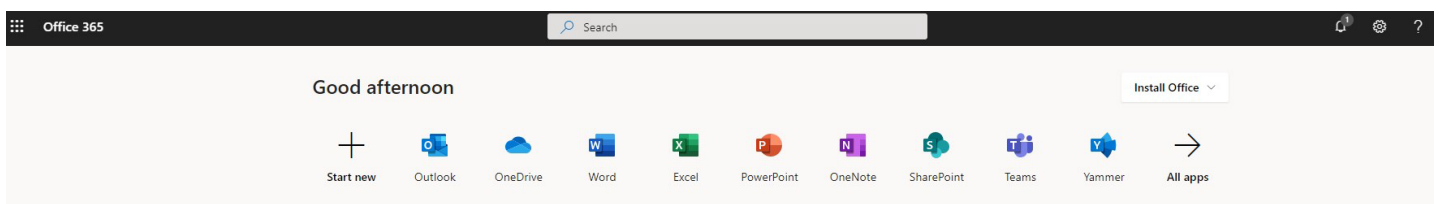




Your first time signing in, you will be required to update your password:



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



## Office 365

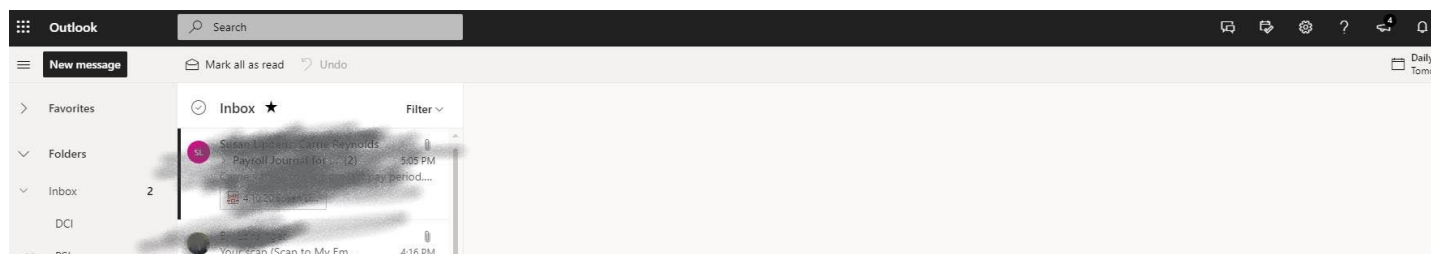
If you do not have Microsoft Word, Excel, PowerPoint, or other Microsoft applications already, you can use Office 365 to use online versions of all applications you see. Once you start accessing documents, your home screen will start to fill with recommended documents and recent documents to help you 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>

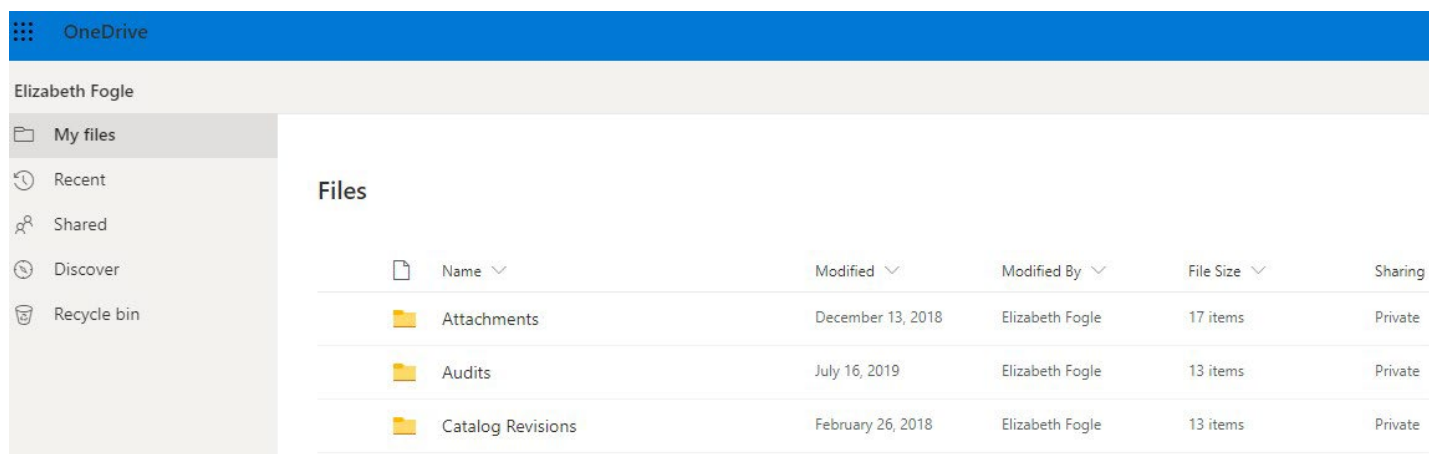
## Outlook

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.

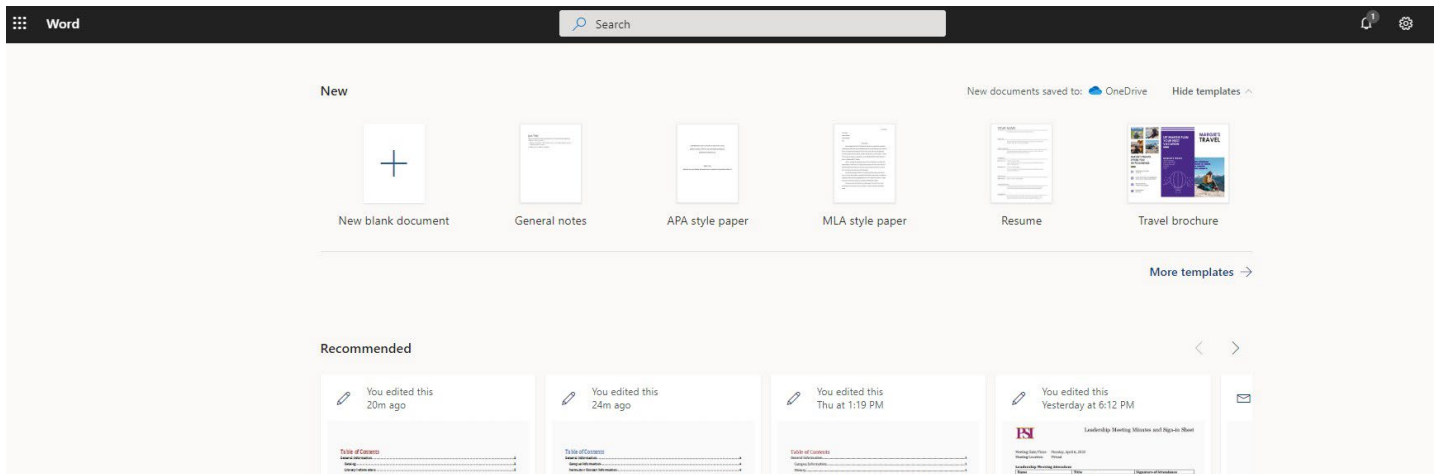
When saving, you should name your documents something other than *document* so you can find them later.

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

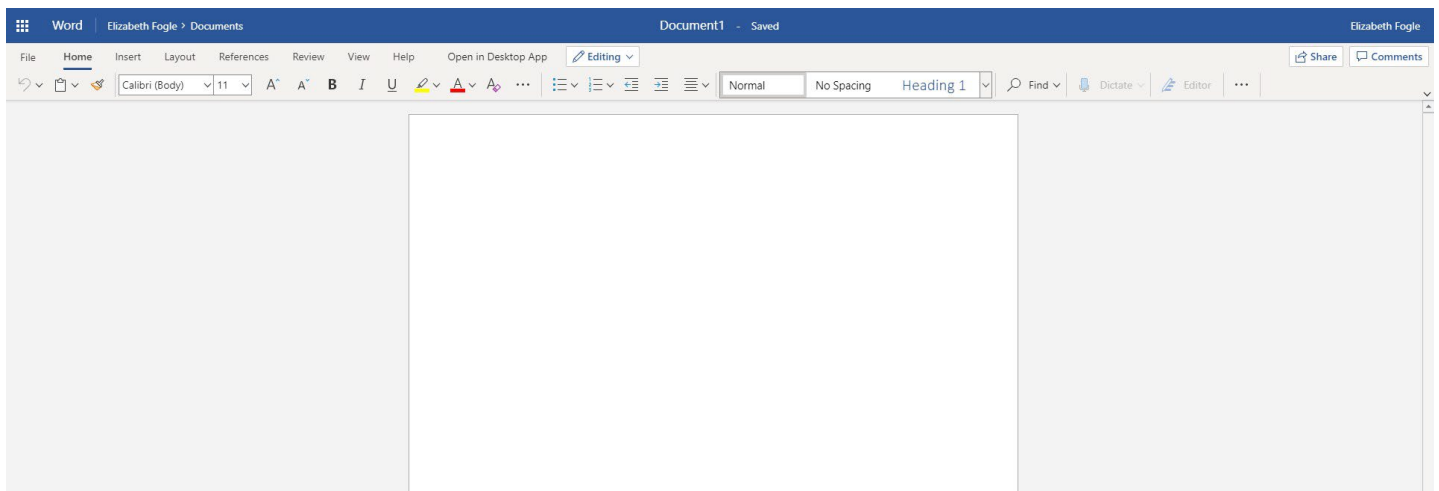
## Other Office 365 Applications

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

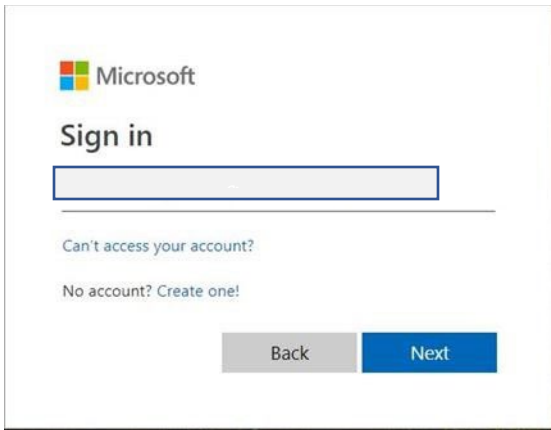
Students needing assistance with forgetting passwords or resetting passwords should use the correct section below. If additional assistance is needed, students should email the [support@taylorcollege.edu](mailto:support@taylorcollege.edu).

## Forgotten Passwords

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

Select: Can't access your account?

Then select: Forgot my password



Microsoft

## Sign in

Can't access your account?

No account? Create one!

Back Next



Microsoft

## 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:

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

FGVDXK

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

Next Cancel

Students will then be prompted to reset the password.

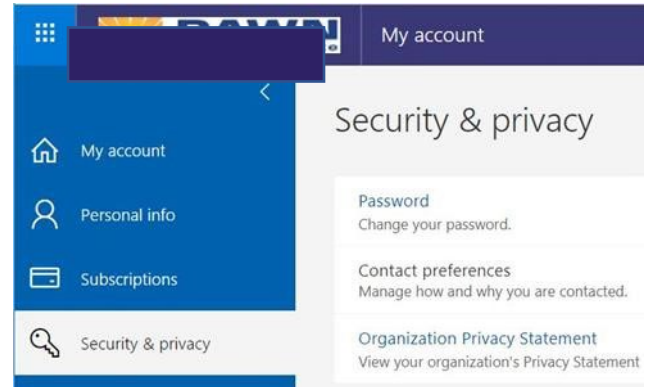
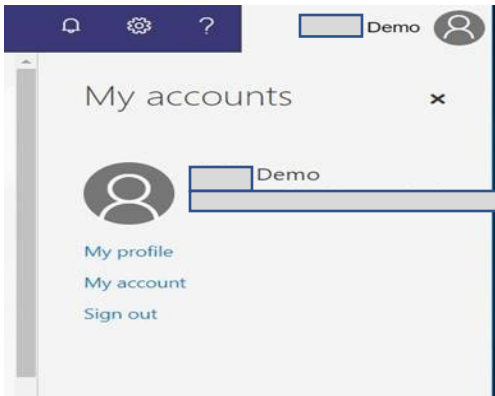
### Password Reset

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.

## 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 on the main screen. It will look like the image below but will display your information.

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

Welcome **TEST, Kate**  
ID **000040764**

## 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

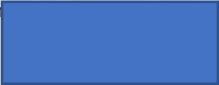
▼ PN - Practical Nurse - Pending Application - 07/12/2021
TEST, Kate

LEDGER CARD							
CODE	DESCRIPTION	AY	AWARD	DATE	CHARGES	PAYMENTS	BALANCE
SP				05/18/2021		2.00	-2.00
				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



**TEST, Kate**  
252 Chapman Road  
Newark, DE 19802

Date issued: **June 3, 2021**  
Student ID: **000040764**

**\$2.00**

**AUTH \$1.50**

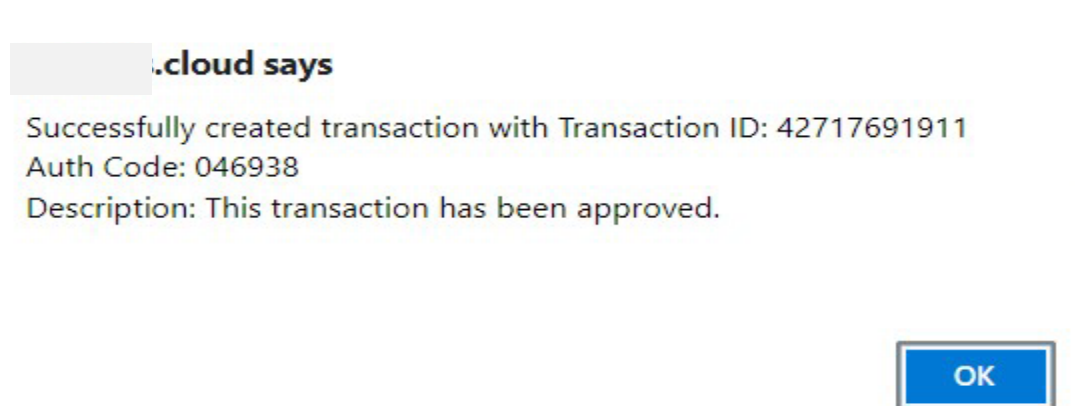
**SP \$1.00**

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.

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.



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](http://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](http://www.taylorcollege.edu) website.

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




**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.

[MY COURSES](#)**My courses**

Click on your desired course:




## Your Future

Profile - Dashboard - Preferences - Grades - Log out

Courses


2019



**Demo Course 102**

Progress: 5 / 9 56%

IntelliBoard

 Instructor Dashboard

Deadlines

You have no upcoming deadlines.

Refresh

View my calendar

Feedback

You have no recent feedback.


Refresh

View my feedback

## 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:

HOME DCI WEBSITE



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

Introduction

Each course will begin with a brief introduction about the topics covered. If you would like to read the full course description and course objectives, please scroll to the bottom of the page OR open the course syllabus.

PDF



**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.



## 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.

OPEN FORUM



Sample Discussion

Recent forum posts

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.

## Online Learning 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 for online courses

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

Day of the Week	Activity
<b>Monday</b>	Read textbook pages or other given materials and study presentations
<b>Tuesday</b>	Respond to DQ 1
<b>Wednesday</b>	Respond to 2 of your peers within the DQ 1 forum
<b>Thursday</b>	Courses with 2 DQs: Respond to DQ 2 Courses with 1 DQ: Complete Assignment
<b>Friday</b>	Respond to 2 of your peers within the DQ 2 forum
<b>Saturday</b>	Complete Assignments and/or Labs
<b>Sunday</b>	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/apa_style/apa_formatting_and_style_guide/general_format.html)
- [https://owl.purdue.edu/owl/research\\_and\\_citation/ama\\_style/index.html](https://owl.purdue.edu/owl/research_and_citation/ama_style/index.html)

### Calvin 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 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 often 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 often 20% of the overall grade. For



courses with lab work, this part of the grade is often 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.	

## 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:

The screenshot shows a course interface with a dark blue header. Below the header, there is a search bar and a date range "March 19 - March 25". On the left, there is a "CONTENTS" section with a magnifying glass icon. Under "CONTENTS", there is a link for "Introduction" with a sub-date "March 19 - March 25" and "Progress: 0 / 1". Below this is a "Course Dashboard" link with a circular icon. On the right, there is a "COLLABORATE" section with a pink header. It features a purple double arrow icon and the text "Weekly or Daily Meetings". Below this is a blue button that says "Today 12:00 PM - 1:30 PM". At the bottom, there is a "PREVIOUS SECTION" link with a left arrow icon and the text "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.

[Home](#) / [My Courses](#) / [Conference and Meeting Place](#) / [March 19 - March 25](#) / [Weekly or Daily Meetings](#)

# Conference and Meeting Place

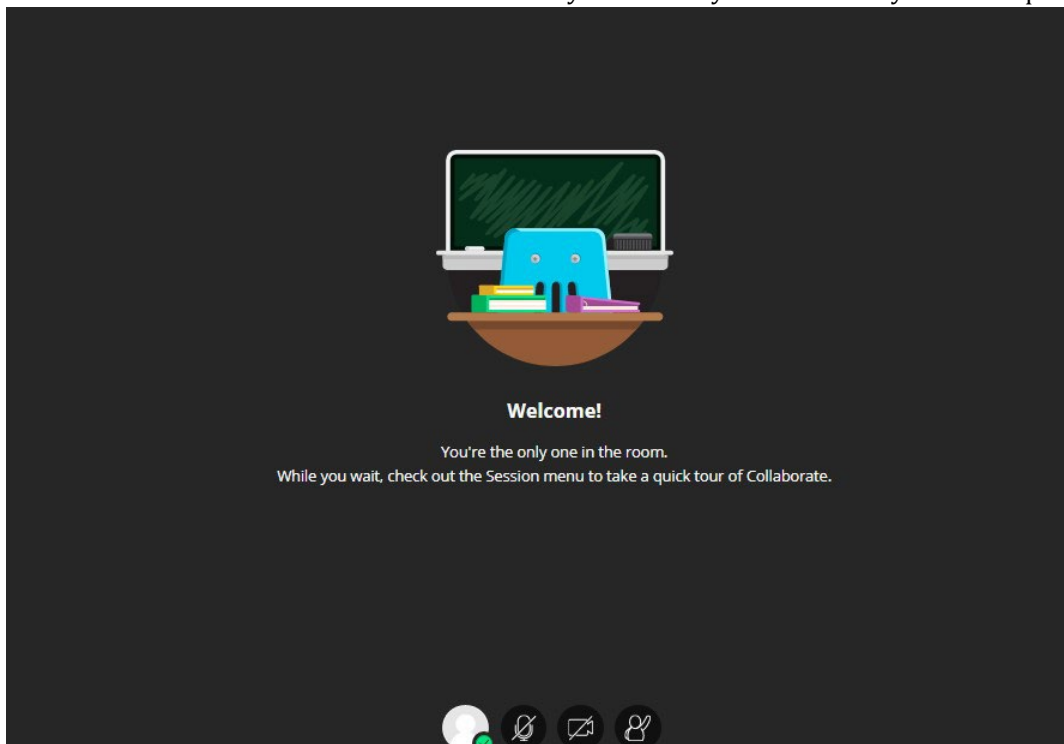
 **Weekly or Daily Meetings**

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 for Online Learning

## 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.



### 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



### 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



Grade



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 %
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

<b>Started on</b>	Wednesday, September 5, 2018, 12:20 PM
<b>State</b>	Finished
<b>Completed on</b>	Wednesday, September 5, 2018, 12:21 PM
<b>Time taken</b>	1 min 7 secs
<b>Marks</b>	5.00/5.00
<b>Grade</b>	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:

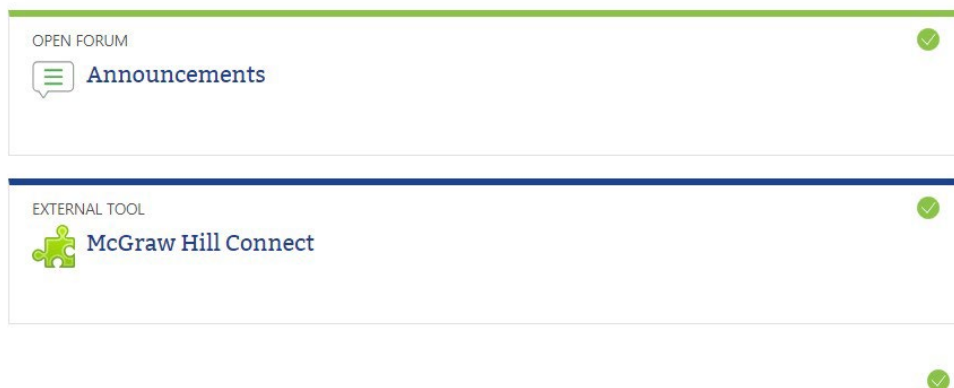
- ☒ True ✓  
☐ False

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,

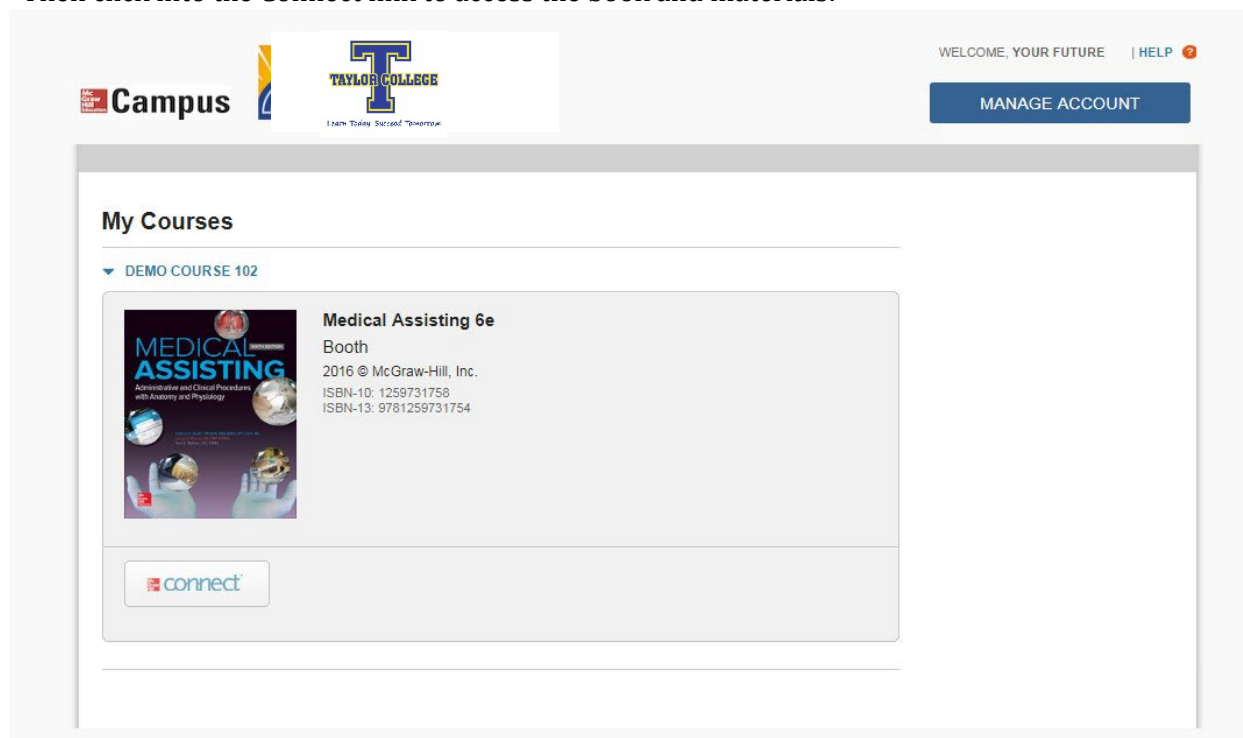


**Discussion Questions** will be next. Also called **DQs or discussions**, this area is where you complete the Attendance/Participation part of your grade. DQs require you to post a response to a question your instructor posts, then you will also post replies to other students each week.

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:



You should now see your McGraw-Hill course information:



## Medical Assistant Program

Taylor College welcomes you to the Medical Assistant programs. 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 a national examination to become a Certified Medical Assistant. 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 Medical Assistant Program Handbook provides specific programmatic information in reference to the Medical Assistant program at Taylor College. Along with the Medical Assistant 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 Medical Assistant Program Handbook or the Student College Catalog, the student should ask for the advice of the Program Director.

### MA Department's Program Description

- To provide an MA program from which graduates are prepared to perform the functions of an entry level medical assistant in both the clinical and administrative areas.
- To provide a positive, innovative learning environment with instruction keeping current with the demands of the profession.
- To encourage the participation in continuing education courses, workshops, and seminars to keep updated in the profession.
- To provide guidelines on patient confidentiality as stated in HIPAA guidelines when reviewing all patient records and dealing with patients one-on-one.
- To prepare the medical assistant to sit for certification exams, if required by the employer or desired by the individual.

### MA Department's Program Mission

The mission of the Medical Assistant Program at Taylor College is to prepare competent and caring medical assistant 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.

#### **Graduates of The MA program will be able to:**

- Apply the knowledge gained through lecture and clinical to practice safely and to use good judgment while caring for the patient in the work environment.
- Demonstrate both written and verbal communication skills enabling effective communication with patients, coworkers, and employers.
- Demonstrate proficiency as a medical assistant by passing certification examinations (CCMA, CMA, or RMA). Demonstrate adaptability and cultural respect when associating with patients, coworkers, and other professionals in the community.
- Maintain patient confidentiality as stated in the HIPAA guidelines.
- Understand the importance and adhere to the guidelines of professional conduct, appearance, and ethics of the medical profession.



## **Medical Assisting Clinical Skills**

- Blood pressures, pulses, respirations, and temperatures. Height/length and weight, adults and infants.
- Positioning and draping the patients for various physical exams.
- Assisting the doctor with general physical, pediatric, OB & GYN, and Sigmoidoscopy exams. Visual acuity testing using Snellen Eye chart.
- Eye and ear irrigations and installations.
- Instrument sanitization and disinfection, wrapping instruments for autoclaving and basic autoclave operation that assures that the packages are sterile.
- Assisting with minor office surgery including:
  - Application of sterile gloves and setting up and maintaining sterile fields.
  - Proper handling of sterile instruments and supplies.
  - Handing to the doctor instruments in functional position.
- Suture removal.
- Calculation and administration of medications (p.o., IM, SQ, and ID).
- Basic bandaging/tubular bandaging.
- Venipuncture procedures including:
  - Correct order of draw.
  - Correct selection of color tops for specific tests.
  - Correct technique, angle, and patient preparation and identification.
  - Correct handling, processing, and storage of blood specimens after collection.
- EKG procedures:
  - Proper patient preparation, running a standard 12 lead EKG.
  - Mounting a manual, automatic EKG.
- CPR certification through the American Heart Association. Urine testing including:
  - Multistix 10SG, specific gravity, Clinitest, spinning urine down and placing it on a slide for microscopic exam, and urine cultures.
- Blood tests include:
  - Hemoglobin, hematocrit, blood glucose.
- Collection and processing of throat cultures and other specimens taken from the body.
- Universal blood borne precautions and OSHA regulations.

## **Medical Assisting Clerical Skills**

- Basic Computer, keyboarding, and word processing skills.
- Computer skills in setting up insurance company information, entering patient information, scheduling appointments, entering patient's charges, payments, and adjustments, creating receipts, billing and creating reports such as day sheets and aging reports.
- Proper use of ICD-9-CM (ICD-10-CM) and CPT insurance coding books.
- Correct preparation of the insurance forms.
- Proper telephone answering techniques, appointment scheduling, and filing.
- Business letter preparation: Block, Modified block letters and USPS style envelopes.
- Professional conduct, appearance, and medical ethics.
- HIPAA Regulations.
- Use of www, internet, and email.
- Electronic Medical Records.



## **AAMA Mission**

The mission of the American Association of Medical Assistants is to provide the medical assistant professional with education, certification, credential acknowledgment, networking opportunities, scope-of-practice protection, and advocacy for quality patient-centered health care.

## **CMA (AAMA) Core Values**

- Actively participate in the delivery of quality health care.
- Promote patient safety and well-being.
- Contribute to a positive health care experience for patients.
- Demonstrate integrity and respect and protect patient confidentiality.
- Advocate the essential value of certification and continuing education.
- Embrace change, growth, and learning.

## **AAMA Medical Assistant Code of Ethics**

The Code of Ethics of the American Association of Medical Assistants shall set forth principles of ethical and moral conduct as they relate to the medical profession and the practice of medical assisting.

Members of AAMA dedicated to the conscientious pursuit of their profession, and thus desiring to merit the high regard of the entire medical profession and the respect of the public which they serve, do pledge themselves to strive always to:

1. Render service with full respect for the dignity of humanity.
2. Respect confidential information obtained through employment unless legally authorized or required by responsible performance of duty to divulge such information.
3. Uphold the honor and high principles of the profession and accept its disciplines.
4. Seek to continually improve the knowledge and skills of medical assistants for the benefit of patients and professional colleagues.
5. Participate in additional service activities aimed toward improving the health and well-being of the community.

## **AAMA Medical Assistant Creed**

1. I believe in the principles and purposes of the profession of medical assisting. I endeavor to be more effective.
2. I aspire to render greater service.
3. I protect the confidence entrusted to me.
4. I am dedicated to the care and well-being of all people. I am loyal to my employer.
5. I am true to the ethics of my profession.
6. I am strengthened by compassion, courage, and faith.

*Refer to the AAMA website at <http://www.aama-ntl.org/index.aspx> for additional information.*

## **Student Decorum**

1. Students are to always behave professionally:
  - a. Speak in a tone of voice that is not aggressive or use language that is becoming of a professional. Displaying unprofessional behavior will result in appearing before the Progression Committee who will determine the outcome of the student. Outcome can be a written warning, dismissal from the course or expulsion from the school. Two written warnings will result in dismissal from the school.
  - b. Appropriate language does not include profanity, slang terminology or expletives.

2. All students are to be in complete uniform in class and lab. **See Dress Code section.**
3. Students are responsible for seeking out learning experiences and supporting an educational environment. To that end, cell phones are to be turned off during class, lab and clinical time. The instructor will confiscate the cell phone of anyone using it during class or clinical.
4. The Attendance/Participation Guidelines are shown in each course syllabus, showing the points that count towards attendance.
5. 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.
  - a. Examples could be but are not limited to contacting the clinical site for clarification of their policies, negative comments regarding clinical site or staff, Taylor College, or College faculty/staff, and misrepresenting the school while in uniform.
  - b. Consequences can range from a written warning to dismissal from the program. In addition, students violating any federal or state laws while enrolled at the College will be immediately dismissed.

## Clinical Requirements

1. Students are required to submit results of a **yearly urine drug screen, yearly criminal background check, yearly TB skin test**, submit proof receiving the following immunizations: Hepatitis B series, varicella series, MMR series, tetanus booster, Covid-19 and flu (winter and spring semesters) as required by the clinical site. In the event of a positive TB screening a chest x-ray is required once every 5 years. The student must also to fill out the questionnaire to verify that the student does not have symptoms of Tuberculosis. If these requirements are not met by the time externship begins, the student cannot go to externship and will be counted as absent. It is the student's responsibility to see that these requirements are up to date and submitted 6 weeks prior to the start of the externship. Any reminder emails are a courtesy and should not be an expectation.
2. Students are required to carry their own health insurance to cover incidents of illness/accident occurring during the Medical Assistant Program. Students are responsible for any bills incurred during externship.
3. Students are required to have current American Heart Association health BLS certification valid through the academic year. It is the student's responsibility to maintain this certification.
4. **A criminal background check is to be done 6 weeks prior to externship**
5. A ten-panel urine drug screen is to be submitted 6 weeks before the start of externship and renewed every year that the student is taking classes.
6. Students are to be in complete uniform during externship. **See Dress Code section.**
7. If the student will not be attending externship that day, the student is to notify the instructor by email or text message **at least 1 hour before the START of the day.**
8. Failure to notify the instructor of an externship absence (no call no show) will result in automatic externship failure and automatic failure of the course.
9. Unless specified by the instructor, if the student is more than 15 minutes late to externship, the student will be counted as absent. Two tardies equals one absence. Leaving early counts as a tardy.
10. There will be only one externship make up day in the quarter. If the student has more than one externship absence a grade of zero for the days of absence will be given. The student is at risk of failing the course when more than one (1) externship absence occurs.
11. Pre-and post-conference is a part of the day. The student must be present for these conferences to count for full attendance.
12. One absence or 2 tardies/leaving early will have to be made up with a full externship day. More than one (1) absence will result in externship failure and automatic failure of the course.
13. Displaying unprofessional behavior (**see Student Decorum section**) to peers, instructor or facility staff is unacceptable.

14. Practice safely and within standards of care and scope of practice. Violation of safe practice will constitute an externship failure.
15. Students who are not in appropriate attire for externship, preclinical assessment, or externship orientation will be sent home and assigned an unsatisfactory grade. A student who is sent home will need to make up the missed day. At the end of the quarter, the student must have a satisfactory rating in the whole externship evaluation tool to pass externship. Failing the externship means of the course and must be repeated.
16. Students should always confine conversations to a therapeutic nature as much as possible when in the presence of patients or staff at the participating facilities. Discussions of a personal nature should be limited to areas of the facility where the student can be sure that staff or patients cannot be disturbed by the conversation.
17. Gum chewing in the externship setting is NOT professional and will not be tolerated.
18. All cell phones are not allowed during the externship.
19. Students must adhere to agency policies regarding all facility ID's, smoking, parking, and any other agency specific policies.
20. Students must notify the instructor and primary contact of the facility when leaving the facility. Failure to do so may result in a written warning. Two warnings can result in dismissal from the Medical Assistant program.
21. Students are not to leave the facility during the externship unless given permission by the clinical instructor on site.
22. No Family (spouse, children, and significant other) may seek out the student at an externship for any reason. If there is an emergency, the family should contact the school who in turn will notify externship facility.

## Tests and Quizzes

1. Students are to be in their seats at the designated start time of the test/quiz. Anyone not in their seat at the start time will not be able to enter the testing area and will receive a zero for the test/quiz.
2. The student may make-up a test/quiz if a note from the student's medical provider or legal counsel is provided within 24 hours of the absence.
3. Before the student can take the test/quiz, all cell phones will be placed in the designated spot. If the cell phone is not there, the student will not be approved to take the test/quiz. The surrounding area must be clear of papers and backpacks as well. Smart watches are to be left in the designated area.
4. Scrap paper will be provided and collected at the end of the test/quiz.
5. At conclusion of their test/quiz the student is to leave the area QUIETLY so as not to disturb those who are still taking their test/quiz.
6. The student is to make an appointment with the instructor to go over the questions of the quiz/test and address any concerns.

## Academic Misconduct

All work submitted by a student is expected to be the student's own work. All the following are considered Academic Misconduct: cheating, plagiarism (the use of another's work without giving proper credit to that source, including cutting and pasting information from the Internet without properly citing the work), and unauthorized collaboration. Students who are found to be cheating or plagiarizing will first meet with the instructor and/or Program Director. Students found in violation will receive a zero (0) for the impacted activity involved in the infraction. The violation will be reviewed by the Campus President for further disciplinary review. See Catalog for consequences.

## 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.

## Potential Health Risks

Students may be exposed to health risks associated with environment and physical hazards in the lab and clinical setting. 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.

## Nursing Programs

Taylor College welcomes you to the Nursing programs. 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.

This Handbook provides specific programmatic information in reference to nursing programs at Taylor College. Along with the 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 Handbook or the 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 people 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 End-of- Program Student Learning Outcomes (EPSLO) are as follows:

### **Associate of Science Degree in Professional Nursing:**

Upon completion of the Associate Degree in Professional Nursing program, graduates will:

- Provide patient centered holistic care and client advocacy across the lifespan and in diverse settings within the health continuum.
- Collaborate with the client and healthcare team to bring about solutions that balance differing needs, values, and motivations for the purpose of achieving positive patient outcomes.
- Develop nursing interventions in a manner that ensures safe and individualized care, consistent with current research and best practices.
- 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.
- Apply principles of safety to all areas of nursing practice to minimize risk of harm to patients.
- Integrate medical technology and informatics to communicate, manage knowledge and support decision-making that improves client care.
- Communicate effectively with patients, families, and the healthcare team in promoting optimal health of clients.
- Assume leadership role to meet patient needs, improve the healthcare system and facilitate community problem solving.
- Demonstrate accountability as a nurse in ways that reflect integrity, professional standards, and legal and ethical principles.

### **Practical Nursing:**

Upon completion of the Practical Nursing program, graduates will:

- Exhibit advocacy and patient-centered care to diverse populations across the lifespan.
- Collaborate with the healthcare team to recognize how the needs, values and motivations of the patient relate to positive patient outcomes.
- Employ consistent, safe interventions using current best practices and evidence-based research.
- Monitor data to identify processes and outcome that can improve care quality and safety.
- Apply safety principles that will minimize patient risks in all areas of nursing practice.
- Utilize medical technology and informatics that supports decision-making to facilitate improved care practices.
- Effectively communicate with patients, families, and the healthcare team to promote and improve patient health.
- Demonstrate integrity, professionalism, and accountability using legal and ethical principles.

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](http://www.taylorcollege.edu). Click on the *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. Every nursing course will have a content mastery exam (CME) after the midterm point. This test determines whether the student has the knowledge to move on to the next class. Two practice tests are scheduled prior to the CME. After each practice test, the student is to remediate ALL content areas missed using either the ATI templates. Remediation is to be HANDWRITTEN IN BLUE OR BLACK INK. Writing the document in pencil or any other color will result in a grade of zero for the remediation. Remediation of Practice A is due before Practice B is taken. Practice B remediation is due before the CME is taken. NO REMEDIATION—NO TEST.

The schedule for the tests is as follows:

Course	Test	Practical Nursing Passing Score for the course	Professional Nursing Passing Score for the course
Fundamentals	Fundamentals Level Dosage Calculation	Per syllabus	Per syllabus
Mental Health	Mental Health	Level 2	Level 2
Med Surg I/Adult Health I	Fundamentals	Level 2	Level 2
Pharmacology	Pharmacology	Level 2	Per Syllabus
Med Surg II/Adult Health II	Med-Surg	Level 2	Level 2
Maternal Health/Maternal Newborn	Maternal Newborn	Level 2	Level 2
Vocational Adjustment/Leadership	Leadership	Level 2	Level 2
Care of Children/Pediatrics	Care of Children	Level 2	Level 2



**If the student does not achieve the passing score, the student may retake the test ONE TIME in that semester. If the passing score is not achieved, the student will repeat the whole course (to include clinical) and retake the test as scheduled.**

Grading rubric for the Content Mastery Series is as specified in the course syllabus.

Points accumulated for the remediations, and CME Levels will make up 10% of the final grade for the course.

Every course after Fundamentals will take the Dosage Calculation test for that level. There will be no retakes for this test. The score achieved by the student will be counted as a test grade.

In the Capstone Course, the student must take and pass the Comprehensive Predictor Exam. This test predicts the probability of passing the NCLEX. The student must achieve a 92% probability of passing the NCLEX in order to pass the course. **The student is allowed to retake the exam once during the semester.** The Practical Nursing student must achieve a 92% probability of passing the NCLEX on the second attempt of the test. The Professional Nursing student must achieve a 95% probability of passing the NCLEX on the second attempt of the test. **THERE WILL BE NO EXCEPTIONS TO THIS RULE.** 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](http://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  
code.jquery.com  
assets.braintreegateway.com  
[www.google-analytics.com](http://www.google-analytics.com)  
scorm.atitesting.com

Address: 198.187.138.198  
Address: 94.31.29.54  
Address: 104.90.82.246  
Address: 216.58.217.78  
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](http://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

### Student Decorum:

1. Students are to always behave professionally:
  - a. Speak in a tone of voice that is not aggressive or use language that is becoming of a professional. Displaying unprofessional behavior will result in appearing before the Progression Committee who will determine the outcome of the student. Outcome can be a written warning, dismissal from the course or expulsion from the school. Two written warnings will result in dismissal from the school.
  - b. Appropriate language does not include profanity, slang terminology or expletives.
2. All students are to be in complete uniform in class and lab. **See Dress Code section.**
3. Students are responsible for seeking out learning experiences and supporting an educational environment. To that end, cell phones are to be turned off during class, lab and clinical time. The instructor will confiscate the cell phone of anyone using it during class or clinical.
4. The Attendance/Participation Guidelines in the syllabus show the points that count towards attendance. These points are worth 5% of the final course grade.
5. 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. Examples could be but are not limited to contacting the clinical site for clarification of their policies, negative comments regarding clinical site or staff, Taylor College, or College faculty/staff, and misrepresenting the school while in uniform. Consequences can range from a written warning to dismissal from the program. In addition, students violating any federal or state laws while enrolled at the College will be immediately dismissed.

## Clinical Requirements:

1. Students are required to submit results of physical examination by a licensed healthcare provider, a yearly urine drug screen, yearly criminal background check, yearly TB skin test, submit proof receiving the following immunizations: Hepatitis B series, varicella series, MMR series, tetanus booster, Covid-19 and flu (winter and spring semesters). In the event of a positive TB screening a chest x-ray is required once every 5 years. The student must also fill out the questionnaire to verify that the student does not have symptoms of Tuberculosis. If these requirements are not met by the time clinical begins, the student cannot go to clinical and will be counted as absent. It is the student's responsibility to see that these requirements are up to date and submitted 6 weeks prior to the start of the next semester. Any reminder emails are a courtesy and should not be an expectation.
2. 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.
3. Students are required to have current **American Heart Association or American Red Cross BLS** health care provider certification, valid through the academic year. It is the student's responsibility to maintain this certification.
4. A criminal background check is to be **renewed every year** that the student is taking classes.
5. 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.
6. Students are responsible for completing and submitting their clinical paperwork one week prior to the first day of the assigned clinical date of each semester. Documentation must be submitted to the Nursing Administrative Assistant and uploading the required documents to the specified clinical website (information on specific website will be given during the Clinical Orientation).
7. **Failure to complete all paperwork will result in a clinical absence in the course for every week that the student misses.** Per the Student Handbook policy, two (2) clinical absences in any course will result in clinical failure.
8. Students are to be in complete uniform in clinical. **See Dress Code section.**
9. If the student will not be attending clinical that day, the student **must** notify the instructor by email or text message **at least 1 hour before the START of clinical.**
10. Failure to notify the instructor of a clinical absence (no call no show) result in automatic clinical failure and an automatic failure of the course.
11. Unless specified by the instructor, if the student is more than 15 minutes late to clinical, the student will be counted as absent. Two tardies equals one absence. Leaving early counts as a tardy.
12. There will be only one clinical make up day in the semester. If the student has more than one clinical absence (on campus simulation counts as clinical), a grade of zero for the days of absence will be given. The student is at risk of failing the course when more than one (1) clinical absence occurs.
13. Pre-and post-conference is a part of the clinical day. The student must be present for these conferences to count for full attendance.
14. One clinical absence or 2 tardies/leaving early will have to be made up with a full clinical day. More than one (1) clinical absence will result in clinical failure and automatic failure of the course.
15. Displaying unprofessional behavior (**see Student Decorum section**) to peers, instructor or facility staff is unacceptable.

16. Paperwork/Assignment for clinical is due at a designated time per the clinical instructor. The instructor has the right to except late assignments with the following conditions: (military orders, medical and legal), 10% percent per day will be deducted from the score if paperwork is not submitted on time. The student has 3 days to submit the paperwork. After that, the score will be zero.
17. Practice safely and within standards of care and scope of practice. Violation of safe practice will constitute a clinical failure.
18. 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 make up the missed clinical day. At the end of the semester, the student must have a satisfactory rating in the whole clinical evaluation tool in order to pass clinical. Failing clinical means automatic failure of the course.
19. 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.
20. Gum chewing in the clinical setting is NOT professional and will not be tolerated.
21. All cell phones are not allowed during the clinical experience.
22. Students must adhere to agency policies regarding all facility ID's, smoking, parking and any other agency specific policies.
23. 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 or from the course..
24. Students are not to leave the clinical site during the clinical experience unless given permission by the clinical instructor on site.
25. 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.

#### Tests and Quizzes:

1. Students are to be in their seats at the designated start time of the test/quiz. Anyone not in their seat at the start time will not be able to enter the testing area and will receive a zero for the test/quiz.
2. The student may make-up a test/quiz if a note from the student's medical provider or legal counsel is provided within 24 hours of the absence.
3. Before the student can take the test/quiz, all cell phones will be placed in the designated spot. If the cell phone is not there, the student will not be approved to take the test/quiz. The surrounding area must be clear of papers and backpacks as well. Smart watches are to be left in the designated area.
4. Scrap paper will be provided and collected at the end of the test/quiz.
5. At conclusion of their test/quiz the student is to leave the area QUIETLY so as not to disturb those who are still taking their test/quiz.

### Academic Misconduct:

All work submitted by a student is expected to be the student's own work. All the following are considered Academic Misconduct: cheating, plagiarism (the use of another's work without giving proper credit to that source, including cutting and pasting information from the Internet without properly citing the work), and unauthorized collaboration. Students who are found to be cheating or plagiarizing will first meet with the Instructor and/or Program Director. Students found in violation will receive a zero (0) for the impacted activity involved in the infraction. The violation will be reviewed by the Campus President for further disciplinary review. See Catalog for consequences.

### 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 40-50 lbs. 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.

### Potential Health Risks:

Students may be exposed to health risks associated with environment and physical hazards in the lab and clinical setting. 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.

## PTA Program Information

### Welcome to the Taylor College PTA Program

Welcome to the Physical Therapist Assistant Program at Taylor College. You have chosen a field that you will find challenging and rewarding. We are pleased that you have chosen the PTA Program at Taylor College to pursue your career. The faculty and staff take this opportunity to welcome you to the Physical Therapist Assistant program at Taylor College. As you progress through the next five semesters, it is our goal that your experience will be life changing. It is our mission to assist you to obtain the knowledge, skills and work habits needed to succeed in your next step of entering clinical practice. A rewarding and exciting career with many different types of employment opportunities awaits you.

The next five semesters will be busy and eventful for both students and faculty. This handbook has been designed to provide students information about the program and its specific policies and procedures. It will be helpful to familiarize yourself with Taylor College Campus Policies and catalog which can be found at the following link: (<https://www.taylorcollege.edu/current-students/student-resources/>)

We encourage you to contact us if you have any questions, concerns, or difficulties that are interfering with your performance in the program. We will *also be looking to* you for feedback as we continually work to develop and improve the program.

### Program Faculty

Tammarie Frese PTA, MSA  
PTA Program Director/Instructor  
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Lisa Chapman PT, DPT  
ACCE/Instructor  
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Samuel Rodriguez Jr., PTA, ATC, BS  
Instructor  
Email: [sam.rodriquez@taylorcollege.edu](mailto:sam.rodriquez@taylorcollege.edu)

### Institutional History and Accreditation

Taylor College began serving students in 1999; Professional Health Training Academy offered educational training in healthcare to residents in central Florida. In 2005, the institution, understanding the importance of offering quality education to the community, undertook the extensive process of earning accreditation. In 2006, the institution was granted Accreditation from the Council on Occupational Education. The institution experienced significant growth in 2008, changing its name to Taylor College to accurately reflect the mission and programs offered to the community. That same year, classes were offered at the newly established Bellevue campus. In 2010, Taylor College expanded the educational opportunities available to students by offering Associate Degree programs and classes through distance learning.

Today, Taylor College continues to grow and enhance their opportunities through continued development of new programs for students to choose from and build their careers. Taylor College is licensed by the Commission for Independent Education (CIE), Department of Education and by the Accrediting Bureau of Health Education Schools (ABHES). Additional information regarding the College can be obtained by contacting the CIE at 325 West



Gaines Street, Suite 1414 Tallahassee, FL 32399-0400, toll-free telephone number (888) 224-6684 or ABHES at 7777 Leesburg Pike, Suite 314 N., Falls Church, Virginia 22043 telephone number 703-917-9503, fax 703-917-4109 or E-Mail: [info@ABHES.org](mailto:info@ABHES.org)

The PTA Program received initial accreditation from CAPTE in November 2012. The Physical Therapist Assistant Program at Taylor College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 | Alexandria, VA | 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [www.capteonline.org](http://www.capteonline.org)

## 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. 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.

## 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.

## 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 practical exams 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 practical exams.
  - 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.
  - 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, Accrediting Bureau of Health Education Schools (ABHES), Department of Education, the Council on Occupational Education, the Commission on Accreditation in Physical Therapy Education 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.
  - c) Faculty participate in at least one state or national association meeting.



## 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> 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 following core performance standards have been adopted by the PTA program. These standards 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.
5. Be capable of long periods of concentration in selecting correct techniques, equipment and safety measures to assure maximum care and safety of the patient.
6. Be able to exercise independent judgment under both routine and emergency conditions.

**\*\*A person abusing alcohol or conscious altering drugs could not meet these criteria.**

**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 and Varicella. Verification of Flu vaccinations and COVID vaccine 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. The fee for the liability insurance is a separate item the student must purchase when enrolling into a program.  
While the students are participating in clinical activates 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 for eligibility for licensure or entry into an occupation or profession for which education and training are offered. 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. **Health insurance and or exam** may be required by the clinical facility at the student's expense.

## PTA Program Curriculum

### Courses and Credits

Refer to Taylor College Catalog for all PTA Program Course Descriptions. The catalog can be located at:

<https://taylorcollege.edu/pdf/2020-21-Taylor-College-Catalog.pdf>

Course Code	Delivery	Course Title	Credits	Lecture	Lab	Clinical	Prerequisite/ Concurrent
<b>1st Semester</b>							
BSC 1085C	Blended	Human Anatomy and Physiology I	4	45	30		None
PSY 1210	Blended	Psychology	3	45			None
ENC 1101	Blended	English Composition	3	45			None
PHI 2630	Blended	Introduction to Ethics	3	45			None
PTA 1200	Residential	Introduction to Physical Therapy	2	30			Concurrently with BSC 1085C, PTA 1201, ENC 1101, PHI 2630
PTA 1201	Residential	Introduction to Physical Therapy Lab	1		30		Concurrently with BSC 1085C, PTA 1200, ENC 1101, MAT 1201

Course Code	Delivery	Course Title	Credits	Lecture	Lab	Clinical	Prerequisite/ Concurrent
2nd Semester							
BSC 1086C	Blended	Human Anatomy and Physiology II	4	45	30		None
PTA 1210	Residential	Anatomy and Kinesiology	3	45			Semester 1
PTA 1211	Residential	Anatomy and Kinesiology Lab	2		60		Semester 1
PTA 1220	Residential	Fundamentals of Treatment I	3	45			Concurrently with BSC 1086C, PTA 1210, PTA 1211, PTA 1220
PTA 1221	Residential	Fundamentals of Treatment Lab	2		60		Concurrently with BSC 1086C, PTA 1210, PTA 1211, PTA 1220
3rd Semester							
PTA 1300	Residential	Pathophysiology	2	30			Semester 1 & 2 Concurrently with PTA 1300, PTA 1310, PTA 1311, PTA 1320, PTA 1321, PTA 1350
PTA 1310	Residential	Therapeutic Modalities	2	30			
PTA 1311	Residential	Therapeutic Modalities Lab	1		30		
PTA 1320	Residential	Fundamentals of Treatment II	4	60			
PTA 1321	Residential	Fundamentals of Treatment II Lab	2		60		
PTA 1350	Clinical	Physical Therapy Clinical Education I	4			180	
4th Semester							
PTA 1400	Residential	Pharmacology	2	30			Semester 1, 2, 3 Concurrently with PTA 1300, PTA 1310, PTA 1311, PTA 1320, PTA 1321, PTA 1350
PTA 1410	Residential	Concepts in PT I	2	30			
PTA 1411	Residential	Concepts in PT Lab	1		30		
PTA 1420	Residential	Fundamentals of Treatment III	5	75			
PTA 1421	Residential	Fundamentals of Treatment III Lab	1		30		
PTA 1450	Clinical	Physical Therapy Clinical Education II	4			180	

5th Semester							
MAT 1201	Blended	General College Mathematics	3	45			Semester 1, 2, 3, & 4 Concurrently with PTA 1510, PTA 1511, PTA 1550, MAT 1201
PTA 1510	Residential	Concepts in Physical Therapy II	2	30			
PTA 1511	Residential	Concepts in Physical Therapy Lab	1		30		
PTA 1550	Clinical	Physical Therapy Clinical Education III	6			270	
Total Program Credits		72					

**For transfer and re-entry students, the above schedule of courses may be modified to a customized schedule with approval.**

### PTA Program 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 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 five 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.

### 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. 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.

## PTA Competency Skills Checks

### Purpose of Skills Checks

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.

### Skills Check 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. The instructor will assess for each component of each skill. Student/Instructor signatures and submission to the proper course on the LMS indicates completion of performance assessment. **NOTE:** The student may be responsible for demonstrating any skill in subsequent courses/practical exams.

## 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 practical exams 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.

## Course Grading

All lecture/lab and clinical education courses must be taken in sequence.

A minimum grade of "C" is required in all general education and technical courses within the PTA Program Curriculum.

The grading scale that will be used in the PTA Program is as follows:

Grade	Interpretation	Average Value	Grade Point Value
A	Excellent	100 – 92	4.0
B	Very Good	91 – 83	3.0
C	Good	82 – 75	2.0
F	Failing	74 – Below	Fail
W	Withdraw	NA	0.0

## Satisfactory Academic Progression

Students must maintain a cumulative grade point average (CGPA) of 2.0 and earn a "C" or better in all core courses in order to progress within the program. Students earning an "F" in any course will be withdrawn from the



program. Refer to the Taylor College Catalog for Satisfactory Academic Progress Requirements for all students and for calculating cumulative GPAs.

### 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.

### Mandatory Remediation Policy

To ensure understanding of core concepts, any PTA student falling below 80% in any PTA course, in any semester of the PTA program, will be required to attend weekly 4-hour remediation and study sessions until such time as the student's grade raises above 80% in the course or until the course concludes. Students will be given required review materials and/or assignments to aid in their mastery of course concepts. Students will have an opportunity to seek help from instructors during sessions. Remediation sessions will be held on a scheduled time and day each semester and students must attend the entire session. Students failing to attend required study sessions will be required to meet with the Director of Education and may be penalized up to and including dismissal from the PTA program. Any PTA student may voluntarily attend study sessions but must attend the entire session.

### Graduation Criteria

Students should make themselves aware of the graduation requirements:

- Completion of program curriculum
- Completion of 20 hours of Community Service
- Achieve a Cumulative Grade Point Average (CGPA) of 2.0.  
This is monitored each semester as part of the Satisfactory Academic Progress by the registrar.
- Fulfill all financial obligations to the college

### Honors Distinction

Cum Laude – 3.5 -3.74 Cumulative Grade Point average (CPGA) at the end of the last semester of enrollment

Magna Cum Laude – 3.75 -3.89 Cumulative Grade Point average (CPGA) at the end of the last semester of enrollment

Summa Cum Laude – 3.9 -4.0 Cumulative Grade Point average (CPGA) at the end of the last semester of enrollment

Students receiving honors distinction will have honor cords and will be awarded during their graduation ceremony. Veterans are authorized to wear their military cord.

### 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 Policies and Guidelines**

### **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.

### **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. Deficits in professional behavior that does not improve may result in program academic probation or dismissal.

### **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, if a student violates any federal or state laws while enrolled at the College, this is grounds for immediate dismissal. Such acts or behaviors may include, but are not limited to the following:

- Consumption of alcoholic beverages on campus or at a College function
- Illegal use, possession or sale of illegal drugs, narcotics or other controlled substances
- Acts of dishonesty, including but not limited to the following:
  - Cheating, plagiarism, or other forms of academic dishonesty
- Interference with the teaching and learning process
- Furnishing false information to any College official, faculty member, or any entity of the College
- Forgery, alteration, or misuse of any College document, record or instrument of identification
- The use of indecent or abusive language on campus or at a College function
- Gambling on campus or at a College function
- Hazing on campus or at a College function
- Falsification of any record associated with the College

- Unauthorized use of the College name
- Lewd or indecent behavior
- Violence against any member or guest of the College
- Theft, vandalism or willful destruction of College property or of the property of members or students of the College
- Interference with the freedom of movement of any member or guest of the College
- Obstruction of the normal process and activities of the College
- Deliberate interference with the rights of others
- Sexual harassment, bullying, battery or assault
- Accessing, altering or deleting College computer files/systems
- Stalking (to repeatedly follow another person to put that person in fear for his/her safety)
- Violation of the College's Computer Usage policies
- Trespassing
- Bomb Threats
- Unauthorized possession, duplication or use of keys to any College premises or unauthorized entry to or use of College premises or properties.
- Violating the College's Social Media Policy as set forth in this Catalog.

Additional information is found in the Taylor College Catalog relating to violations of the honor code. [Taylor-College-Catalog-1.pdf \(dream. Press\)](#)

## Attendance Policy

Students are expected to attend every class session for which they are registered. Attendance is taken by instructors, recorded, and maintained for each course by the Registrar. Students with excessive absenteeism may receive a reduced or failing grade for the course and/or be withdrawn from their program. In the event of any absences from class, the student assumes responsibility of immediately notifying the school and for arranging with the individual instructor for work missed. 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. Refer to the college catalog for further attendance policies relating to Hybrid/Online Courses.

## 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.

## Withdraw Policy

A student who is enrolled in the program and wishes to withdraw must meet with a school official to discuss the matter, submit a typed letter of intent to withdraw, and complete an exit interview and other criteria listed under Admission Requirements, Guidelines for Readmission and Transferring into Another Program. This process must be done if the student wants to re-enter a program at Taylor College.

## Readmission Policy

A student who has earned an "F" in a PTA course or who has withdrawn from the program may apply for readmission. Because the program admits only one cohort a year, the specific course(s) where an "F" was received, and all other courses will not have been attended for a year. Upon readmission to the program a student must audit or retake all courses and successfully pass all competency skills checks and practical exams. Faculty feel that in order to retain the knowledge, skill and clinical behavior necessary for success as a PTA, students

wishing to continue in the program must reapply for admission and be considered with all other potential program candidates. The purpose of this process is for the student to successfully complete the program coursework and clinical education, pass the National Physical Therapy Exam, and practice as a safe and competent PTA under the direction of a licensed physical therapist.

## 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, practical exams 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.

## 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 tuition. 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.

## 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.

## 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.

## 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 Individual Student Meeting 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.

## PTA Student Responsibilities

**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. Students should be prepared for class with all textbooks and required supplies for the course.

**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.

Students will not give nor receive unauthorized assistance from any person, paper, or object, on any test, paper, exam, or project. This conduct may result in dismissal from the program. Students are obligated to maintain the honor of the physical therapy profession by helping others understand the professional standards and ethical code of conduct. Therefore, if a student believes a classmate is receiving unauthorized assistance, the student is obligated to discuss the situation with him/her in a concerning manner. If the student is not successful, the student should contact and discuss this situation with the course instructor.

### Plagiarism

Plagiarism is defined as directly copying the work on another individual and using it at one's own work. This includes online sources and homework. Students should reference each item that contains copied information. Students should reference and paraphrase all sources and never write more than a few words of the author's work. If citing exact words, the student will use quotation marks and reference the author and source.

## 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 the PTA Clinical Education Handbook for specific details on Clinical Requirements.

## Appendices and Important Links

### Appendices

Appendix A: APTA- Minimum skill requirements for Physical Therapist Assistant graduates.

Appendix B: PBAT- Professional Behaviors Assessment Tool

### Important Links

APTA- Standards of ethical conduct for the physical therapist assistant

<https://www.apta.org/apta-and-you/leadership-and-governance/policies/standards-of-ethical-conduct-for-the-physical-therapist-assistant>

APTA- Guide for conduct of PTA

<https://www.apta.org/contentassets/7cbd42e5a7e94740a07bf790b9b79fc6/apta-guide-for-conduct-pta.pdf>

APTA – Core values for the physical therapist assistant

<https://www.apta.org/apta-and-you/leadership-and-governance/policies/core-values-for-the-physical-therapist-and-physical-therapist-assistant>

APTA- Student provision of PT services

<https://www.apta.org/apta-and-you/leadership-and-governance/policies/student-pt-provision-services>

APTA- Levels of Supervision

<https://www.apta.org/apta-and-you/leadership-and-governance/policies/levels-supervision>

APTA- PTA Direction and Supervision

<https://www.apta.org/siteassets/pdfs/policies/direction-supervision-pta.pdf>

APTA- PT, PTA, SPT, SPTA distinction

<https://www.apta.org/siteassets/pdfs/policies/consumer-protection-thru-licensure.pdf>

APTA- Standards of Conduct -Use of Social Media

<https://www.quia.com/files/quia/users/carrington12/PTA2402013/StandrdsOfConductUseOfSocialMediaHODP06-12-17-16.pdf>

APTA-Guidelines for documentation patient/client management

<https://www.apta.org/siteassets/pdfs/policies/guidelines-documentation-patient-client-management.pdf>

APTA- PT interventions performed exclusively by PT

<https://www.apta.org/apta-and-you/leadership-and-governance/policies/interventions-performed-exclusively-by-physical-therapists>

APTA- Student Supervision Requirements

<https://www.apta.org/apta-magazine/2018/05/01/compliance-matters-supervision-requirements-for-ptas-and-physical-therapy-students>



## APPENDIX A



Last Updated: 08/01/12  
Contact: [nationalgovernance@apta.org](mailto:nationalgovernance@apta.org)

### **MINIMUM REQUIRED SKILLS OF PHYSICAL THERAPIST ASSISTANT GRADUATES AT ENTRY-LEVEL** **BOD G11-08-09-18 [Guideline]**

#### **Background**

In August 2007, 30 member consultants convened in Alexandria, VA for a consensus conference. The primary purpose of the conference was to achieve agreement on the minimum required skills for every graduate from a physical therapist assistant program to be able to perform on patients/clients that include, but are not limited to, the skill set required by the National Physical Therapy Examination (NPTE) for physical therapist assistants (PTAs).

Assumptions that framed the boundaries for the discussion during this conference included:

- (1) A minimum set of required skills will be identified that every graduate from a physical therapist assistant program can competently perform in the clinical environment.
- (2) Development of the minimum required skills will include, but not be limited to, the content blueprint for the physical therapist assistant licensure examination; put differently, no skills on the physical therapist assistant licensure blueprint will be excluded from the minimum required skills.
- (3) To achieve consensus on the minimum required skills, 90% or more of the member consultants must be in agreement.
- (4) The minimum required skill of the physical therapist assistant will not exceed that described for the physical therapist.
- (5) Those aspects of patient/client management that are not part of the scope of work of the physical therapist assistant are not addressed in this conference, i.e. examination, evaluation, diagnosis, prognosis, development of plan of care, re-examination, development of discharge plan.

Minimum skills were defined as foundational skills that are indispensable for a new graduate physical therapist assistant to perform on patients/clients in a competent and coordinated manner under the direction and supervision of the physical therapist. Skills considered essential for any physical therapist assistant graduate include those addressing all systems (ie, musculoskeletal, neurological, cardiovascular pulmonary, integumentary) and the continuum of patient/client care throughout the lifespan. Definitions for terms used in this document are based on the *Guide to Physical Therapist Practice*. An asterisk (\*) denotes a skill identified on the Physical Therapist Assistant (NPTE) Test Content Outline.

Given that agreement on this document was achieved by a small group of member consultants, the conference document was then disseminated to a wider audience comprised of stakeholder groups that would be invested in and affected by this document. The consensus-based draft document of Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level was placed on APTA's website and stakeholder groups, including APTA Board of Directors, all physical therapist assistant academic program directors, PTA Academic Coordinators/Directors of Clinical Education, and PTA faculties, physical therapists and PTAs serving on CAPTE panels, component leaders, the PTA Caucus, Advisory Panel of PTAs, and a sampling of clinical educators were invited to vote. A modified Delphi was used on whether or not to include/exclude specific essential skills that every PTA graduate should be competent in performing on patients/clients under the direction and supervision of the physical therapist. A total of 494 responses were received and the results were tabulated and analyzed. Those skills that the 494 respondents voted to include with an aggregate score of 80% or higher were incorporated into the final draft document.

The final "vote" was provided in a report to the APTA Board of Directors in November 2008 for their review, deliberation, and action. The Board of Directors adopted the document Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level as a core document to be made available to stakeholders, including PTA academic programs and their faculties, clinical education sites, students, employers and CAPTE. The final document that follows defines Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level.



## APPENDIX A

PTA Skill Category	Description of Minimum Skills for PTA
<b>Plan of Care Review</b> <ul style="list-style-type: none"> <li>▪ Review of physical therapy documents</li> <li>▪ Review of medical record</li> <li>▪ Identification of pertinent information</li> <li>▪ Identification of indications, contraindications, precautions, safety considerations, and expected outcomes</li> <li>▪ Access to related literature</li> <li>▪ Match patient goals to selected interventions</li> <li>▪ Identification of role in patient care</li> <li>▪ Identification of items to be communicated to the physical therapist</li> </ul>	<ol style="list-style-type: none"> <li>1. Read all physical therapy documentation, including initial examination and plan of care.               <ol style="list-style-type: none"> <li>A. Note indications, contraindications, precautions and safety considerations for the patient.</li> <li>B. Note goals and expected outcomes.</li> <li>C. Seek clarification from physical therapist, as needed.</li> </ol> </li> <li>2. Review information in the medical record at each visit, including:               <ol style="list-style-type: none"> <li>A. Monitor medical record for changes in medical status and/or medical procedures.</li> <li>B. Collect data on patient's current condition, compare results to previously collected data and safety parameters established by the physical therapist, and determine if the safety parameters have been met.</li> <li>C. Seek clarification from appropriate health professions' staff for unfamiliar or ambiguous information.</li> </ol> </li> <li>3. Identify when the directed interventions are either beyond the scope of work or personal scope of work of the PTA.</li> <li>4. Communicate to the physical therapist when there are significant changes in the patient's medical status, physician referral, or when the criticality and complexity of the patient is beyond the knowledge, skills, and abilities of the PTA.</li> <li>5. Explain the rationale for selected interventions to achieve patient goals as identified in the plan of care.</li> </ol>
<b>Provision of Procedural Interventions</b> <ul style="list-style-type: none"> <li>• Compliance with policies, procedures, ethical standards, etc.</li> <li>• Risk management strategies</li> <li>• Protection of patient privacy, rights, and dignity</li> <li>• Competent provision of interventions, including:               <ul style="list-style-type: none"> <li>• Therapeutic exercise</li> <li>• Functional training</li> <li>• Manual therapy techniques</li> <li>• Application and adjustment of devices and equipment*</li> <li>• Airway clearance techniques</li> <li>• Integumentary repair and protection techniques</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Provide interventions compliant with federal and state licensing requirements, APTA standards documents (eg, Guide for Conduct for the PTA, Code of Ethics), and facility policies and procedures.</li> <li>2. Assure safety of patient and self throughout patient care.               <ol style="list-style-type: none"> <li>A. Identify the need for and take action when safety of patient or self may be at risk or has been compromised.</li> <li>B. Utilize risk management strategies (eg, universal precautions, body mechanics).</li> </ol> </li> <li>3. Assure patient privacy, rights, and dignity.               <ol style="list-style-type: none"> <li>A. Follow HIPAA requirements and observe Patient Bill of Rights.</li> <li>B. Position/drape to protect patient modesty.</li> </ol> </li> <li>4. Provide competent provision of physical therapy interventions, including:               <ul style="list-style-type: none"> <li><u>Therapeutic exercise</u> <ol style="list-style-type: none"> <li>A. Aerobic Capacity/Endurance Conditioning or Reconditioning                   <ol style="list-style-type: none"> <li>1. Increase workload over time</li> <li>2. Movement efficiency and energy conservation training</li> </ol> </li> </ol> </li> </ul> </li> </ol>

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<ul style="list-style-type: none"> <li>• Electrotherapeutic modalities*</li> <li>• Physical agents and mechanical modalities*</li> <li>• Assessment of patient response</li> <li>• Clinical problem solving</li> <li>• Ability to modify techniques</li> </ul>	<ol style="list-style-type: none"> <li>3. Walking/wheelchair propulsion programs</li> <li>B. Balance, coordination, and agility training               <ol style="list-style-type: none"> <li>1. Developmental activities training</li> <li>2. Neuromuscular education or reeducation</li> <li>3. Postural awareness training</li> <li>4. Standardized, programmatic, complementary exercise approaches (protocols)</li> <li>5. Task-Specific Performance Training (eg, transfer training, mobility exercises, functional reaching)</li> </ol> </li> <li>C. Body mechanics and postural stabilization               <ol style="list-style-type: none"> <li>1. Body mechanics training</li> <li>2. Postural stabilization activities</li> <li>3. Postural awareness training</li> </ol> </li> <li>D. Flexibility exercises               <ol style="list-style-type: none"> <li>1. Range of motion</li> <li>2. Stretching (eg, Passive, Active, Mechanical)</li> </ol> </li> <li>E. Gait and locomotion training               <ol style="list-style-type: none"> <li>1. Developmental activities training</li> <li>2. Gait training (with and without devices)</li> <li>3. Standardized, programmatic, complementary exercise approaches</li> <li>4. Wheelchair propulsion and safety</li> </ol> </li> <li>F. Neuromotor development training               <ol style="list-style-type: none"> <li>1. Developmental activities training</li> <li>2. Movement pattern training</li> <li>3. Neuromuscular education or reeducation</li> </ol> </li> <li>G. Relaxation               <ol style="list-style-type: none"> <li>1. Breathing strategies (with respect to delivery of an intervention)</li> <li>2. Relaxation techniques (with respect to delivery of an intervention)</li> </ol> </li> <li>H. Strength, power, and endurance training for head, neck, limb, trunk, and ventilatory muscles               <ol style="list-style-type: none"> <li>1. Active assistive, active, and resistive exercises, including concentric, dynamic/isotonic, eccentric, isometric, diaphragmatic breathing, and low-level plyometrics (eg, kicking a ball, throwing a ball)</li> </ol> </li> </ol> <p><u>Functional training in self-care and home management</u></p> <ol style="list-style-type: none"> <li>A. Activities of daily living (ADL) training               <ol style="list-style-type: none"> <li>1. Bed mobility and transfer training</li> <li>2. Activity specific performance training</li> </ol> </li> <li>B. Device and equipment use and training               <ol style="list-style-type: none"> <li>1. Assistive and adaptive device or equipment training during ADL</li> </ol> </li> <li>C. Injury Prevention or reduction               <ol style="list-style-type: none"> <li>1. Injury prevention education during self-care and home management</li> <li>2. Injury prevention or reduction with use of devices and equipment</li> <li>3. Safety awareness training during self-care and home management</li> </ol> </li> </ol>

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	<p><u>Manual therapy techniques</u></p> <ul style="list-style-type: none"> <li>A. Therapeutic Massage</li> <li>B. Soft Tissue mobilization</li> <li>C. Passive range of motion</li> </ul> <p><u>Application and adjustment of devices and equipment</u></p> <ul style="list-style-type: none"> <li>A. Adaptive devices               <ul style="list-style-type: none"> <li>1. Hospital Beds</li> <li>2. Raised Toilet Seats</li> </ul> </li> <li>B. Assistive devices               <ul style="list-style-type: none"> <li>1. Canes</li> <li>2. Crutches</li> <li>3. Long-handled reachers</li> <li>4. Walkers</li> <li>5. Wheelchairs</li> </ul> </li> <li>C. Orthotic and prosthetic devices               <ul style="list-style-type: none"> <li>1. Braces</li> </ul> </li> <li>D. Protective devices               <ul style="list-style-type: none"> <li>1. Braces</li> </ul> </li> <li>E. Supportive devices, such as:               <ul style="list-style-type: none"> <li>1. Compression garments</li> <li>2. Elastic wraps</li> <li>3. Soft neck collars</li> <li>4. Slings</li> <li>5. Supplemental oxygen</li> </ul> </li> </ul> <p><u>Breathing strategies/oxygenation</u></p> <ul style="list-style-type: none"> <li>1. Identify patient in respiratory distress</li> <li>2. Reposition patient to improve respiratory function</li> <li>3. Instruct patient in a variety of breathing techniques (pursed lip breathing, paced breathing, etc.)</li> <li>4. Administration of prescribed oxygen during interventions.</li> </ul> <p><u>Integumentary protection</u></p> <ul style="list-style-type: none"> <li>1. Recognize interruptions in integumentary integrity</li> <li>2. Repositioning</li> <li>3. Patient education</li> <li>4. Edema management</li> </ul> <p><u>Electrotherapeutic modalities, such as:</u></p> <ul style="list-style-type: none"> <li>1. Electrotherapeutic delivery of medications</li> <li>2. Electrical muscle stimulation</li> <li>3. Electrical stimulation for tissue repair</li> <li>4. Functional electrical stimulation</li> <li>5. High-voltage pulsed current</li> <li>6. Neuromuscular electrical stimulation</li> <li>7. Transcutaneous electrical nerve stimulation</li> </ul> <p><u>Physical agents</u></p> <ul style="list-style-type: none"> <li>1. Cryotherapy (eg, cold pack, ice massage, vapocoolant spray, hydrotherapy)</li> </ul>

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	<ol style="list-style-type: none"> <li>2. Ultrasound</li> <li>3. Thermotherapy (eg, dry heat, hot packs, paraffin baths, hydrotherapy)</li> </ol> <p><u>Mechanical modalities</u></p> <ol style="list-style-type: none"> <li>1. Compression therapies</li> <li>2. Mechanical motion devices</li> <li>3. Traction devices</li> </ol> <ol style="list-style-type: none"> <li>5. Determine patient's response to the intervention:               <ol style="list-style-type: none"> <li>A. Interview patient and accurately interpret verbal and nonverbal responses</li> <li>B. Identify secondary effects or complications caused by the intervention</li> <li>C. Determine outcome of intervention (positive or negative), including data collection and functional measures</li> </ol> </li> <li>6. Use clinical problem solving skills in patient care.               <ol style="list-style-type: none"> <li>A. Determine if patient is safe and comfortable with the intervention, and, if not, determine appropriate modifications</li> <li>B. Compare results of intervention to previously collected data and determine if there is progress toward the expectations established by the PT or if the expectations have been met</li> <li>C. Determine if modifications to the interventions are needed to improve patient response</li> </ol> </li> <li>7. Modify interventions to improve patient response.               <ol style="list-style-type: none"> <li>A. Determine modifications that can be made to the intervention within the plan of care</li> <li>B. Communicate with physical therapist when modifications are outside scope of work or personal scope of work of PTA</li> <li>C. Select and implement modification</li> <li>D. Determine patient outcomes from the modification</li> </ol> </li> </ol>
<b>Patient Instruction</b> <ul style="list-style-type: none"> <li>• Application of principles of learning</li> <li>• Use of variety of teaching strategies</li> <li>• Methods to enhance compliance</li> <li>• Clarity in instructions</li> <li>• Assessment of patient response</li> </ul>	<ol style="list-style-type: none"> <li>1. Apply principles of learning using a variety of teaching strategies during patient instruction.</li> <li>2. Provide clear instructions (eg, verbal, visual).</li> <li>3. Apply methods to enhance compliance (eg, handouts, reporting forms).</li> <li>4. Determine patient response/understanding of instruction.</li> </ol>
<b>Patient Progression</b> <ul style="list-style-type: none"> <li>• Competent patient progression</li> </ul>	<ol style="list-style-type: none"> <li>1. Implement competent patient progression.               <ol style="list-style-type: none"> <li>A. Identify the need to progress via data collection.</li> <li>B. Determine what progression can be made within the</li> </ol> </li> </ol>

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<ul style="list-style-type: none"> <li>• Communication of pertinent information</li> <li>• Relationship of psychosocial factors to progress</li> <li>• Clinical problem solving</li> </ul>	<p>plan of care.</p> <p>C. Identify possible progressions that will continue to advance patient response.</p> <p>D. Select and implement the progression of the intervention.</p> <p>E. Determine outcomes of the intervention.</p> <p>2. Communicate pertinent information.</p> <p>A. Identify changes in patient response due to intervention.</p> <p>B. Describe adjustments to intervention within plan of care.</p> <p>C. Describe response to change in intervention.</p> <p>3. Recognize when other variables (psychological, social, cultural, etc.) appear to be affecting the patient's progression with the intervention.</p> <p>4. Determine if patient is progressing toward goals in plan of care. If no, determine if modifications made to the intervention are required to improve patient response.</p>
<p><b>Data Collection</b></p> <ul style="list-style-type: none"> <li>• Competent data collection</li> <li>• Interview skills</li> <li>• Accurate and timely</li> <li>• Clinical problem solving</li> <li>• Ability to modify techniques</li> <li>• Documentation and communication</li> </ul>	<p>1. Provide accurate, reproducible, safe, valid, and timely collection and documentation of data to measure the patient's medical status and/or progress within the intervention as indicated in the following categories:</p> <p><u>Anthropometric characteristics</u></p> <p>1. Measure body dimensions (eg, height, weight, girth, limb length).</p> <p><u>Arousal, attention, and cognition</u></p> <p>1. Determine level of orientation to situation, time, place, and person.</p> <p>2. Determine patient's ability to process commands.</p> <p>3. Determine level of arousal (lethargic, alert, agitated).</p> <p>4. Test patient's recall ability (eg, short term and long term memory).</p> <p><u>Assistive and adaptive devices</u></p> <p>1. Measure for assistive or adaptive devices and equipment.</p> <p>2. Determine components, alignments and fit of device and equipment.</p> <p>3. Determine patient's safety while using the device.</p> <p>4. Monitor patient's response to the use of the device.</p> <p>5. Check patient or caregiver's ability to care for device and equipment (maintenance, adjustment, cleaning).</p> <p><u>Body mechanics</u></p> <p>1. Determine patient's ability to use proper body</p>

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	<p style="text-align: center;">mechanics during functional activity.</p> <p><u>Environmental barriers, self-care, and home management</u></p> <ol style="list-style-type: none"> <li>1. Identify potential safety barriers.</li> <li>2. Identify potential environmental barriers.</li> <li>3. Identify potential physical barriers.</li> <li>4. Determine ability to perform bed mobility and transfers safely in the context of self-care home management.</li> </ol> <p><u>Gait, locomotion, and balance</u></p> <ol style="list-style-type: none"> <li>1. Determine patient's safety while engaged in gait, locomotion, balance, and mobility.</li> <li>2. Measure patient's progress with gait, locomotion, balance, and mobility, including use of standard tests.</li> <li>3. Describes gait deviations and their effect on gait and locomotion.</li> </ol> <p><u>Integumentary integrity</u></p> <ol style="list-style-type: none"> <li>1. Identify activities, positioning, and postures that may produce or relieve trauma to the skin.</li> <li>2. Identify devices and equipment that may produce or relieve trauma to the skin.</li> <li>3. Observe and describe skin characteristics (eg, blistering, continuity of skin color, dermatitis, hair growth, mobility, nail growth, sensation, temperature, texture, and turgor).</li> <li>4. Observe and describe changes in skin integrity, such as presence of wound, blister, incision, hematoma, etc.</li> <li>5. Test for skin sensation and describe absent or altered sensation.</li> </ol> <p><u>Muscle function</u></p> <ol style="list-style-type: none"> <li>1. Perform manual muscle testing.</li> <li>2. Observe the presence or absence of muscle mass.</li> <li>3. Describe changes in muscle tone.</li> </ol> <p><u>Neuromotor function</u></p> <ol style="list-style-type: none"> <li>1. Identify the presence or absence of developmental reflexes, associated reactions, or abnormal tone.</li> <li>2. Identify performance of gross and fine motor skills.</li> </ol> <p><u>Orthotic and prosthetic devices and equipment</u></p> <ol style="list-style-type: none"> <li>1. Check components, ensure alignment and fit of orthotic devices, braces, and/or splints.</li> <li>2. Determine effectiveness of components (Is it working or not?), alignment, and fit of orthotic devices, braces, and splints during functional</li> </ol>

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	<p>activities.</p> <ol style="list-style-type: none"> <li>Determine patient/caregiver's ability to don/doff orthotic, device, brace, and/or splint.</li> <li>Determine patient/caregiver's ability to care for orthotic device, brace, or splint (eg, maintenance, adjustments, and cleaning).</li> </ol> <p><u>Pain</u></p> <ol style="list-style-type: none"> <li>Define location and intensity of pain.</li> </ol> <p><u>Posture</u></p> <ol style="list-style-type: none"> <li>Determine postural alignment and position (static and dynamic, symmetry, deviation from midline).</li> </ol> <p><u>Range of motion</u></p> <ol style="list-style-type: none"> <li>Perform tests of joint active and passive movement, muscle length, soft tissue extensibility, tone and flexibility (goniometry, tape measure).</li> <li>Describe functional range of motion.</li> </ol> <p><u>Sensory response</u></p> <ol style="list-style-type: none"> <li>Perform tests of superficial sensation (coarse touch, light touch, cold, heat, pain, pressure, and/or vibration).</li> <li>Check peripheral nerve integrity (sensation, strength).</li> </ol> <p><u>Vital Signs</u></p> <ol style="list-style-type: none"> <li>Monitor and determine cardiovascular function. (eg, peripheral pulses, blood pressure, heart rate)</li> <li>Monitor and determine physiological responses to position change (eg, orthostatic hypotension, skin color, blood pressure, and heart rate).</li> <li>Monitor and determine respiratory status (eg, pulse oximetry, rate, and rhythm, pattern).</li> </ol> <ol style="list-style-type: none"> <li>Provide timely communication to the physical therapist regarding findings of data collection techniques.</li> <li>Recognize when intervention should not be provided or should be modified due to change in patient status.</li> </ol>
<p><b>Documentation</b></p> <ul style="list-style-type: none"> <li>Select relevant information</li> <li>Accuracy</li> <li>Ability to adapt</li> </ul>	<ol style="list-style-type: none"> <li>Document in writing/electronically patient care using language that is accurate, complete, legible, timely, and consistent with institutional, legal, and billing requirements.</li> <li>Use appropriate grammar, syntax, and punctuation in communication.</li> <li>Use appropriate terminology and institutionally approved abbreviations.</li> </ol>



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	<ol style="list-style-type: none"> <li>4. Use an organized and logical framework to document care.</li> <li>5. Identify and communicate with the physical therapist when further documentation is required.</li> </ol>
<b>Safety, CPR, and Emergency Procedures</b> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Initiate emergency response system</li> <li>• CPR</li> </ul>	<ol style="list-style-type: none"> <li>1. Ensure safety of self and others in the provision of care in all situations.</li> <li>2. Initiate and/or participate in emergency life support procedures (simulated or actual).</li> <li>3. Initiate and/or participate in emergency response system (simulated or actual).</li> <li>4. Maintain competency in CPR.</li> <li>5. Prepare and maintain a safe working environment for performing interventions (e.g. clear walkways, equipment checks, etc.).</li> </ol>
<b>Healthcare Literature</b>	<ol style="list-style-type: none"> <li>1. Reads and understands the healthcare literature.</li> </ol>
<b>Education</b> <ol style="list-style-type: none"> <li>a. Colleagues</li> <li>b. Aides, volunteers, peers, coworkers</li> <li>c. Students</li> <li>d. Community</li> </ol>	<ol style="list-style-type: none"> <li>1. Instruct other members of the health care team, using established techniques, programs, and instructional materials, commensurate with the learning characteristics of the audience.</li> <li>2. Educate colleagues and other health care professionals about the role, responsibilities, and academic preparation and scope of work of the PTA.</li> </ol>
<b>Resource Management</b> <ul style="list-style-type: none"> <li>• Human</li> <li>• Fiscal</li> <li>• Systems</li> </ul>	<ol style="list-style-type: none"> <li>1. Follow legal and ethical requirements for direction and supervision of other support personnel.</li> <li>2. Select appropriate non-patient care activities to be directed to support personnel.</li> <li>3. Identify and eliminate obstacles to completing patient related duties.</li> <li>4. Demonstrate efficient time management.</li> <li>5. Provide accurate and timely information for billing and reimbursement purposes.</li> <li>6. Adhere to legal/ethical requirements, including billing.</li> <li>7. Maintain and use physical therapy equipment effectively.</li> </ol>
<b>Behavioral Expectations:</b> <ol style="list-style-type: none"> <li>a. Accountability</li> <li>b. Altruism</li> </ol>	<u>Accountability</u> <ol style="list-style-type: none"> <li>1. Adhere to federal and state legal practice standards and institutional regulations related to patient care and fiscal</li> </ol>

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<b>c. Compassion and Caring</b> <b>d. Cultural Competence</b> <b>e. Duty</b> <b>f. Integrity</b> <b>g. Social Responsibility</b>	<p>management.</p> <ol style="list-style-type: none"> <li>Act in a manner consistent with the <i>Standards of Ethical Conduct for the Physical Therapist Assistant and Guide for Conduct of the Physical Therapist Assistant</i>.</li> <li>Change behavior in response to understanding the consequences (positive and negative) of the physical therapist assistant's actions.</li> </ol> <p><u>Altruism</u></p> <ol style="list-style-type: none"> <li>Place the patient's/client's needs above the physical therapist assistant's self-interests.</li> </ol> <p><u>Compassion and caring</u></p> <ol style="list-style-type: none"> <li>Exhibit compassion, caring, and empathy in providing services to patients; promote active involvement of the patient in his or her care.</li> </ol> <p><u>Cultural competence</u></p> <ol style="list-style-type: none"> <li>Identify, respect, and act with consideration for the patient's differences, values, preferences, and expressed needs in all physical therapy activities.</li> </ol> <p><u>Duty</u></p> <ol style="list-style-type: none"> <li>Describe and respect the physical therapists' and other team members' expertise, background, knowledge, and values.</li> <li>Demonstrate reliability in meeting normal job responsibilities (eg, attendance, punctuality, following direction).</li> <li>Preserve the safety, security, privacy, and confidentiality of individuals.</li> <li>Recognize and report when signs of abuse/neglect are present.</li> <li>Actively promote physical therapy.</li> </ol> <p><u>Integrity</u></p> <ol style="list-style-type: none"> <li>Demonstrate integrity in all interactions.</li> <li>Maintain professional relationships with all persons.</li> </ol> <p><u>Social Responsibility</u></p> <ol style="list-style-type: none"> <li>Analyze work performance and behaviors and seek assistance for improvement as needed.</li> </ol>

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Communication	<p><u>Interpersonal Communication</u></p> <ol style="list-style-type: none"> <li>1. Develop rapport with patients/clients and others to promote confidence.</li> <li>2. Actively listen and display sensitivity to the needs of others.</li> <li>3. Ask questions in a manner that elicits needed responses.</li> <li>4. Modify communication to meet the needs of the audience, demonstrating respect for the knowledge and experience of others.</li> <li>5. Demonstrate congruence between verbal and non-verbal messages.</li> <li>6. Recognize when communication with the physical therapist is indicated.</li> <li>7. Initiate and complete verbal and written communication with the physical therapist in a timely manner.</li> <li>8. Ensure ongoing communication with the physical therapist for optimal patient care.</li> <li>9. Recognize role and participate appropriately in communicating patient status and progress within the health care team.</li> </ol> <p><u>Conflict Management/Negotiation</u></p> <ol style="list-style-type: none"> <li>1. Recognize potential for conflict.</li> <li>2. Implement strategies to prevent and/or resolve conflict.</li> <li>3. Seek resources to resolve conflict when necessary.</li> </ol>
Promotion of Health, Wellness, and Prevention	<ol style="list-style-type: none"> <li>1. Demonstrate health promoting behaviors.</li> <li>2. Recognize opportunities to educate the public or patients about issues of health, wellness, and prevention (eg, benefits of exercise, prevention of falls, etc.) and communicate opportunity to the physical therapist.</li> <li>3. Educate the public or patients about issues of health, wellness, and prevention (eg, benefits of exercise, prevention of falls, etc.).</li> <li>4. Recognize patient indicators of willingness to change health behaviors and communicate to the physical therapist.</li> </ol>
Career Development	<ol style="list-style-type: none"> <li>1. Engage in self-assessment.</li> <li>2. Identify individual learning needs to enhance role in the profession.</li> </ol>

## APPENDIX A

PTA Skill Category	Description of Minimum Skills for PTA
	3. Identify and obtain resources to increase knowledge and skill.  4. Engage in learning activities (eg, clinical experience, mentoring, skill development).  5. Incorporate new knowledge and skill into clinical performance.

Relationship to Vision 2020: (Academic/Clinical Education Affairs Department, ext 3203)

**Explanation of Reference Numbers:**

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

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

## APPENDIX B

### **Professional Behaviors Assessment Tool**

Student Name \_\_\_\_\_ Date: \_\_\_\_\_

- Directions:
1. Read the description of each professional behavior.
  2. Become familiar with the behavioral criteria described in each of the levels.
  3. Self-assess your performance continually, relative to the professional behaviors, using the behavioral criteria.
  4. At the end of each semester, complete this form.
    - a. Using a Highlighter pen, highlight all criteria that describes behaviors you demonstrate in Beginning Level (column 1), Intermediate Level (column 2), or Entry Level (column 3).
    - b. Give at least one specific example of a time when you demonstrated a behavior from the highest level highlighted.
    - c. Place an "x" along the visual analog scale to indicate the level (B, I, or E) at which you primarily function in each ability. This should be based on your highlighted areas, the specific example, and feedback from your CI.
  5. Share your self assessment with your clinical instructor, specifically seeking his/her feedback.
  6. Sign and return to Program Director

## APPENDIX B

<b>1. Critical Thinking:</b> The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.		
<b>Beginning Level:</b> Raises relevant questions; Considers all available information; Articulates ideas; Understands the scientific method; States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion); Recognizes holes in knowledge base; Demonstrates acceptance of limited knowledge and experience	<b>Intermediate Level:</b> Feels challenged to examine ideas; Critically analyzes the literature and applies it to patient management; Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas; Seeks alternative ideas; Formulates alternative hypotheses; Critiques hypotheses and ideas at a level consistent with knowledge base; Acknowledges presence of contradictions	<b>Entry Level:</b> Distinguishes relevant from irrelevant patient data; Readily formulates and critiques alternative hypotheses and ideas; Infers applicability of information across populations; Exhibits openness to contradictory ideas; Identifies appropriate measures and determines effectiveness of applied solutions efficiently; Justifies solutions selected
<b>Specific Example:</b>		<b>Place an "x" on the visual analog scale</b>  <div style="text-align: center;"> <span style="margin-right: 100px;">B</span> <span style="margin-right: 100px;">I</span> <span>E</span> </div>

<b>2. Communication:</b> The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.		
<b>Beginning Level:</b> Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting; Recognizes impact of non-verbal communication in self and others; Recognizes the verbal and non-verbal characteristics that portray confidence; Utilizes electronic communication appropriately	<b>Intermediate Level:</b> Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences; Restates, reflects and clarifies message(s); Communicates collaboratively with both individuals and groups; Collects necessary information from all pertinent individuals in the patient/client management process; Provides effective education (verbal, non-verbal, written and electronic)	<b>Entry Level:</b> Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups ; Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing; Maintains open and constructive communication; Utilizes communication technology effectively and efficiently
<b>Specific Example:</b>		<b>Place an "x" on the visual analog scale</b>  <div style="text-align: center;"> <span style="margin-right: 100px;">B</span> <span style="margin-right: 100px;">I</span> <span>E</span> </div>

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<b>3. <u>Problem Solving:</u></b> The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.		
<b><i>Beginning Level:</i></b> Recognizes problems; States problems clearly; Describes known solutions to problems; Identifies resources needed to develop solutions; Uses technology to search for and locate resources; Identifies possible solutions and probable outcomes	<b><i>Intermediate Level:</i></b> Prioritizes problems; Identifies contributors to problems; Consults with others to clarify problems; Appropriately seeks input or guidance; Prioritizes resources (analysis and critique of resources); Considers consequences of possible solutions	<b><i>Entry Level:</i></b> Independently locates, prioritizes and uses resources to solve problems; Accepts responsibility for implementing solutions; Implements solutions; Reassesses solutions; Evaluates outcomes; Modifies solutions based on the outcome and current evidence; Evaluates generalizability of current evidence to a particular problem
<b>Specific Example:</b>		<b>Place an "x" on the visual analog scale</b>  <div style="text-align: center;"> <span style="margin: 0 20px;">B</span> <span style="margin: 0 20px;">I</span> <span style="margin: 0 20px;">E</span> </div>
<b>4. <u>Interpersonal Skills:</u></b> The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.		
<b><i>Beginning Level:</i></b> Maintains professional demeanor in all interactions; Demonstrates interest in patients as individuals; Communicates with others in a respectful and confident manner; Respects differences in personality, lifestyle and learning styles during interactions with all persons; Maintains confidentiality in all interactions; Recognizes the emotions and bias that one brings to all professional interactions	<b><i>Intermediate Level:</i></b> Recognizes the non-verbal communication and emotions that others bring to professional interactions; Establishes trust; Seeks to gain input from others ; Respects role of others; Accommodates differences in learning styles as appropriate	<b><i>Entry Level:</i></b> Demonstrates active listening skills and reflects back to original concern to determine course of action; Responds effectively to unexpected situations; Demonstrates ability to build partnerships; Applies conflict management strategies when dealing with challenging interactions; Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them
<b>Specific Example:</b>		<b>Place an "x" on the visual analog scale</b>  <div style="text-align: center;"> <span style="margin: 0 20px;">B</span> <span style="margin: 0 20px;">I</span> <span style="margin: 0 20px;">E</span> </div>
<b>5. <u>Responsibility:</u></b> The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.		



## APPENDIX B

<b>Beginning Level:</b> Demonstrates punctuality; Provides a safe and secure environment for patients; Assumes responsibility for actions; Follows through on commitments; Articulates limitations and readiness to learn; Abides by all policies of academic program and clinical facility	<b>Intermediate Level:</b> Displays awareness of and sensitivity to diverse populations; Completes projects without prompting; Delegates tasks as needed; Collaborates with team members, patients and families; Provides evidence-based patient care	<b>Entry Level:</b> Educates patients as consumers of health care services; Encourages patient accountability; Directs patients to other health care professionals as needed; Acts as a patient advocate; Promotes evidence-based practice in health care settings; Accepts responsibility for implementing solutions; Demonstrates accountability for all decisions and behaviors in academic and clinical settings
<b>Specific Example:</b>		<b>Place an “x” on the visual analog scale</b>  <div style="text-align: center;"> <span style="margin: 0 20px;">B</span> <span style="margin: 0 20px;">I</span> <span style="margin: 0 20px;">E</span> </div>

<b>6. Professionalism:</b> The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.		
<b>Beginning Level:</b> Abides by all aspects of the academic program honor code and the APTA Code of Ethics; Demonstrates awareness of state licensure regulations; Projects professional image; Attends professional meetings; Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers	<b>Intermediate Level:</b> Identifies positive professional role models within the academic and clinical settings; Acts on moral commitment during all academic and clinical activities; Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making; Discusses societal expectations of the profession	<b>Entry Level:</b> Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary; Provides patient & family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity; Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development; Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices; Discusses role of physical therapy within the healthcare system and in population health; Demonstrates leadership in collaboration with both individuals and groups
<b>Specific Example:</b>		<b>Place an “x” on the visual analog scale</b>  <div style="text-align: center;"> <span style="margin: 0 20px;">B</span> <span style="margin: 0 20px;">I</span> <span style="margin: 0 20px;">E</span> </div>

## APPENDIX B

<b>7. Use of Constructive Feedback:</b> The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.		
<b>Beginning Level:</b> Demonstrates active listening skills; Assesses own performance; Actively seeks feedback from appropriate sources; Demonstrates receptive behavior and positive attitude toward feedback; Incorporates specific feedback into behaviors; Maintains two-way communication without defensiveness	<b>Intermediate Level:</b> Critiques own performance accurately; Responds effectively to constructive feedback; Utilizes feedback when establishing professional and patient related goals; Develops and implements a plan of action in response to feedback; Provides constructive and timely feedback	<b>Entry Level:</b> Independently engages in a continual process of self evaluation of skills, knowledge and abilities; Seeks feedback from patients/clients and peers/mentors; Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities; Uses multiple approaches when responding to feedback; Reconciles differences with sensitivity; Modifies feedback given to patients/clients according to their learning styles
<b>Specific Example:</b>		<b>Place an "x" on the visual analog scale</b> <div style="text-align: center;">           _____            B                      I                      E         </div>

<b>8. Effective Use of Time and Resources:</b> The ability to manage time and resources effectively to obtain the maximum possible benefit.		
<b>Beginning Level:</b> Comes prepared for the day's activities & responsibilities; Identifies resource limitations (i.e. information, time, experience); Determines when and how much help/assistance is needed; Accesses current evidence in a timely manner; Verbalizes productivity standards and identifies barriers to meeting productivity standards; Self-identifies and initiates learning opportunities during unscheduled time	<b>Intermediate Level:</b> Utilizes effective methods of searching for evidence for practice decisions; Recognizes own resource contributions; Shares knowledge and collaborates with staff to utilize best current evidence; Discusses and implements strategies for meeting productivity standards; Identifies need for and seeks referrals to other disciplines	<b>Entry Level:</b> Uses current best evidence; Collaborates with members of the team to maximize the impact of treatment available; Has the ability to set boundaries, negotiate, compromise, and set realistic expectations; Gathers data and effectively interprets and assimilates the data to determine plan of care; Utilizes community resources in discharge planning; Adjusts plans, schedule etc. as patient needs and circumstances dictate; Meets productivity standards of facility while providing quality care and completing non-productive work activities
<b>Specific Example:</b>		<b>Place an "x" on the visual analog scale</b> <div style="text-align: center;">           _____            B                      I                      E         </div>

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<b>9. <u>Stress Management:</u></b> The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.		
<b><i>Beginning Level:</i></b> Recognizes own stressors; Recognizes distress or problems in others; Seeks assistance as needed; Maintains professional demeanor in all situations	<b><i>Intermediate Level:</i></b> Actively employs stress management techniques; Reconciles inconsistencies in the educational process; Maintains balance between professional and personal life; Accepts constructive feedback and clarifies expectations; Establishes outlets to cope with stressors	<b><i>Entry Level:</i></b> Demonstrates appropriate affective responses in all situations; Responds calmly to urgent situations with reflection and debriefing as needed; Prioritizes multiple commitments; Reconciles inconsistencies within professional, personal and work/life environments; Demonstrates ability to defuse potential stressors with self and others
<b>Specific Example:</b>		<b>Place an "x" on the visual analog scale</b> <div style="text-align: center; margin-top: 10px;"> <div style="border-top: 1px solid black; width: 100%;"></div> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>B</span> <span>I</span> <span>E</span> </div> </div>

<b>10. <u>Commitment to Learning:</u></b> The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.		
<b><i>Beginning Level:</i></b> Prioritizes information needs; Analyzes and subdivides large questions into components; Identifies own learning needs based on previous experiences; Welcomes and/or seeks new learning opportunities; Seeks out professional literature; Plans and presents an in-service, research or cases studies	<b><i>Intermediate Level:</i></b> Researches and studies areas where own knowledge base is lacking in order to augment learning and practice; Applies new information and re-evaluates performance; Accepts that there may be more than one answer to a problem; Recognizes the need to and is able to verify solutions to problems; Reads articles critically and understands limits of application to professional practice	<b><i>Entry Level:</i></b> Respectfully questions conventional wisdom; Formulates and re-evaluates position based on available evidence; Demonstrates confidence in sharing new knowledge with all staff levels; Modifies programs and treatments based on newly-learned skills and considerations; Consults with other health professionals and physical therapists for treatment ideas
<b>Specific Example:</b>		<b>Place an "x" on the visual analog scale</b> <div style="text-align: center; margin-top: 10px;"> <div style="border-top: 1px solid black; width: 100%;"></div> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>B</span> <span>I</span> <span>E</span> </div> </div>

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Based on my Professional Behaviors Assessment, I am setting the following Goals:

To accomplish these goals, I will take the following specific actions:

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Verification of Receiving Program Handbook

I certify that I received the Physical Therapist Assistant Program Handbook; I have read and understand all policies and procedures outlined within this Handbook. I further understand that policies pertaining to this program may change without notice. I certify that I have read and understand the requirements of the Confidentiality policy in accordance of the HIPAA regulations.

\_\_\_\_\_

Print

\_\_\_\_\_

Applicant's Date