



**Physical Therapist Assistant Program
Student Handbook
2026-2027**

Rev. 7/13/26



Welcome

Congratulations on starting an exciting new phase in your life! You have chosen to enter the field of physical therapy, which is an exciting profession that offers many different opportunities for personal and professional development.

The Physical Therapist Assistant faculty at Southwest Wisconsin Technical College (Southwest Tech) welcomes you to the two-year program that will result in an Associate of Applied Science Degree. This program is composed of three major components: lecture, lab, and clinical. Each of these three components will prepare you for employment as a physical therapist assistant and for taking the national licensure exam (NPTE). The curriculum has been arranged to reflect progression in course content from simple to more complex. A great deal will be required of you as you move through the program and develop an increased skill and knowledge in the field of physical therapy and an increased awareness of yourself. You will repeatedly be required to use the information that you learn, integrating information from multiple courses/resources to create a solution to a patient problem. This is what the work environment will be—each patient, each situation is different, and you cannot memorize an answer that will work in all situations. Your program of study will prepare you to take the licensure examination for employment as a physical therapist assistant in the state of Wisconsin, and any other state in the country, and will allow you opportunities for personal growth.

The Physical Therapist Assistant Program Student Handbook was compiled to orient you to the program and to identify your responsibilities as a student. This handbook supplements the Southwest Tech Student Handbook. It contains policies and procedures that are specific to the associate degree Physical Therapist Assistant Program.

Congratulations on your career choice. There are many opportunities as a physical therapist assistant that will allow you to challenge yourself intellectually while making a difference in the lives of others. We wish you success in attaining your goals.

Please feel free to contact us if you have any question, concerns or difficulties that are interfering with your performance in the program.

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PTA Program Information

1.1 Accreditation

The Physical Therapist Assistant program at Southwest Wisconsin Technical College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085)

1.2 Program Summary

The Physical Therapist Assistant (PTA) Program at Southwest Tech is a two-year program involving five semesters. Graduates will earn an Associate of Applied Science in Physical Therapist Assistant degree. The Program curriculum includes courses in general education and basic science as well as technical physical therapy coursework. Students will be introduced to direct patient care throughout the fall of the third core semester of the program and will be enrolled in two clinical education experiences during the final core semester of the program.

1.3 Statement of Nondiscrimination

Southwest Tech does not discriminate based on race, color, national origin, sex, disability or age in its program or activity. The following person has been designated to manage inquiries regarding the nondiscrimination policies:

Krista Weber, Director of Human Resources
1800 Bronson Blvd
Fennimore WI 53809
kweber@swtc.edu
(608) 822-2315

A detailed version of the Southwest Tech Policy on Nondiscrimination can be found in The Southwest Tech Student Handbook on page 4 or on Southwest Tech's website: [Student Handbook Nondiscrimination Policy](#)

1.4 Southwest Tech Core Values

Inclusivity. We provide a welcoming environment that promotes respect for all members of the college community. We commit to learning about our differences and commonalities to better appreciate the value of each person. We empower the college community to cultivate connections and defend the dignity and humanity of all. We expect all members of our college community to live our Charger Respect Pledge.

Learning. We work together to make high-quality, affordable education accessible to our diverse population. We help students develop the knowledge, skills, and attitudes needed to

contribute to an inclusive workforce and community success. Through partnerships, we seek opportunities to improve lives.

Integrity. We promote a cohesive culture that is based on honesty, professionalism, trust, kindness, and respect. We work collaboratively to maintain a healthy environment of clear communication, transparency, and dedication to the mission of Southwest Tech.

Accountability. We hold ourselves and our teams responsible for achieving academic and fiscal College goals as established by the District Board. We practice self-awareness and hold each other accountable to recognize and confront biases that impact our thinking, behavior, and performance to realize positive and equitable results.

Continuous Improvement. We leverage our rural perspective and progressive entrepreneurial spirit to attract people who strive for excellence in student success through innovation in technology, services, and strategies. We support and promote personal and professional development to exceed industry standards and produce competent and skilled graduates in high-quality, relevant programs essential to our sustainability as a college.

1.5 Southwest Tech Mission

Southwest Wisconsin Technical College provides education and training opportunities responsive to students, employers, and communities.

1.6 Southwest Tech Physical Therapist Assistant Mission

The mission of the Physical Therapist Assistant Program at Southwest Wisconsin Technical College is to prepare knowledgeable, competent, ethical, entry level physical therapist assistants.

1.7 Southwest Tech Physical Therapist Assistant Philosophy

The philosophy incorporates faculty beliefs regarding the field of physical therapy, health, person, community, physical therapist assistant education, the teaching/learning process, and physical therapist assistant practice.

The field of physical therapy involves a concept of caring, which is communicated through both attitude and action. Physical therapist assistants work within the confines of a physical therapy plan of care, and together with the physical therapist, provide safe and effective care according to standards of practice within the legal, ethical, and regulatory frameworks.

Physical therapist assistant education enables learners to achieve knowledge and skills appropriate to their level of practice and seeks to promote critical thinking, communication, problem solving, cultural diversity, quantification skills, and use of information and science

technology. Learning is a continuous, goal-directed process that occurs best when individuals are active participants in the teaching/learning process.

1.8 Program Goals

In accordance with Southwest Tech's program mission, the program has the following goals:

- Southwest Tech's PTA Program graduates will be entry-level PTAs prepared to perform skilled, ethical, legal, and contemporary physical therapy practices within their community, functioning under the direction and supervision of a physical therapist.
- Southwest Tech's PTA program will prepare graduates to be competent and knowledgeable care providers to a diverse population in an ever-changing healthcare environment.
- Southwest Tech's PTA program will meet or exceed the highest level of professional standards for PTA Education as set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE).
- Southwest Tech's PTA program faculty will demonstrate commitment to high quality collaborative education with a focus on serving the college, the profession, and the community.

1.9 Program Outcomes

The graduate of the Physical Therapist Assistant Program will be able to:

- Function under the direct supervision of a physical therapist in a safe, legal, ethical manner consistent with professional standards and values to ensure the safety of patients, self, and others
- Demonstrate clear and collaborative communication with patients, families, and health care team
- Exhibit behaviors and conduct that optimize inclusive, equitable patient care and patient care environments in alignment with physical therapy practice standards
- Produce documentation to support the delivery of physical therapy services
- Demonstrate critical decision making to implement and modify treatment within a plan of care under the direction and supervision of a physical therapist
- Perform data collection essential for carrying out the plan of care under the direction and supervision of the physical therapist
- Perform technically competent, evidence-based physical therapy interventions under the direction and supervision of the physical therapist
- Educate patients, families and other health care providers incorporating cultural humility and social determinants of health
- Integrate components of operational and fiscal practices of physical therapy service in a variety of settings.
- Implement a self-directed plan for career development, credentialing and leadership skills, and lifelong learning in an ever-changing health care environment

1.10 Knowledge of Program and College Policies and Procedures

It is important that students be well informed about their academic program. To accomplish this task, you should maintain the following items easily accessible in your PTA locker. An electronic copy of the PTA Program Student Handbook can be found in Schoology under Course Information for each class.

- Southwest Tech's PTA Program Student Handbook
- Southwest Tech's PTA Program Class Schedule for each semester you are enrolled for
- Southwest Tech's PTA Program Clinical Education Handbook

The PTA program abides by Southwest Tech policies. Southwest Tech policies pertaining to students can be found in the Southwest Tech Student Handbook that is located on college website: [College's Student Handbook](#).

Students are expected to have a working knowledge of the content of the Southwest Tech PTA Program Student Handbook and Southwest Tech PTA Program Clinical Education Handbook, which is provided annually to all program students. After reviewing the student handbooks, students will sign and date the "Statement of Acknowledgement / Agreement / Understanding" at the end of the handbook, which includes an agreement where the student states they understand the content of the handbook and agrees to abide by the policies and procedures set forth during their tenure as a Physical Therapist Assistant student. Both PTA Program handbooks are reviewed and revised annually by program faculty. 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 PTA Program handbooks, PTA Program students and Southwest Tech administration will be notified of the updates.

1.11 Admissions

Policies

- Southwest Tech accepts up to sixteen students each year into the PTA Program. Prospective student and admission process information materials are available on the college website or in person with the program advisor in Student Services.
- The PTA Program abides by all Southwest Tech policies and procedures related to admissions, including but not limited to due process and non-discrimination.
- Admission criteria for the PTA program will be found on the college website: [Admission Requirement](#).

Procedures

1. Submit application.
2. Submit high school transcripts, college transcripts and ACT test score
3. Complete an assessment or provide proof of equivalency

- a. HESI Exam with a minimum score of 75% for grammar, vocabulary and reading or ACT composite score of 18+ within the last four years.
4. Meet with Program Advisor, Sara Bahl for admissions meeting to complete Student Success Plan
5. Complete Anatomy & Physiology with a C or better.
6. Complete the technical functions form.
7. Accepted students will be allowed to register for classes late spring or early summer
8. Information on the Math Review component of Applied Kinesiology 1 will be provided during new student orientation. If a student is not in attendance, an email will be sent to them regarding this information.
9. Accepted students MUST attend the Mandatory Welcome Day on the Thursday prior to first day of classes in August. During this meeting, students will have the opportunity to meet PTA instructors and other staff, receive information about the program expectations, program rigors, class schedule, Southwest Tech facility information, etc. and can ask any questions.

PTA Information

2.1 Definition

A physical therapist assistant is a specific member of the healthcare team and is defined as “...a technically educated health care provider who assists the physical therapist in the provision of physical therapy. The physical therapist assistant is a graduate of a physical therapy assistant associate degree program accredited by CAPTE.” Adopted by the American Physical Therapy Association House of Delegates June 2005 (HOD P06-05-18-26).

2.2 Qualifications

A physical therapist assistant is a graduate of a physical therapist assistant associate degree program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), must pass the national licensure exam and apply for a license in the state where they will practice as a PTA.

2.3 Scope of Practice

A physical therapist assistant may perform selected physical therapy interventions under the direction and at least general supervision of the physical therapist. The following terms have been assigned by the APTA and will apply to the clinical education portion of the program.

Levels of Supervision – HOD P06-00-15-26 (Program 32)

The American Physical Therapy Association recognizes the following levels of supervision:

General Supervision: The physical therapist is not required to be on site for direction and supervision but must be available at least by telecommunications.

Direct Supervision: The physical therapist is physically present and immediately available for direction and supervision. The physical therapist will have direct contact with the patient/client during each visit that is defined in the Guide to Physical Therapist Practice as all encounters with a patient/client in a 24-hour period. Telecommunications do not meet the requirement of direct supervision.

Direct Personal Supervision: The physical therapist or, where allowable by law, the physical therapist assistant is physically present and immediately available to direct and supervise tasks that are related to patient/client management. The direction and supervision are continuous throughout the time these tasks are performed. Telecommunications do not meet the requirement of direct personal supervision.

2.4 Technical Functions

The purpose of this policy is to ensure that all physical therapist assistant students are:

- Able to meet program objectives and perform job duties required in the profession.
- Able to demonstrate critical, logical, and analytical thinking.
- Enjoy working with people with varied backgrounds and disabilities.
- Able to teach manual skills, motivating patients to learn and perform.
- Possess motor and visual skills that enable them to meet program objectives and perform job duties required by the profession.

All students will be held to the same standards and must be able to perform the technical functions of their positions with or without reasonable accommodations.

During the initial admission meeting with the student success coach, students will be provided with the list of technical functions. Each student will sign the Technical Functions Form acknowledging that they have read, understand and meet the technical functions. The following are the technical functions required of PTA students:

Academic:

- Students must possess and demonstrate sufficient academic and intellectual abilities to pass all required general education courses, and to pass each PTA program course with a minimum overall grade of "C" (80%), including both academic and laboratory competencies. Additionally, graduates of the program must pass a national licensing examination to obtain a license to practice as a PTA.

General health:

- Students must be able to comply with all pre-clinical health requirements of the college and affiliating institutions in a timely manner prior to the first day of classes and must be able to attend all classes and clinical rotations faithfully and punctually.

Motor:

- Students must have sufficient motor capabilities to execute the movements and skills required for providing safe and effective physical therapy treatment. This includes but is not limited to the following:

- Ability to obtain and maintain current CPR certification.
- Coordination, speed, agility, and strength sufficient to safely and effectively teach, assist, and guard patients who are walking, exercising, or performing other treatment or functional activities.
- Ability to move, adjust, and position equipment, including the ability to bend/stoop to floor level and to reach above the head.
- Ability to move, lift, position, and transfer patients, using good body mechanics and safety techniques (50 pounds minimum).
- Ability and dexterity to manipulate and adjust the devices used in physical therapy.

Sensory:

- Students must be able to observe, participate in, and obtain information from classroom activities, laboratory and clinical demonstrations, and physical measures applied to real and simulated patients. This includes but is not limited to the following:
- Visual Ability (corrected as necessary) to recognize and interpret facial expression and body language, identify normal and abnormal patterns of movement, read or set parameters on physical therapy equipment, discriminate changes in skin color and other features, and interpret and assess the environment.
- Auditory Ability (corrected as necessary) to recognize, assess, and respond to soft voices, timers, equipment alarms, and equipment used to monitor blood pressure and respiratory sounds.
- Tactile Ability to palpate a pulse or body landmarks, and to detect changes or abnormalities in surface texture, skin temperature, body segment contour, muscle tone, and joint movement.

Communication:

- Students must be able to effectively and efficiently communicate with peers, instructors, patients and their families, and other health providers. This includes but is not limited to the following:
- Reading ability sufficient to allow safe and correct performance of all required skills and activities, such as classroom assignments and notes, tests, handwritten patient charts, operation manuals, professional literature).
- Ability to effectively receive, interpret, and express information regarding patient condition and status, and to communicate with peers, patients, families, other providers, and third-party payers.
- Ability to recognize, interpret, and respond to nonverbal behavior of others.

Behavior:

- Students must be capable of exercising good judgment, developing empathetic and therapeutic relationships with patients, developing and maintaining mature and professional relationships with laboratory and clinical colleagues, tolerating close physical contact with others in laboratory and clinical settings. This includes but is not limited to the following:
- Ability to work with multiple patients/families and colleagues at the same time.

- Ability to work with lab partners, patients, families, and others in stressful conditions, including but not limited to medically or emotionally unstable individuals, situations requiring rapid adaptations, provision of CPR, and other emergency situations.
- Ability to effectively organize time and materials and meet deadlines.

Critical thinking:

- Students must have sufficient capabilities in the areas of calculation, problem solving, reasoning, and assessment to be able to comprehend and process information in a timely manner. This includes but is not limited to the following:
- Ability to collect, interpret, and assess data about patients.
- Ability to prioritize multiple tasks, integrate information, and make decisions.
- Ability to apply classroom knowledge of diagnosis and treatment to laboratory situations and to patients in clinical settings.
- Ability to act safely, responsibly, and ethically in laboratory and clinic.

Clinical experiences:

- Students are required to complete three clinical courses during the program. This is a series of work experiences with patients in a variety of off-campus settings, under the supervision of practicing PTA's and PT's. This includes a total of seventeen weeks, full-time (40 hours per week) clinical experience at the end of which the student must display sufficient skill and competence to enter the field as a practicing PTA. Students must be willing and able to organize their time, transportation, and other life responsibilities to complete and benefit fully from their clinical experiences.

2.5 APTA Standards of Ethical Conduct for the Physical Therapist Assistant

HOD S06-20-31-26 [Amended HOD S06-19-47-68; HOD S06-09-20-18; HOD S06-00-13-24; HOD 06-91-06-07; Initial HOD 06-82-04-08] [Standard]

Preamble

The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Physical therapist assistants are guided by a set of core values (accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility). Throughout the document the primary core values that support specific principles are indicated in parentheses. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients and clients to achieve greater independence, health and wellness, and enhanced quality of life.

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

Conduct of the Physical Therapist Assistant and Core Values for the Physical Therapist and Physical Therapist Assistant provide additional guidance.

Standard #1: Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals. (Core Values: Compassion and Caring, Integrity)

1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapist services.

Standard #2: Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients and clients. (Core Values: Altruism, Collaboration, Compassion and Caring, Duty)

2A. Physical therapist assistants shall act in the best interests of patients and clients over the interests of the physical therapist assistant.

2B. Physical therapist assistants shall provide physical therapist interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.

2C. Physical therapist assistants shall provide patients and clients with information regarding the interventions they provide.

2D. Physical therapist assistants shall protect confidential patient and client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

Standard #3: Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations. (Core Values: Collaboration, Duty, Excellence, Integrity)

3A. Physical therapist assistants shall make objective decisions in the patient's or client's best interest in all practice settings.

3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapist interventions.

3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient and client values.

3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.

3E. Physical therapist assistants shall provide physical therapist services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient or client status requires modifications to the established plan of care.

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

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

4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative, or other authority (e.g., patients and clients, students, supervisees, research participants, or employees).

4C. Physical therapist assistants shall not engage in any sexual relationship with any of their patients and clients, supervisees, or students.

4D. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

4E. Physical therapist assistants shall discourage misconduct by physical therapists, physical therapist assistants, and other health care professionals and, when appropriate, report illegal or unethical acts, including verbal, physical, emotional, or sexual harassment, to an appropriate authority with jurisdiction over the conduct.

4F. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

Standard #5: Physical therapist assistants shall fulfill their legal and ethical obligations. (Core Values: Accountability, Duty, Social Responsibility)

5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient and client safety.

5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

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

6A. Physical therapist assistants shall achieve and maintain clinical competence.

6B. Physical therapist assistants shall engage in lifelong learning consistent with changes in their roles and responsibilities and advances in the practice of physical therapy.

6C. Physical therapist assistants shall support practice environments that support career development and lifelong learning.

Standard #7: Physical therapist assistants shall support organizational behaviors and business practices that benefit patients, clients, and society. (Core Values: Integrity, Accountability)

7A. Physical therapist assistants shall promote work environments that support ethical and accountable decision-making.

7B. Physical therapist assistants shall not accept gifts or other considerations that influence or give an appearance of influencing their decisions.

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7C. Physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients and clients.

7D. Physical therapist assistants shall ensure that documentation for their interventions accurately reflects the nature and extent of the services provided.

7E. Physical therapist assistants shall refrain from employment arrangements, or other arrangements, that prevent physical therapist assistants from fulfilling ethical obligations to patients and clients.

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

8A. Physical therapist assistants shall support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapist assistants shall advocate for people with impairments, activity limitations, participation restrictions, and disabilities in order to promote their participation in community and society.

8C. Physical therapist assistants shall be responsible stewards of health care resources by collaborating with physical therapists in order to avoid overutilization or underutilization of physical therapist services.

8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy.

Explanation of Reference Numbers:

HOD P00-00-00-00 stands for House of Delegates/month/year/page/vote in the House of Delegates minutes; the "P" indicates that it is a position (see below). For example, HOD P06-17-05-04 means that this position can be found in the June 2017 House of Delegates minutes on Page 5 and that it was Vote 4. P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure Last Updated: 8/12/2020

2.6 Guide for Conduct of the Physical Therapist Assistant

PTA students are expected to exhibit professional, legal, and ethical behavior always, including during class, laboratory, and clinical experiences. Additionally, students and their clinical instructors are expected to abide by ethical guidelines set forth in the American Physical Therapy Association's (APTA) Code of Ethics. Information regarding the Code of Ethics and Standards of Ethical Conduct of the PTA will be provided to students in the first semester of the technical phase of the program. It is also available via the APTA web site: (<http://www.apta.org>). Specific rules for ethics and professionalism during clinical rotations may be found in the PTA Clinical Education Handbook.

PTA Program Specifics

3.1 Program Faculty

Faculty:	Office	Phone	Email
Stacey Place, MPT Program Director / Instructor/Academic Lead	1639	822-2653	splace@swtc.edu
Angie Moyer, PTA ACCE / Instructor	1639	822-2607	amoyer@swtc.edu
Cynde Larsen Chief Academic Officer /Executive Dean	303	822-2642	clarsen@swtc.edu
Nanette Hubbard Administrative Assistant	1639	822-2318	nhubbard@swtc.edu
Gin Reynolds Student Health Records Specialist	2648	822-2648	greynolds@swt.edu

3.2 Program Textbooks

Purchase of all required textbooks for each PTA program course is mandatory. The purchase of recommended resources is also encouraged. It is strongly recommended that each student purchase a student planner. Course textbooks have been selected to assist students in learning course material, and for reference during subsequent courses and all clinical rotations. It is expected that all textbooks will be retained by each student for the duration of the program unless otherwise notified. Textbooks selected for each course have been evaluated and are considered current and relevant to the practice of physical therapy. A list of currently required textbooks and/or resources will be provided prior to each semester. All required course textbooks are available for purchase at E campus.

3.3 Program Curriculum

PTA program courses follow the approved Wisconsin Technical College System's state-wide curriculum. The program curriculum follows a specific sequence and is intended to be taken in this sequential manner. The following courses and credits are needed to earn a degree in this program. Actual number of courses and credits may vary based on individual needs.

Course #	Course Title	Credits
<u>Prerequisites to Program Core Courses</u>		
10-806-177	General Anatomy & Physiology	4
		4
<u>Semester 1</u>		
10-524-156	PTA Applied Kinesiology 1	4
10-524-139	PTA Patient Interventions	4
10-524-140	PTA Professional Issues 1	2
10-801-136	English Composition 1	3
10-801-198	Speech	3
		16
<u>Semester 2</u>		
10-524-157	PTA Applied Kinesiology 2	3
10-524-142	PTA Therapeutic Exercise	3
10-524-143	PTA Biophysical Agents	4
10-809-188	Developmental Psychology	3
		13
<u>Semester 3</u>		
10-524-147	PTA Clinical Practice 1	2
10-524-144	PTA Princ of Neuro Rehab	4
10-524-145	PTA Princ of Musculo Rehab	4
10-524-146	PTA Cardio & Integ Mgmt	3
10-809-198	Intro to Psychology	
	(OR)	
10-809-199	Psychology of Human Relations	3
		16
<u>Semester 4</u>		
10-524-148	PTA Clinical Practice 2	3
10-524-149	PTA Rehab Across the Lifespan	2
10-524-150	PTA Professional Issues 2	2
10-524-151	PTA Clinical Practice 3	5
10-809-172	Introduction to Diversity Studies	3
		15
Total Credits		
Core Courses	Gen Education	Total
45	19	64

3.4 Estimated Program Costs and Fees

The following is the estimated cost of the program using 2026-2027 tuition/fee schedule. Student costs may vary. All figures are estimated.

Application Fee	waived
Caregiver Background Check	included w/in state tuition
	\$ 30.00 (out of state)
Name Badge	\$ 10.00
Tuition	\$11,071.60
Books and Course Supplies	\$ 1,600.00
Clinical s- Transportation	Cost is Variable
Fingerprints	\$ 36.00
Licensure Exam (NPTE)	\$ 485.00
Fee for Testing	\$ 82.60
WI State Licensure	\$ 158.00
APPROXIMATION TOTAL (not including clinical expenses)	\$ 13,473.20
Other Expenses not required but recommend.	
PTA Club	\$ 10.00
**WPTA Student Membership	\$ 15.00
**APTA Student Membership	\$ 80.00

Southwest Tech Resources

Southwest Tech has multiple services available for you. Please refer to the Southwest Tech Student Handbook for the complete list of services.

4.1 Counseling

A professional counselor is available to assist students to maximize their potential for educational and occupational success. Students are encouraged to consult with the mental health counselor and/or the student success coach about academic, career, and other college-related issues that might potentially impact the student's ability to complete the program. Students should schedule an appointment to meet with the mental health counselor if any issues arise. The mental health counselor and student success coach that assist PTA students are:

Counseling Services	Office	Phone	Email
Sara Bahl Program Advisor	College Connections Rm 475	822-2312	sbahl@swtc.edu
Robin Hamel Mental Health Counselor	College Connections Rm 463	822-2268	rhamel@swtc.edu

4.2 Knox Learning Center – Academic Services

Office: Building 300 Room 314

Academic services are open at no charge to Southwest Tech students on the days and hours posted outside the center. Study skill services, assistance with course work, and peer tutoring are available at the Academic services. Students are encouraged to use this resource EARLY to work on problem areas as soon as they are identified. Course content goes from simple to complex and content learned early is a foundation for later concepts taught.

4.3 Charger Tech 360 & Additional Computer Access

Students will be automatically enrolled to receive an HP 14" touch screen EliteBook-Windows10 Pro64. A \$350.00 technology fee will be applied to tuition each semester beginning in the academic school year for Charger Tech 360. Each laptop comes with a backpack, with Southwest Tech's logo and name embroidered on it. Additionally, students receive hardware support and accidental damage protection. The purpose of Charger Tech 360 is to support students with the technology they need to complete their degree at Southwest Tech. Charger Tech 360 is designed to offer complete technical support, so you do not have to worry about the "techy" stuff and just concentrate on learning. In addition, computers are available in multiple labs, the library, and the auto-tutorial lab (ATL) offering access to word processing, power point presentation programs and internet access. Please see the Southwest Tech Student Handbook or contact the helpdesk (helpdesk@swtc.edu) for further details on access. [Charger tech 360](#)

4.4 Knox Learning Center – Support Services

Office: Building 300 Room 314

If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) that requires an accommodation by Southwest Tech to meet course requirements, it is recommend that you contact the office of the Support Services Specialist, Christena Bowers, in the Knox Learning Center, (608) 822-2631, 800-362-3322, ext. 2631, TTY/TDD (608) 822-2072 or e-mail cbowers@swtc.edu, as soon as possible. It is then your responsibility to contact and meet with the instructor to inform them that you will need accommodation. The Support Services/Intake Specialist can assist you and the instructor in formulating a reasonable accommodation plan and to provide support in developing appropriate accommodation for your disability. Course requirements will not be waived but accommodation may be made to assist you to meet the requirements.

4.5 Financial Resources

Information is available for financial aid, scholarships, financial aid emergency grants, veteran benefits, payments/billing, charger dream, 1098 tuition statement, deferred payment and WIOA: Financial Resources. Students are advised to consult the Southwest Tech Student

Handbook on "Financial Aid" p.15 and/or seek assistance from the staff in the financial aid office for further questions.

4.6 Health Services/Insurance

Southwest Tech does not provide direct health care services for students or staff. Southwest Tech and clinical affiliation sites do not provide health insurance to students. It is advised that students carry their own health insurance during the program including all full-time clinical experiences. Some clinical sites require students to carry health insurance while performing a clinical experience at their facility. Southwest Tech does not assume responsibility for any medical expenses.

4.7 Additional College Wide Services

Southwest Tech is committed to serving students. There are several resources available on campus to assist students. The following is a list of numerous services that may be helpful to you as you work through the program.

- "Resident and Student Life"- Go to [Student Life](#) for information on student organizations & clubs, Charley's, sports and recreation and housing.
- "Student Policies and Procedures"- Go to [Student Policies & Procedures](#) for information on student handbook, grades, student code of conduct, transcripts, complaint process, student records and guaranteed retraining.
- "Career Services"- Go to [Career Services](#) to learn about how Southwest Tech Career Services connects students, alumni, faculty and employers. Services focus on helping students prepare for a successful career, supporting alumni in career preparedness, assisting high school and college faculty, and connecting employers with Southwest Tech students and alumni. Handshake is the resource used by Southwest Tech to Receive and search for job postings from employers who want Southwest Tech graduates. In addition, there are other job boards provided that offer employment opportunities for graduates. Check it out!
- "Testing Center" – Go to [Testing Center](#). Southwest Tech's Testing Center provides a variety of testing services for prospective and current students as well as for members of the community.
- "Bookstore"- Go to [Bookstore](#) to shop for Southwest Tech apparel, school supplies and more.
- Student Employment Services: Southwest Tech offers employment opportunities for students to earn an income plus gain valuable work experience while in school. Go to: [Student Employment](#) to find an on- campus job.

4.8 Complaints and Concerns

It is the policy of the Southwest Tech Physical Therapist Assistant Program to work with students in finding a fair and just solution to problems that may arise, including grievances, questions, misunderstandings, or discrimination. The procedure for this policy is the following:

1. First: Students are urged to take their problems to the instructor of the course in which the problem occurred.
2. Second: If the student and instructor are unable to come to an agreement, the student should contact Stacey Place, PTA Program Director at (608)-822-2653 or email at splace@swtc.edu.
3. Third: If the student's concerns are not being addressed after meeting with the program director, or if the concern is with the Program Director, the student should contact the Cynde Larsen, Chief Academic Officer/Executive Dean at (608)-822-2642 or email at clarsen@swtc.edu.
4. Fourth: If the student's concerns are not met, the last step is to refer the student to follow Southwest Tech's due process. The procedure can be found in the Southwest Tech website [Student Code of Conduct](#) or Southwest Tech's Student Handbook p. 43.

Complaints outside the due process are managed in following manner:

Source of Complaint	Example	Person to manage complaint
Clinical Education	A clinical education site has a complaint about a student's performance or behaviors during or in a past clinical site rotation.	Angie Moyer, PTA Academic Coordinator of Clinical Education (ACCE) (608)-822-2607 or ameyor@swtc.edu
Employers	An employer has a complaint about the PTA program, a student within the program, or a graduate of the PTA program.	Stacey Place, PTA Program Director (608)-822-2653 or splace@swtc.edu
General Public	A citizen of the Southwest Wisconsin Area district has a complaint about the PTA program, faculty, a student in the PTA program, or a graduate of the PTA program.	Stacey Place, PTA Program Director (608)-822-2653 or splace@swtc.edu
All Stakeholders	Any complaints regarding Southwest Tech PTA program compliance with one or more of CAPTEs Standards or required Elements or violation of any CAPTE expectations for educational integrity.	APTA Accreditation Dept. (703)-706-3245 or Accreditation@apta.org

All complaints will be documented via the complaint form found on Southwest Tech website. [Complaint Form](#) including the project outcome and kept on file at the program facility.

Professional Behaviors

Appropriate professional behaviors are expected of all members of Southwest Tech. Experience shows that behaviors demonstrated in the classroom carry over into clinical practice. The purpose of this policy is to help learners recognize problem areas and correct them. These are basic skills of a competent graduate. The PTA program must address problems in these areas as a commitment to graduate only skilled and caring health care professionals. Students are expected to always follow professional standards.

5.1 Core Abilities

Core abilities are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are required for success in the profession.

Core Abilities with Performance Indicators

1. Act Professionally. Individuals who act professionally recognize an obligation to conform to the technical and ethical standards of their chosen career.

Among the skills and attitudes of acting professionally are:

- Taking responsibility for one's actions.
- Conforming to the technical standards of a profession.
- Conforming to the ethical standards of a profession.
- Practicing morally responsible behavior.
- Taking responsibility for staying up to date.
- Maintaining confidentiality.
- Exhibiting respect for people and property.
- Exhibiting a sense of global awareness.
- Displaying appearance is appropriate for work environment.

2. Communicate Clearly. Individuals who communicate clearly can apply appropriate writing, speaking, and listening skills to precisely convey information, ideas, and opinions.

Among the skills and attitudes essential to communicating clearly are:

- Speaking clearly so others can understand.
- Writing with clarity so others can understand.
- Selecting appropriate means to convey a message.
- Asking questions for clarification.
- Participating in discussions and group presentations.
- Interpreting nonverbal communications.
- Using active listening skills.
- Applying standards of spelling, English grammar, and punctuation.

3. Value Learning. Individuals who value learning maintain acquired knowledge and skills, acquire new knowledge and skills quickly, and adapt to technological and workplace changes.

Among skills and attitudes essential to valuing effective learning are:

- Assuming responsibility for lifelong learning.
- Identifying one's learning needs.
- Accessing appropriate resources for learning.
- Applying effective learning processes.
- Helping others to learn effectively.

4. Work Productively. Individuals who work productively apply effective work habits and attitudes within a work setting.

Among the skills and attitudes associated with working productively are:

- Attending regularly and on time.
- Exhibiting organizational skills.
- Locating resources for problem solving.
- Displaying productive work ethic.
- Maintaining necessary knowledge and skills.
- Using effective/efficient processes.
- Using appropriate tools/technology.
- Showing self-direction in starting tasks.
- Demonstrating reliability.
- Following directions.
- Completing required tasks on time.

5. Work Cooperatively. Individuals who work cooperatively can work with others to complete tasks, solve problems, resolve conflicts, provide information, and offer support.

Among skills and attitudes essential to working cooperatively are:

- Demonstrating respect for self and others.
- Contributing to a group activity with ideas, suggestions, and effort.
- Completing one's share of tasks necessary to finish a group project.
- Maintaining a safe and healthy work environment for self/group.
- Setting goals/standards/limits for self/group.
- Displaying effective interpersonal skills.
- Resolving conflicts in a constructive manner.
- Seeking help when needed.
- Demonstrating ability to work with a diverse population.

6. Solve Problems. Individuals who solve problems can use all elements of problem-solving strategies to generate realistic, practical, and workable solutions.

Among skills and attitudes essential for solving problems are:

- Using critical/creative thinking skills.
- Applying problem solving steps.
- Demonstrating open-mindedness.
- Evaluating alternatives when choosing a solution.
- Implementing solutions appropriately.
- Using research to solve problems.
- Using appropriate mathematical calculations.

5.2 Guidelines

These six Core Abilities are assessed throughout the PTA Program curriculum. PTA program faculty will assess Core Abilities with each student once per semester, and students are encouraged to perform Core Abilities self-assessments on a regular basis.

Expected Core Abilities levels within the Program are:

- End of Program Semester I: All core abilities are at least Beginning level
- End of Program Semester II: All core abilities are at least Developing level
- End of Program Semester III: 50% of core abilities are Entry level or higher
- End of Program Semester IV: All core abilities are at Entry level

Students will perform a Self-Assessment of their Core Abilities each semester, which will be reviewed individually with faculty. Faculty will provide verbal feedback regarding professional behaviors. Copies of the students' self-assessment and feedback will be placed in the student's file. Students are expected to change unsatisfactory behaviors after receiving feedback from faculty. If a student is not demonstrating professional behaviors at an appropriate level, students will develop a plan for improvement with faculty. Serious deficits in professional behavior with no improvement may result in program academic probation or dismissal.

5.3 Professional Behaviors Identified:

The following are performance specific indicators for appropriate professional behaviors derived from the six Core Abilities that Southwest Tech PTA Program takes into consideration.

Demonstrate dependability, time management skills

1. Dependability

- a. Arrives for class, lab and clinical prepared to start on time
- b. Leaves class or lab at stated time or when dismissed
- c. Schedules and keeps appointments
- d. Contacts instructor in advance of scheduled activities when unable to attend

2. Time management

- a. Completes and turns in assignments on time
- b. Actively involved in group work—scheduling, attending, participating

- c. Takes full advantage of time available by staying on task
- d. Initiates study and review activities with peers and instructors

Work effectively and respectfully with others

1. Communicates in respectful manner

- a. Initiates communication at appropriate time and place
- b. Responds with appropriate verbal and nonverbal style
- c. Takes complaint or feedback directly to person involved or to instructor or counselor when necessary
- d. social media – all electronic communication (text messages, Facebook, Twitter, etc.) must be dignified, respectful & professional.
- e. Responds in a timely manner to emails and text messages.
- f. Mutual Respect and Confidentiality: The PTA program is designed to be collaborative rather than competitive. This means that each member of the class supports the others in their efforts to succeed. Be sure to come to each class prepared to:
 - i. Listen with respect.
 - ii. Speak with respect, one person speaks at a time.
 - iii. Share to learn (professional vs. social conversation). What is shared should be relevant to the topic.
 - iv. Communicate assertively.
 - v. Cooperation, not competition.
 - vi. Share solutions to problems/issues.
 - vii. Contribute actively to the work of your team (including class discussions).
 - viii. Sharing grades is NOT allowed.

2. Maintains professional demeanor

- a. Receives feedback graciously
- b. Maintains calm tone in conversation; avoids offensive statements
- c. Dresses appropriately
- d. Uses correct terminology and expression in communication
- e. Maintains appropriate eye contact

3. Establishes trust in relationships

- a. Shares fully with project partner(s) in completing assignment
- b. Respects personal differences of others
- c. Avoid gossip
- d. Accepts limits to own knowledge on subject matter

Assume responsibility for self-assessment

1. Self-assessment and Feedback

- a. Recognizes need; actively seeks feedback and help
- b. Demonstrate improvement based on self-assessment or feedback
- c. Maintains open communication with individuals offering feedback

2. Develops plan of action

- a. States components of problem clearly
- b. Identifies potential resources
- c. Analyzes potential solutions
- d. Determines best options for solutions
- e. Follows through to implement plan of action

Student E-Mail:

1. Southwest Tech provides a student e-mail account for all students. The following guidelines are to be used with phone and E-mail communication with your course and clinical instructors. Violation of these guidelines is a breach of appropriate professional behaviors.

Netiquette:

- a. Check email daily and respond promptly to requests for information from instructors and/or the college. This is the primary form of communication from instructors and Southwest Tech.
- b. Use a title in the subject line
- c. *Use please, thank you, you're welcome, etc.
- d. *Use complete sentences.
- e. *Do not use "slang" abbreviations (i.e., LOL, etc.)
- f. *Use proper spelling, grammar, and punctuation.
- g. *Use appropriate capitalization of words.
- h. Send all attachments via Word documents, unless told to use a different program. An email with an attachment should include a message explaining the attachment.
- i. If a person is cc'd in an email, hit "reply to all" if the information you are sending is pertinent to that person as well as the sender.
- j. If a large group has received an E-mail and you are sending information that is only pertinent to you and the sender hit "reply."
- k. Maintain confidentiality of patients, fellow students, and faculty
- l. Do not share another person's email unless you have their permission

Phone etiquette:

- m. State who you are (include you are a PTA student)
- n. State the reason for the call
- o. Leave a call back number(s) and/or email
- p. State times that you are available for a call back
- q. *Understand that if you are calling exceedingly early or extremely late, you may not get a call back until later in the day or until the next day.
- r. Speak clearly
- s. Do not use slang

Cell Phone etiquette:

- t. All phones will be silenced and stored in backpacks/bookbags during class, laboratory, and clinical hours. You may check your phone only during breaks.

- u. Checking text messages, emails, and phone calls on your smart watch is the same as checking your cell phone.

All Starred (*) are applicable to text messages.

Examples of unprofessional behaviors that violate the Core Abilities that will trigger implementation of the Professional Behavior Policies include but are not limited to:

- Flaunting academic success over other students
- Speaking negatively about the program, classmates, or instructors in public areas
- Failure to acknowledge greeting by instructors/clinical instructors
- Repeatedly being late for class
- Excessive absences (excused or unexcused)
- Not taking advantage of resource offered to improve academic performance
- Isolating self from classmates and classroom group activities (non-participation)
- Inappropriate behaviors following failure of Skills Check or Practical (swearing, negative body language, becoming argumentative, etc.)
- Disrespectful communication via social media
- Using inappropriate non-verbal communication
- Causing distractions or disruptions during class
- Use of alcohol or drugs while on campus
- Seeking easy answer vs. checking resources first
- Discussing grades, skills checks, and practicals

5.4 Implementing Professional Behaviors Policy

1. **Step One:** Problem is identified, and student is made aware of the non-professional behavioral concern. A signed acknowledgement of verbal warning will be placed in the student's file. The non-professional behavioral verbal/written warning form is in the appendix.
2. **Step Two:** If the non-professional behavior from Step 1 continues, the student will be given a written warning regarding their professional behavioral concern.
 - a. Non-professional behavior(s) will be documented in writing using the Professional Written Warning Form and given to the student along with professional point deduction. (This professional point rubric is in each course syllabus.) A copy will remain in the student's file.
 - b. The student and course instructor review the professional behavior issue concern.
 - c. The student will identify course of action to resolve the concern.
 - d. Other program faculty will be notified to determine whether the concern is an isolated circumstance
3. **Step Three:** If the non-professional behavior persists after a written warning, the student's grade will be impacted and a contract for change in behavior will be developed.
 - a. Ten percent-point total grade deduction per course in which behavior occurred

- b. The student and instructor identify course of action to resolve concern including consequences for lack of improvement
 - c. Method of tracking concerns across all program settings is initiated
 - d. The student meets periodically with program faculty to document status addressing and documenting progress or lack of progress related to professional behavior.
4. **Step Four:** If the non-professional behavior is ongoing and has not been resolved after behavior contract has been put into play, the student will be dismissed from the program. Program faculty do not feel the student is competent to provide physical therapy services currently.

See "Progression/Withdrawal/Dismissal/Program Reentry" Policy 6.7 p.29

All written warning notifications are cumulative from previous PTA courses per non-professional behavior.

Because the Core Abilities and performance indicators reflect behaviors necessary for success as a physical therapist assistant in the clinical environment, failure to demonstrate progress in Core Abilities, or failure to meet the specific behavior levels by the defined target dates may result in program probation or dismissal.

Grading Policies and Procedures

6.1 Attendance

Students are expected to attend all scheduled class and lab sessions. Southwest Tech's PTA Program relies heavily on active participation of learners. The learning activities are designed to prepare you for your final performance of each competency. Being ill-prepared in the clinic could jeopardize your safety and that of others could damage expensive equipment, or could result in economic losses when products are not up to specification. During the program, you will be expected to be in attendance just as you would be on the job; both physically and mentally. While we acknowledge that it is the student's right to decide whether to attend class, the student should understand the following:

1. Instructors will not repeat missed material. Course material may contain information that is difficult to understand if the student elects not to be present for the lecture/lab.
2. Absences are recorded and kept in the permanent record while student is in attendance. Absences will be considered when making recommendations for scholarships and employment. Absences may also jeopardize financial aid standings.
3. Attendance will be graded:
 - a. You will be allowed two excused absences without penalty.
 - b. The third excused absence after that will result in a 25-point deduction of professional points; fourth excused absence will result in a 50-point deduction, and fifth excused absence will result in a 100-point deduction.

- c. Each unexcused absence will result in a 1% (percentage) total grade deduction per class involved.
- d. You must notify the instructor that you will be missing class in advance, at least 15 minutes prior to the start of class, by email, text, or office/cell phone.
- e. Absences more than 10% of total class hours per course will result in dismissal from the class. Extenuating circumstances will be judged case by case.

6.2 Grading

Standard Policy

1. Southwest Tech PTA students will adhere to all Southwest Tech's grading policies and procedures as described in the College Student Handbook. Specific grading criteria will be described in each course syllabus. The following standards have been adopted to assure competency, safe clinical practice, and success on licensure exams.
2. Students must achieve a minimum grade of a C in all courses required in the curriculum, including general education courses to proceed with the progression of the PTA Program.
3. If a student is unable to proceed in the program, the student must contact the program's advisor to inform them of the situation. The student will need to reapply into the program if the student is not successful in the first semester. If a student is unsuccessful in the second semester or thereafter, they will need to follow the re-entry guidelines (section 9.3) to re-enter on a space-available basis.
4. Core curriculum courses are limited to two enrollment opportunities per student.
5. Students may appeal their program dismissal through the college readmission process.

Grading Standards

All lecture/lab and clinical education courses must be taken in sequence. A minimum grade of "C" (minimum of 80%) is required in PTA courses. Your final course grade is determined by a compilation of scores from written tests, quizzes, practical exams, projects, and assessment of professional abilities.

A	93-100%
B	85-92%
C	80-84%
D	76-79%
F	Less than 76%

Specific grading criteria for the clinical courses are included in the PTA Clinical Handbook. Throughout the program, students are graded according to their ability to meet objectives. These objectives are based on required course work competencies and content required by CAPTE to provide for student attainment of the entry-level competencies for the Physical Therapist Assistant. Students are required to meet all objectives in theory, skill, and clinical courses to progress in the program.

6.3 Passing Quizzes/Written Examinations, Make-Up Examinations/Quizzes Policy Statement

TEST TAKING

You **MUST** take the theory exams and quizzes during class at the time scheduled by the instructor unless instructed otherwise. If an absence occurs on a scheduled exam or quiz date, you will receive zero points **UNLESS** you have made prior arrangements with the instructor. Only in extenuating circumstances will the student be allowed to take the exam at another time. Arrangements must be made personally by contacting the instructor prior to the time of testing. This may include office phone contact, use of voice mail, or email. There will be a required exam review session following each exam for all students to look at notes, power points and texts to support the correct answer.

The student who fails to get an 80% on a quiz **MUST**:

1. Attend a tutoring session with the instructor of the course within 1 week of failed quiz notification or before the next exam within the course (whichever comes first) or there will be a 20-point professionalism point deduction.
2. The student who fails to get 80% on a written exam **MUST**:
 - a. Schedule a time with an Academic Success Coach (contact information listed below) to examine your study strategies and return the signed remediation form to the instructor within one week of the failed exam. Failure to meet with a success coach and return the signed remediation form to the instructor within one week of the failed exam will result in a deduction of 50 Professionalism points. This is for the first failed exam within a course only.
 - b. Retake each failed exam and score an 80% or better, after completing the exam review form, to assure student competency of course material. However, the original grade achieved will remain in the gradebook for the course. **Each retake must be completed within one week of exam review to avoid falling behind in the course.** Failure to complete within 1 week will result in a deduction of 50 Professional Points.

Name of Success Coach	Phone Number	Email
Carolyn Laufenberg	(608)- 822-2617	claufenbarg@swtc.edu
Sydney Lundell	(608) 822-2255	slundell@swtc.edu
Vickie Udelhoven	(608) 822-2630	vudelhoven@swtc.edu
Erika Brunson	(608)-822-2735	ebrunson@swtc.edu

3. The student must meet with the instructor to review one time **at least one week before the next exam** in the course of the failed exam.
4. If the student fails a subsequent exam, the student will be required to set up a weekly meeting with the instructor of the course of the failed exams for the remainder of the semester. The PTA Program Exam Remediation Form #2 must be submitted to and

signed by the instructor for the applicable class each week. The form should be turned into the instructor at the end of the semester. Failure to comply with the weekly meetings will result in a deduction of 50 professionalism points per each week in noncompliance.

5. If a student fails (less than 80%) more than two exams in one course, the student will receive a “F” grade for the course. The student will be allowed to continue in other PTA courses in which the student is enrolled but will not be allowed to enter clinical or progress in the program as stated in the Progression/Withdrawal/Dismissal/Program Reentry Policy 6.7: Students must take the core courses in the PTA program sequentially.
6. A student will need to meet with the faculty to set up an individualized academic success plan to allow the student to enroll in the course again the next time it is offered. Due to the discontinuous nature of completing the program after a failed course, an academic success plan will include a competency exam (written and practical) for each course the student has successfully completed in the program. The student must pass all competency exams prior to re-enrolling in the failed course. This process is to ensure that the student has maintained all the competencies in the completed courses which is a requirement of CAPTE. Students are required to perform at a minimum of 80% on all competency examinations.

LATE TEST TAKING:

1. Late exams and quizzes must be completed the day of returning to school, following absence even if the course for which the exam was scheduled does not meet that day, unless prior approval is given by the instructor.
2. If late exam is not taken on the day returning to school, there will be a penalty of 50% of the total exam score, unless prior approval is given by the instructor.
3. All exams must be completed for the student to complete the course.
4. The student is responsible for taking all make-up exams/quizzes with proctoring by the course instructor.

TESTING RULES:

1. Students will NOT be allowed to wear hoodies or have ANYTHING on their desks other than a blank sheet of paper and pencil/pen.
2. Cell phones will NOT be allowed to be used at any time during testing.

6.4 Academic Progression and Remediation

Standards of academic progress are established to require students to progress satisfactorily and timely towards the completion of their degree. Students are responsible for their academic progress and for seeking assistance when experiencing academic difficulty.

All PTA Program courses must be completed in sequence with a final grade of “C” or higher. If a student does not achieve a final grade of a C, they will need to retake that course prior to progressing forward in the program. The PTA Program makes every attempt to assist and guide PTA students toward academic and clinical success. A student not achieving a minimal competency of 80% after the first exam or at any point in the semester, of the PTA program courses, will be required to meet with the course instructor to discuss plans for improving learning. If the student is not achieving a minimal competency of 80% by week eight, an individualized remediation "plan for success" will be implemented. A remediation contract is attached to the appendix on p. 54.

6.5 Grade Appeal Procedure

A student may appeal a final grade, or any grade received on cumulative work used in calculating the final grade. Grade appeals must first be directed to the instructor who assigned the disputed grade. If the informal process does not resolve the matter, the student may file a grade appeal as described in the Southwest Tech Student Handbook and [Student Resources](#).

6.6 Confidentiality and Privacy: Student Records

Southwest Tech has identified that certain information is considered public or private data. In keeping with Southwest Tech’s Student Rights to Record Policy, the PTA Program will maintain student privacy and confidentiality in the following ways:

1. Grades will be posted using the online Schoology platform. Students will be required to sign into the system using their individual passwords to gain access for their own information.
2. All examinations, quizzes, and assignments will be returned in a manner that does not expose the students’ grade.
3. Confidential feedback will be provided after skills checks and practical exams. If appropriate, the instructor will obtain student’s permission to share feedback with other students.
4. Clinical faculty must follow the confidentiality and student rights policies of Southwest Tech and the PTA Program.
5. Requests for student information from any government agency will be referred to the Registrar’s Office.
6. Students must sign a confidentiality statement prior to Clinical I which applies to maintaining the privacy and confidentiality of patients during all clinical experiences (HIPAA). Failure to maintain confidentiality could lead to immediate dismissal from the program.
7. Students will be evaluated in HIPAA standards for proper use and handling of confidential patient information during the first and third core semesters (Professional Issues 1 & Clinical 1 prep).

6.7 Progression/Withdrawal/Dismissal/Program Reentry

Throughout the program, students are graded according to their ability to meet objectives in theory, skills, professional behaviors, and clinical courses. To progress in the program, students must meet the established grading standards.

Students must take the core courses in the Physical Therapist Assistant Program sequentially, as each course builds on the knowledge gained from previous coursework. Students who stop attending class and do not complete course assignments, yet do not officially withdraw, will receive a failing grade in that course. If a student receives a failing grade, the student cannot progress further in the program unless they reapply into the program if they fail a first semester course or apply for re-entry into the program per the guidelines for re-entry if failing the second or subsequent semester.

Guidelines for Re-entry to the PTA Program:

The student must submit a written request to the program director to begin the re-entry process into the PTA program.

1. Program faculty will determine the appropriateness for re-entry on a case-by-case basis, considering factors such as the student's status at the time of exit from the program, reason for program withdrawal, justification for re-entry, adequacy of program space and staffing levels.
2. The student must follow the policies and procedures of the program which are consistent with the academic year he/she is readmitted.
3. All courses in the PTA curriculum must be completed within a three-year period from the initial date of entry into the program.
4. If the content of any course is different from when the student initially took the course, prior to withdrawal from the program, the student will be required to complete all course syllabi objectives and goals, pass all skill checks, quizzes, and exams for the added content. PTA faculty will provide any changes in content to meet the new or revised objectives.
5. The student is responsible for maintaining the ability to satisfactorily perform and be competent in all previously learned material. Demonstration of satisfactory performance and adequate knowledge of theory course material will be required prior to re-admission into the program.
6. A student is eligible for re-entry/re-admission into the PTA program one (1) time only and on a space-availability basis.

Repeating a course that requires clinical placement or affects clinical sequence will be contingent upon available clinical openings as determined by the ACCE as timely re-entry into clinical courses cannot be guaranteed. Students are offered clinical placement based on openings available.

Course Withdrawals: It is highly recommended that students withdrawing or withdrawn from a technical PTA course or clinical education placement thoroughly discuss the various implications of this action with the program director, instructors, and/or coordinator of clinical education.

Program Withdrawals: Students considering withdrawal from the program should discuss the matter with the PTA Program Director and/or their program advisor. Student services should also be contacted to ensure that records accurately reflect desired program actions. Students need to follow Southwest Tech policies and procedures regarding program and course withdrawal, which can be found in the Southwest Tech Student Handbook on p. 12 and Student Resources.

- A student will be withdrawn from the program if he/she does NOT obtain a least a “C” in any core PTA course, including clinical education courses.

A student may appeal dismissal from the Program.

To begin the appeal process, a student must submit a written appeal to the Program Director. This letter should explain an exception to the progression policy, include a description of any extenuating circumstances, and identify an improvement plan for student success. The Program Director will schedule an appeal hearing with the Appeals committee consisting of the Program Director, Program Faculty, Program Advisor and Executive Dean of Health Occupations. The student and the Appeals Committee members will be invited. The following three criteria will be considered during the appeal:

1. Extenuating circumstances that may have contributed to the student’s difficulties.
2. Evidence of a realistic plan of changes to increase the student’s chance for success
3. Likelihood of success if the student were given another chance.

Students will be granted only one opportunity to appeal for re-entry into the program. Students who are not successful in any program course after meeting with the Appeals Committee will be dismissed from the program with no further opportunity to appeal for re-entry.

6.8 Academic Honesty

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

Fabrication - using invented information or falsifying research or other findings.

Cheating - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:

- Copying from another learner's work
- Allowing another learner to copy from your work
- Using resource materials or information to complete an assessment without
- permission from your instructor
- Collaborating on an assessment (graded assignment or test) without permission from the instructor

Plagiarism:

Failure to use proper citation procedure is considered plagiarism. Plagiarism will result in a grade of "0" if it is flagrant and/or deliberate and will result in failure of this class. Copying from another person's paper or test is academic dishonesty and will result in a grade of "0" for that assignment and failure of the class. Make sure you reference (give citation) in each paragraph where information was obtained from a source (not your original thoughts or words).

Academic Misconduct:

Other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, selling or buying products such as papers, research projects or other artifacts that document achievement of learning outcomes. ***When an instructor has evidence of dishonest behavior by a student or students, the student or students will be required to meet with the Executive Dean of Health Occupations, Program Director, and the course instructor. Students engaging in dishonest behavior will be withdrawn from the course. A letter describing the infraction will be sent to the student, Executive Dean of Health Occupations, and kept in the student's file by Program Director.

*Cheating or other types of Academic Misconduct will result in failure of this course.

6.9 Graduation Requirements

Students must meet the school and program requirements for graduation as stated in the Southwest Tech Student Handbook p. 14, the college catalog and this document. All assessed fees must be paid prior to graduation.

6.10 Licensure Requirements

Graduates of accredited PTA Program are eligible to sit for the National Physical Therapy Examination (NPTE). All 50 United States require licensure to work as a PTA.

6.11 Transfers into PTA Program

1. Students may apply to the PTA program at Southwest Tech after completing core course work in a Physical Therapist or Physical Therapist Assistant program at another school providing the student meets the following criteria:
2. The Southwest Wisconsin Technical College and PTA Program application and registration procedures are completed.
3. The student must be in good standing at the previous institution according to Southwest Tech PTA program standards.
4. A syllabus from each course completed with a "C" or better that outlines the competencies covered in each course. The program director will compare the completed course work to the curriculum content of the PTA program at Southwest Tech to determine what courses will transfer.
5. If transferring to Southwest's PTA program results in a discontinuous completion of the PTA curriculum (one semester or more without being enrolled in core PTA courses), the student will need to pass a competency exam for each course in the core curriculum that was completed. Competency exams will test the critical competencies in the completed courses and may have a written or practical component, or both, depending on the course content. A passing grade of 80% or better must be earned on all competency exams before student is allowed to continue in the program at Southwest Tech.
6. All PTA courses must be taken in their entirety, even if students have successfully completed units of the course in another PTA program.
7. Admission to the program is contingent upon space and clinical site availability even if all admission criteria and competency exams are completed successfully.

Lab Policies

7.1 Informed Consent Policy: Participation in the Laboratory

PTA students are expected to perform a variety of physical therapy procedures on each other in the laboratory. This participation is especially important to the learning process. Students will be asked to sign the Statement of Acknowledgement/Agreement/Understanding on page 55 of the appendix each fall prior to performing these procedures in the laboratory. This signature indicates that the student has been informed of the participatory nature of these experiences. This form will be kept in a file in the PTA Program Director's office.

7.2 Laboratory Skills Practice

Students within the Southwest Tech Physical Therapist Assistant program are expected to learn and perform certain skills/competencies in the Skills Lab section of their educational program. The PTA program takes pride in the state-of-the-art equipment and facilities provided to assist our students in obtaining competency in their selected profession.

Skill Acquisition and Approval Ladder: The lab skills acquisition experience has seven steps:

Step	Description
1) Read	Read assignments and review notes. Come into the lab ready with an understanding of what will be covered that day.
2) Demonstration	The instructor/student will demonstrate the skill in the lab or via video.
3) Lab Practice	Lab practice will include practicing with at least one partner to develop questions for clarification with the instructor prior to performing peer checks.
4) Peers Check	Peers Check consists of each student performing the skill with a partner. It is the partner's responsibility to offer constructive feedback so that the student learns the correct method of performing a skill. It is also the student's responsibility to use their resources. <u>A minimum of three separate Peers Check per skill is required.</u>
5) Skills Check	Complete a Skills Check on the selected skill with the course instructor. The instructor will indicate a pass or failure and clarify any information on anything missed. If a Skills Check is failed, the student will need to make an appointment with the instructor to review the skill(s) and a time to retake the Skills Check within 1 week of failure with a maximum of two attempts to pass.
6) Practical Exam	Practical exams will incorporate several skills into a single session of testing. Students will not be permitted to take the practical exam until all related Skills Checks have been successfully completed. If a Practical Exam is failed, the student will need to meet with the instructor to review deficient area(s) prior to retaking the Practical Exam.
7) Clinical Practice	During clinic rotations, students will perform a specific list of skills with their Clinical Instructor as appropriate to their level of training.

A competency is an assessment of a student's ability to demonstrate competence in a PTA skill. Students learn and demonstrate the acquisition of competency during Skills Checks & Practical Exams. Skills Checks are preparation for readiness for the Practical Exam and will be performed periodically throughout the semester of various PTA courses. Skills checks are NOT graded but must be completed prior to taking the Practical exam. It is the responsibility of each student to ensure that they have passed each Skills Check prior to taking the Practical Exam.

- A score of a "4" or "3" is needed for each performance element of a Skills Check to be considered a passing grade and to take the Practical Exam.
- Students who score a "2" on one non-critical performance element of a Skills Check maybe allowed to take the Practical Exam on a case-by-case basis.
- If a score of "1" is received on one or more performance elements of a Skills Check, it is considered a "failure", and the Skills Check will need to be retaken prior to taking the Practical Exam. A failed Skills Check MUST be retested within one week from date of the failed Skills Check or a deduction of fifty professionalism points will occur.

- All critical components pertaining to safety and treatment effectiveness are denoted by "*" and require a passing score of "4". If a student fails any safety performance element, they automatically fail the Skill Check and must retake it. A maximum of two attempts per Skill Check is allowed. If the student fails the second attempt of the Skills Check, the student fails the course. This includes written critical components completed in Schoology.

Students who have successfully passed a Skills Check are considered to have demonstrated competence in that skill and are expected to maintain their competence through regular review of the acquired skills. Competency of a skill is confirmed via two different methods:

1. Three Peers Checks (passing performance of the skill critiqued by one of your peers) must be completed for each skill. Documentation of the Peers Checks must be signed by three different classmates who observed the skill performance. The sign off sheet must be placed in the Master Skills Check Binder the day the third peers check is completed. This binder is located in the lab room. Each student is responsible for filling out the Master Skills Check form within the binder AND submitting their SOAP note via Schoology by midnight of the day the third peers check is completed. It is important for students to critically assess their peers' performance during each Peer Check so the student will then have the opportunity to work on any problem areas noted by their peers prior to being assessed by a course instructor.
2. Skill Checks will be performed by the course instructor during lab if all documentation is complete and placed correctly in the Master Skills Check Binder.

***It is the student's responsibility to make sure all Skills Checks have been completed prior to Practical Exams. If a student has not completed all Skills Checks prior to a Practical Exam, they will not be allowed to take the Practical Exam.**

Practical Examinations

If a student earns a non-passing score (below 80%) on a Practical Exam, the student will be responsible for:

1. Scheduling one retake Practical Exam with the course instructor within one week.
 2. Setting up a time to review their skills and expectations of the practical with their instructor to prepare the student to be successful in their retake.
 - Students will be allowed a maximum of ONE retake for a failed Practical Exam and must earn a minimum of 80% on that retake or the student will fail the course.
 - The highest score possible for a Practical Exam retake is 80% (Even if a student scores 90% on the retake, they will still only receive 80%)
- NOTE: Attire for all lab Practical Exams will consist of professional dress for the student PTA testing and lab clothing while serving as a patient for another student.

The following general standards are guidelines for professional dress.

	Appropriate	Inappropriate
Shirts	Professional appearing button-down or pull-over shirts	Faded, torn, or ripped. Spandex, gauze, sheer, lacy, Tee shirts with emblems, or leather material. Sleeveless, spaghetti straps, backless, low-cut, or tight fitting. Crop tops, sweatshirts, tank tops, halter tops.
Pants	Professional appearing pants, crop or ankle length	Blue jeans, parachute pants, harem pants, leggings, stirrup pants, form fitting pants/stirrups, shorts
Skirts and Dresses	Professional style and length	Low-cut or sheer sundresses, dresses with excessive slits on the sides or back, short skirts well above the knee, tight-fitting or revealing skirts
Shoes	Professional style, appropriate to clothing, clean	No open toe shoes, sport sandals, high heels, or clogs.
Under-garments	Discreet	Bright and/or noticeable colors, patterns, or lines such as thongs.
Fingernails	Must be short and neat.	Artificial nails, bright nail polish or designs.
Hair	Must be clean, combed away from the eyes/face, and tied back if shoulder length or longer. It must be in naturally occurring colors. Mustaches and beards must be neat and trimmed.	Dirty, in the face, brightly colored (i.e., orange, purple, green etc.), untrimmed hair/facial hair.
Perfumes/Scents	None	None allowed
Jewelry	Conservative and discrete. Only engagement/wedding rings.	Rings that interfere with gloving, large chains, dangling or hoop jewelry
Body Piercing	Pierced earrings are acceptable in small numbers	Visible body piercings include facial and tongue jewelry, and multiple ear piercings.
Tattoos	All tattoos must be covered or not readily visible	Uncovered tattoos on arms, hands, legs, face, or other visible areas
Gum/Candy	Discrete use in non-patient areas	Bubble gum, chewy candies and other food should be avoided in areas where patients have direct contact with staff.

7.3 Risks and Discomforts

Safety in application of treatments will be a primary emphasis in the PTA Program and in future practice. Apply the least amount of force or intensity to achieve the physical therapy treatment goals. As with any treatment, you must understand the possibility of discomfort, pain, muscle soreness, freezing or burning of tissue, or other unexpected phenomenon. It is your responsibility as a student to adhere to safety guidelines. Additionally, you must immediately report any problems or feelings of discomfort to your instructor.

7.4 Lab Clothing

Observation, palpation, assessment, and treatment of the extremities and back may be a component of lab classes. Please wear appropriate clothing to allow access to these areas. Appropriate clothing consists of loose-fitting shorts and shirts for men; loose-fitting shorts and/or swimsuits (open back), sports bras, or open back halter top under loose fitting shirts for women. Shorts should cover your buttocks. Warmer clothing such as sweat suits to be worn over lab clothes are also appropriate. Patient gowns will be available and worn by students if they forget their lab clothes. During lab classes and Practical Exams students must meet the needs of the day in both roles as patient and Student PTA. Privacy will be respected, and modesty will be maintained using appropriate draping methods. Students must be appropriately dressed in lab attire prior to each lab class or professional points will be deducted. Students will be given time at the end of the class to change. Each student will be assigned a locker in which they will be expected to keep a set of lab clothes and the PTA tool kit.

7.5 Laboratory Policies

It is the expectation that all students using Southwest Tech equipment and space will be respected with the following emphasis on safety and lab class preparation:

1. All lab space should be considered and treated as a patient care clinic.
2. Students are expected to wash their hands/sanitize before and after "treatment" procedures performed on your peers.
3. The lab should be kept clean, and all walkways should be always kept clear. Backpacks must be kept in lockers during lab.
4. Students must leave their plinth clean at the end of class (food wrappers, bottles, and any personal items.) This includes pushing your chair/stool in.
5. All beverages must be in a container with a lid. (For example, cans are NOT allowed)
6. Students need to thoroughly clean up their spills using appropriate cleaning materials. (Rags designated for spills only)
7. Safety in application of treatments is a primary emphasis in lab class as it should be in your future practice.
8. Student use of modalities will be supervised by an instructor.
9. It is your responsibility as a student to adhere to safety guidelines including immediately reporting any problems or feelings of discomfort or injury to your instructor.
10. There are first aid and bloodborne pathogen kits in each lab, located next to the sink.
11. Equipment used should be safely stored in the location you found it before leaving the lab area.
12. All used linens need to be placed in the hamper prior to leaving lab.
13. Students will be responsible for folding and storing clean linens as needed.
14. Students will follow the daily and weekly cleaning schedule for lab equipment.

7.6 Product and Equipment Use

Students in the PTA Program will be working with health care supplies and equipment in the laboratory and clinical settings. Supplies and equipment are to be utilized only for educational purposes. Use of these products for purposes other than those expressly authorized by the PTA instructor is strictly prohibited. Southwest Tech assumes no liability for any unauthorized use and will take disciplinary action against any employee or student up to and including expulsion or termination who utilizes these products and equipment in an unauthorized manner. **Students will be required to purchase the PTA Tool Kit for use during lab class.**

Equipment and Product Use:

1. All classroom and laboratory equipment are property of Southwest Tech, and not for personal use.
2. All electronic lab equipment (including but not limited to: Diathermy, Ultrasound machines, electrical stimulations units, iontophoresis, light therapy machines, TENS units, etc.) must be used under the supervision of the PTA program faculty.
3. Non-electronic equipment may be used in unsupervised laboratory setting with approval from the PTA program faculty.
4. All electrical equipment used by the PTA program will be inspected annually.
5. It is the responsibility of the student to use the electrical equipment and other physical agents safely and report any malfunctioning of the equipment or physical agents to the program faculty who will investigate the reported damage of equipment. The equipment will be labeled and taken out of use until deemed safe.
6. It is also the responsibility of students to report any misuse of lab equipment by other students. Misuse of lab equipment could result in dismissal from the PTA program.
7. Misuse of unsupervised laboratory time (rough housing, napping, etc.) will result in the loss of access to the unsupervised laboratory time.
8. No equipment is to be removed from the lab room without the instructor's permission.
9. At the end of the lab session, all furniture and equipment should be unplugged, cleaned, and returned to their proper location. Linens should be put away, and the room should be left looking orderly and ready for the next lab session.
10. Material Safety Data Sheet available for cleaning solutions used in lab can be found hanging next to sink and first aid kit.

7.7 Confidentiality Policy: Care of Patients in the Clinical and Laboratory Setting

All health care professionals, including students, are held to strict standards of confidentiality. The legal and ethical aspects of this are discussed in introductory program courses. Students are required to sign a statement acknowledging these standards and act within professional and ethical guidelines.

Confidentiality Breach: A breach in client confidentiality will result in failure of the course leading to dismissal from the program. This may constitute but is not limited to:

- Talking with people who are not involved in the care of the client,
- Copying medical records without removing personal health information (PHI)
- Making statements about people which is not pertinent to class discussion.

Since we learn from each other and experiences that we choose to share, be mindful that what is shared in class is intended to be used for educational purposes. What is shared in class stays in class and is not to be shared with others not involved in this class (including family, the community, your workplace, etc.).

- Bottom line-If you share an experience about a person, you cared for, do not use their name, location of the experience or any other identifier. When sharing an experience, you are allowed to state that you had the opportunity to care for someone with a particular diagnosis, what the treatment plan was, and/or what you learned from this experience.

7.8 Photography/Videotaping

PTA students, on occasion in classroom and laboratory settings, will be simulating a work environment and will practice on one another. During this time, you may be videotaped or have digital pictures taken which will be used only for educational purposes. Students will be asked to sign the Statement of Acknowledgement/Agreement/Understanding p. 55 of the PTA Program Student Handbook indicating understanding of this process to allow videotaping or photographing after reviewing the handbook prior to starting fall classes each year. If a student has concerns about photography/videotaping, they should contact the Program Director or instructor for the specific course. If a student wishes to photograph or videotape a patient for educational purposes, they must follow the policies and procedures of the clinical education site for confidentiality and for obtaining consent.

Clinical Experiences – See clinical handbook for information on clinicals.

General Policies and Procedures

8.1 Legal Requirements

Criminal Background Checks

As of October 1998, Wisconsin Act 27 requires that a criminal background and history check be conducted on all persons “responsible for the care, safety and security of children and adults.” This law applies to clinical sites utilized in the Physical Therapist Assistant program. Therefore, all students must have this background check completed prior to starting the PTA program. Persons who have impending criminal charges for or who have been convicted of certain crimes (after age 11) may be permanently barred from licensure and/or employment. Students are required to complete the “Background Information Disclosure” form and electronic criminal history search by the Wisconsin Justice Department. Results are imaged

into Laser Fische and becomes the electronic record. If a student is currently an out of state resident or has been an out of state resident in the last three years, an outside source, Castle Branch will perform the background check.

Students with relevant convictions may not be allowed in clinical settings and may be unable to complete the Physical Therapist Assistant program.

Licensure

Graduates of the Associate Degree Physical Therapist Assistant Program must be licensed to practice as physical therapist assistants. Candidates with criminal records or who have abused or are currently abusing chemical substances may not be eligible for licensure. Applicants who have been convicted of a misdemeanor or felony must acknowledge charges at the time of license application.

If there is a concern, students are advised to clarify their status with the Department of Regulation and Licensing for the state for which they are applying for licensure.

8.2 Confidentiality Policy: Student Health Records

The ACCE will seek the Southwest Tech Health Affiliation Report from Virginia Reynolds, reporting that there is a copy of the student's physical examination and criminal background information on file prior to the student beginning the PTA program. All health records and background check information are imaged into Laser Fische for record. The ACCE provides this information to the clinical facility via email prior to start of clinical.

8.3 CPR Certification

Students are required to be certified in cardiopulmonary resuscitation prior to the beginning of the fall term of the first year, and to always maintain current certification. It is the responsibility of the student to arrange this training and certification outside of the Physical Therapist Assistant program. Accepted certifications are the American Heart Association-certification for Health Care Providers or the American Red Cross-CPR for the Professional Rescuer. Students who do not have current CPR certification will be unable to attend clinical.

8.4 Health Requirements

Students are required to have the following physical examinations, tests, and immunizations prior to starting the second semester of the PTA Program:

- 1) Physical examination (2 years or less)
- 2) Tuberculosis (TB) testing yearly:
 - a) two-step TB skin test

- b) Students who have previously had an annual TB skin test need only one TB skin test prior to starting the program.
 - c) The date of the TB skin tests, results in millimeters (i.e., “negative “is not acceptable), and name of the provider must be documented on the report form.
 - d) A student who has previously tested positive must have documentation from a physician indicating that the student does not have TB. A chest x-ray is required for confirmation.
 - e) All students are required to have an annual TB skin test while in the program; however, those students who have previously tested positive for TB are required to fill out a questionnaire regarding current symptom status, and must report symptoms (chronic cough, hemoptysis, weight loss, unexplained fever, or night sweats) promptly to Virginia Reynolds.
 - f) It is the student’s responsibility to assure validity of their TB skin test for the entire length of each clinical rotation. Students must check dates of immunization on their student portal.
- 3) Tetanus/diphtheria immunization within the last ten years; the date administered, and the name of the provider must be documented.
 - 4) MMR and Varicella testing - one of the following three proofs is required:
 - a) Proof of immunity – laboratory report documenting proof of immunity. Vaccination if not immune.
 - b) Proof of vaccination* – the signature, facility, and address of the primary care provider and date are required. (Rubeola (measles) and Mumps vaccination - two doses (MMR), Varicella vaccination.)
 - 5) Hepatitis B vaccination is required.
 - 6) Influenza vaccination prior to clinical rotations II & III and during clinical I when it is available.
 - 7) Covid vaccination as required by specific clinical sites.

Students in health programs at Southwest Tech provide direct care and personal services to persons who are coping with stress and illness and who are physically vulnerable. There are occupational hazards the student may be exposed to during the process of classroom and clinical experiences. The program’s student health requirements have been developed based on industry standards to minimize the health and safety risks for both students and the patients under their care. In addition, clinical contracts with cooperating agencies require that students meet and/or exceed the same health requirement as agency employees.

* Self-reported doses or parental history of vaccination or having the disease are not considered adequate documentation by the CDC. Health care workers should not provide an immunization record for a patient unless that health care worker has administered the vaccine or has seen a record that documents vaccination.

8.5 Guidelines for Protecting the Health of Self and Others

Physical Therapist Assistant students are expected to adhere to the following guidelines to protect themselves, clients, and other health care team members from injury, infection, and harm. A student who does not follow the standards of safe practice or core abilities will be dismissed from the course in accordance with the policies and procedures outlined in the PTA Program Student Handbook. Reinstatement will be determined through college and clinical agency policies and procedures.*

1. Follow Standard Precautions and Blood-borne Pathogen Exposure Plan (See 8.6)
2. Use appropriate body mechanics when moving, lifting, and bending; seek assistance for lifts/moves when additional help is needed.
3. Follow principles of clean and sterile techniques.
4. Follow agency policies and procedures for the use of restraints.
5. Assist clients in gaining self-control and/or use self-defense techniques in potentially dangerous situations.
6. Maintain a clean, orderly work environment, free of safety hazards.
7. Do not expose patients, families, and/or clinical staff to possible infectious agents.
8. Communicate changes in client's status in timely manner.
9. Familiarize self with clinical safety policies in cases of fire, tornado, or other emergencies.
10. Material Safety Data Sheet available for cleaning solutions used in lab can be found hanging next to sink and first aid kit.

***The college and/or clinical site are not responsible for any accidents or injuries to the student.**

8.6 Blood Borne Pathogen Exposure Response Policy

Student Information:

If a student is exposed to blood or other potentially infectious body fluids, the following procedure is to be followed:

First Aid:

1. If a needle puncture, laceration (scratch), or other broken skin occurs, **immediately**
 - a. Cleanse the wound thoroughly with soap and water. Squeeze the wound to encourage bleeding. The wound may be further cleansed with 10% povidone-iodine (betadine solution).
2. If a mucous membrane or conjunctival exposure occurs:
 - a. Irrigate the affected area immediately with copious amounts of water or normal saline.

Reporting:

3. Immediately report exposure incident to your clinical instructor and clinical supervisory staff.
4. Obtain exposure Source data (Patient name, Date of Birth (DOB), and ID number).
5. Complete an incident report form for the facility and provide a copy to your Program Director.
6. Arrange post exposure follow-up within 24-48 hours. If the source is a known positive, schedule an appointment within 2 hours. Students may schedule an appointment with their provider of choice.
7. Source lab results will be made available to the student. The student is responsible for providing the source information to the provider.

Follow-Up Care:

8. Laboratory tests indicated for significant exposure include:
 - a. HIV
 - b. HBV
 - c. HCV
9. Follow-up testing to occur at 3 months and 6 months post exposure. Costs of laboratory test and follow-up visits are the responsibility of the student. Further information can be found at [CDC](https://www.cdc.gov).

All Southwest Tech PTA students are covered under the Gallagher Student Health & Special Risk Policy which includes Blood Borne/Needle Stick Coverage. Further information can be found at witechstudent@gallagherkoster.com or [Gallagher Student Health Policy](#).

Southwest Tech Instructor Information:**If exposure occurs at a clinical site:**

1. Ensure the student has completed the First Aid and reporting steps. Encourage the student to seek immediate post exposure follow-up.
2. Email the ACCE and Cynde Larsen, Executive Dean of Health Occupations regarding the exposure.
3. Give the copy of the agency's incident report to the Program Director to be filed in the student's file.

If exposure occurs at Southwest Tech:

1. Assist the student with first aid.
2. Complete the Southwest incident report form (form can be found on our website; [Safety Concern](#))
 - a. Make a copy of the form and send it to the Program Director to be filed in the student's file.
 - b. Send the original to Southwest Tech Human Resources.
3. Assist the source to be tested.
 - c. The student should be given the results of the source testing for future follow-up.
4. Encourage the student to seek immediate post exposure follow-up.
 - d. The cost of the follow-up care is the student's responsibility.

5. Email the Program Director and Cynde Larsen, Executive Dean of Health Occupations regarding the exposure.

8.7 Latex Policy

Latex sensitivity is becoming a significant problem in the workplace with potentially serious health problems for workers. High risk groups are individuals with repeated exposure to latex such as healthcare workers. Latex, a milky fluid found in milkweeds, poppies, and plants yielding rubber, is made from the conversion of the natural liquid latex into a finished rubber product, i.e., surgical gloves, balloons, and glues, and requires the addition of multiple chemicals to create the desired physical properties. Antibodies to a series of natural rubber proteins have been detected in people sensitive latex.

Reactions: Reactions can be mild with rash, itching, blisters and swelling of the hands or arms or more severe with hives, wheezing, shortness of breath, hypotension, or cardiac arrest. An individual with a mild sensitivity can develop a more severe reaction with repeated exposures.

Those at Risk: Most of the latex sensitivity is seen in healthcare workers who wear latex gloves. In addition, people with chronic conditions that allow high exposure to latex (those born with spina bifida necessitating repeated invasive procedures, & individuals with more than nine surgeries in the past). Latex allergies have also been linked to allergies to certain foods including bananas, avocados, chestnuts, kiwi fruit, and tomatoes.

Policy: All students and staff will be provided with education regarding latex safety. All reasonable accommodations will be made to provide latex-sensitive individuals with a safe environment. A reduced latex environment will be our goal since a latex-free environment is not possible with our current state of technology.

Students who have a known or suspected latex allergy will be asked to sign the "Latex Sensitivity/Allergy Consent Form." p.58 in the appendix. This form will be kept in the student's file.

Procedure Ref.: National Institute for Occupation Safety and Health (1998, September). Preventing Allergic Reactions to Natural Rubber Latex in the Workplace: (On-line). Available: <http://www.cdc.gov/niosh/latexalt.html>. The United States Air Force Medical Service (1998, July 3). Allergy Protocol (Instruction 44-39).

8.8 Statement of Acknowledgement/Agreement/Understanding

Confidential Information

The relationship between a Physician/Therapist/Health Professional and the patient is a very personal one and is confidential, both from an ethical and legal standpoint. As a student, you may be exposed to patient medical information in the due course of your clinical experience. It is a firm policy of the Clinical Site and Southwest Tech that matters of confidence never be inappropriately discussed either inside or outside the agency or the college. No one has the authority or reason to review any information contained in any patient's history except in the line of duty; students are to read only that part of the record that is absolutely necessary.

Physicians/Therapists/Health Professionals or their designate may release medical, surgical, and counseling information, but only with the express written consent of the patient. Violation of this section will be grounds for immediate dismissal.

Americans with Disabilities Act

The Americans with Disabilities Act of 1990 (42 U.S.C. 12101, *et seq.*) and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) prohibits discrimination of persons because of her or his disability. In keeping with these laws, colleges of the Wisconsin Technical College System make every effort to ensure a quality education for students. The purpose of this document is to ensure that students acknowledge that they have been provided information on the functional abilities required of a student in the Physical Therapist Assistant Program. In addition, information was given to the student on reasonable accommodations to meet the Technical Functions at this time.

Operational Policies and Procedures

9.1 Advisory Committee

Southwest Tech Physical Therapist Assistant program will employ an active and participatory advisory committee.

Procedure:

Advisory committees are an integral part of any technical educational program, especially in meeting diversified training needs over a large and rural geographic area. The purpose of the advisory committee is to assist the Physical Therapist Assistant program faculty to provide complete and up-to-date instruction. Specifically, these purposes include:

1. Providing a link for education between business and industry in working toward the development of cooperation in the educational needs of the community being served.
2. Identifying areas where training is needed and assisting the school in the collection of data and materials requiring such training be provided.
3. Reviewing the curriculum of the training area and making recommendations for additions as identified by industry to improve the instructional program.
4. Reviewing instructional materials and supplies and identifying and recommending additional equipment and facilities contributing to the effectiveness of the training program.
5. Assisting in developing contacts for graduate placement.

Advisory Committee Membership Makeup:

1. Program Director
2. ACCE
3. Volunteer community representative practicing in Physical Therapy (5-8)
4. General faculty member from Southwest Tech (1-3)
5. Graduate of the PTA program (1-3)

Selection of Members:

Advisory committee members will be selected by any one or combination of the following methods:

1. Suggestions from existing advisory committee members
2. Suggestion from program faculty
3. Suggestion from students of the PTA program
4. Suggestion from Southwest Tech leadership
5. Suggestion by business organizations

Qualifications for Membership:

1. Experience: The individual must be competent in physical therapy. He/she should have the respect, interest, and confidence of his/her associates and be committed to technical education.
2. Adequate time: members must be committed to time involved. Advisory committees must meet as frequently as necessary to provide advice on the variety of issues brought forward by the College.
3. Character: members should exhibit a strong sense of responsibility and civic-mindedness and be considered highly motivated in participatory processes.

Advisory Committee Member Terms:

1. Members of advisory committees are automatically renewed after a three-year term. The term may be renewed or terminated at any time by the member. The term of office is annual (July 30 through June 30). Membership will be reviewed on an annual basis.

Minutes of Advisory Committee Meetings:

The following people will receive copies of advisory committee minutes:

1. Advisory committee members
2. Program faculty associated with the Physical Therapist Assistant program

The distribution of minutes is the responsibility of the program director, ACCE, or other PTA faculty present at the meeting. Minutes of the advisory committee meetings will be distributed to all advisory committee members within three weeks prior to the next scheduled meeting.

Number of Meetings:

A minimum of one meeting per year is required. Additional meetings may be deemed necessary during development of the program and establishment of routine reviews.

9.2 Effective Communication with Departments Involved

Southwest Tech Physical Therapist Assistant program will effectively communicate with all entities directly involved in the program.

Departments/Committees/Individuals Involved:

- Physical Therapist Assistant Faculty
- Administration
- Admissions/Student Services
- Physical Therapist Assistant Program Advisory Committee
- Other program directors
- Clinical Instructors
- Center coordinators of clinical education
- Library staff
- General education faculty
- Financial Aid
- Students

Forms of Communication:

1. Telephone
2. Face to face
3. Electronic mail
4. Interdepartmental mail
5. Advisory committee meetings
6. Division meetings
7. College initiative days
8. Physical Therapist Assistant staff meetings
9. Written Correspondence

Admissions Office:

Communication is ongoing with the admissions department as needs arise. A formal meeting with Admissions personnel occurs yearly during the program requirements meeting. Communication will be through 1, 2, 3, 4, 7.

Physical Therapist Assistant Advisory Committee:

The advisory committee members are made up of members of the community and campus staff. Off-site members will attend at least annual meetings on campus as part of their advisory committee obligations. Other communication will be through 1, 3, and 5. On-site members will receive communication at least annually by attending the advisory committee meeting and by 1, 2, 3, 7, 9.

Other Southwest Tech Program Directors:

Monthly meetings are held with all Southwest Tech program directors. Other communication forms include 1, 2, 3, 4, 6, 7, 9.

Clinical Instructors:

Communication with the clinical instructors will be ongoing on an as-needed basis during the time of student placement. This communication may occur by 1, 2, 3, 9. The academic coordinator of clinical education will meet or call with the clinical instructors as needed and at least during the 6 and 8 weeks clinical.

Center Coordinators for Clinical Education:

Communication with clinical staff will be ongoing on an as-needed basis during the time of student placement. This communication may occur by 1, 2, 3, 9.

Library:

Communication with the library will be ongoing on an as-needed basis. Forms of communication include 1, 2, 3, 4.

General Education Faculty:

One general education faculty member is invited to sit on the advisory committee which meets at least annually. Communication will be ongoing and on an as-needed basis through 1, 2, 3, 4, 5, 7, 9.

Financial Aid Office:

Communication will be ongoing and on an as-needed basis through 1, 2, 3, 4.

Students:

Communication will be ongoing and on an as-needed basis through 1, 2, 3. Students will be given the opportunity to fill out an assessment form on each faculty member annually.

9.3 Program Equipment Testing

The PTA Program at Southwest Tech will maintain all equipment in safe and functional repair.

Procedure:

All electrical equipment owned and used by the Southwest Tech PTA Program will be annually inspected and labeled by qualified personnel.

A qualified biomedical engineer will be scheduled to visit annually. The following will be performed at that time: equipment testing and calibration, labeling that verifies testing and calibration, documentation of testing results, repair as needed.

Non-electrical equipment (treatment tables, wheelchairs, crutches, etc.) will be inspected annually by the PTA Program Faculty prior to the start of the Fall Semester. Repairs will be made or arranged by the program as needed.

Broken, worn, or non-working equipment will be labeled and taken out of use until repaired or replaced. A log of inspection dates for equipment maintenance will be kept in the Student Health Record Specialist's file cabinet.

9.4 Compliance with Accreditation Standards

The PTA Program at Southwest Tech will maintain compliance with CAPTE standards for accreditation.

Procedure:

The Program Director is responsible for the following:

- maintaining program accreditation standards
- facilitating required accreditation reports
- maintaining self-study documents

These responsibilities include but are not limited to notification of the Administrative Assistant of required fees and providing supportive documentation, reports of graduation rates, performance on licensure or certification examinations, employment rates, and notification of expected or unexpected substantive changes within the program, and of any changes in the accreditation status of the institution or legal authority to provide postsecondary education.

These documents are to be completed by the program director in a timely manner.

The program director is also responsible for guiding the program faculty towards attainment of accreditation status and is the primary contact for the program with CAPTE. Preparation for program accreditation will follow the established series of steps outlined by CAPTE to include:

- work to maintain Accreditation Status
- obtaining full accreditation by meeting CAPTE guidelines for program accreditation
- continued compliance with accreditation standards.

9.5 Clinical Faculty Development

The PTA program will provide educational --opportunities to clinical faculty.

Procedure:

The PTA program will provide all clinical education faculty with access to at least one clinical education opportunity every other year. The session will be planned based on the informal feedback obtained by the ACCE, or in advisory committee meetings. Clinical Education faculty will be informed by the ACCE and Program Director of educational offerings.

9.6 Rights and Privileges of Clinical Education Faculty

Southwest Tech PTA Program have established various rights and privileges to clinical education faculty.

Procedure:

Clinical Faculty will be offered access to Southwest Tech on campus training and library services upon request. Clinical faculty will be offered opportunities to provide their instructive expertise in topics of interest that are being discussed in PTA classes. The PTA program will provide all clinical education faculty with access to at least one clinical educational development opportunity every other year.

9.7 Adjunct Instructors

Southwest Tech will obtain and utilize only qualified adjunct instructors to meet specific instructional needs.

Procedure:

Southwest Tech will obtain information on potential adjunct instructors from Human Resources and/or community recommendations. Program faculty and administrators will select appropriate adjunct instructors based on specific course content/competencies.

Potential instructors will be selected based on:

- clinical expertise related to specific course content
- instructional experience
- supervisor/coworker recommendations
- availability for instruction

9.8 Clinical Faculty Competence

Southwest Tech PTA program will assist in assuring competent clinical faculty. The clinical faculty will be responsible for ensuring each clinical instructor is competent using the APTA guidelines listed below.

Procedure:

Utilizing information from APTA's Guidelines and Self-Assessment for Clinical Education, 2004 Revision, Criteria 12.0, Southwest Tech will recommend the following guidelines for selection of clinical instructors:

- one year of clinical experience as a PT or PTA with demonstrated clinical competence
- desire to work with students by pursuing learning experiences to develop knowledge and skills in clinical teaching
- prefer completion of a clinical instructor credentialing program such as the APTA Clinical Instructor Education and Credentialing Program

- be able to plan, conduct, and evaluate a clinical education experience based on sound educational principles
- ability to develop written objectives for a variety of learning experiences, organize activities to accomplish these objectives, supervise students to facilitate learning, and clinical reasoning, and participate in a multifaceted process for evaluation of the clinical education experience.

The program will request documentation regarding the above guidelines for potential clinical instructors from each clinical site. The Clinical Instructor Data Form (CIDF) will provide this information. It is the responsibility of the facility to assess and confirm that each clinical instructor demonstrates clinical expertise in their area of practice and has the capacity to perform as effective clinical teachers.

Evaluation of the clinical education faculty will occur with each clinical rotation through:

- Student assessment of the Clinical Instructor (CI) and clinical site using the APTA Student Assessment of the Clinical Instructor via Survey Monkey.
- The students and the clinical faculty will complete and submit the APTA Clinical Performance Instrument for Clinical rotations II and III.
- Students and faculty will complete the Southwest Tech Clinical I Student Evaluation Form.

9.9 Library Holdings

Southwest Tech PTA Program faculty will maintain appropriate library holdings and materials.

Procedure:

Southwest Tech PTA program faculty will annually review library holdings for determination of revision of materials as appropriate. Financial support for purchasing resources is available through the library budget, or budgeted dollars from the division budget.

APPENDIX

Southwest Tech Consent to Participate

Minor/Child Subject

To better prepare physical therapist assistant students to work with infants and children, we are providing them with opportunities to observe and take part in actual assessments and treatments. We are asking you to allow your child to participate in a physical therapy assessment/treatment, conducted by the Southwest Technical College faculty (licensed physical therapists) and physical therapist assistant students. The risks are the same as when your child is participating in physical therapy or physical education at school or in a clinic.

I have read the above information and give permission for my child (print child's name) _____ to participate in the assessment/treatment. My signature indicates that I understand the contents of the consent form.

Legal guardian/representative
(signature and print your name)

Date

Adult Subject

To better prepare physical therapist assistant students to work with patients, we are providing them with opportunities to observe and take part in actual assessments and treatments. We are asking you to participate in a physical therapy assessment/treatment, conducted by the Southwest Tech faculty (licensed physical therapists) and physical therapist assistant students. The risks are the same as when receiving physical therapy at a clinic.

I, _____, have read the above information and of my own free will agree to participate in the evaluation/treatment. My signature indicates that I understand the content of this consent form.

I release Southwest Tech, its employees, agents, and representatives from any liability related to my voluntary participation in this activity.

Signature (Participant)

Date

Southwest Tech Photo/Image Release

I _____ grant Southwest Tech permission to have photographs, videotaped images, other images, or audio recordings made of me /my child for educational purposes.

Your signature below indicates your agreement for you/ child to be photographed or recorded or previously recorded images or recordings may be used for educational purposes. The images/recordings may be used for an indefinite period of time.

I release and hold harmless Southwest Tech, its employees, agents, and representatives from any liability related to the production and use of these images/recordings.

Signature of subject or parent/guardian

Date

Name of Subject

Witness

Date

Southwest Wisconsin Technical College PTA Program Remediation Contract

I, _____, understand that a grade of 80% or better is necessary to complete course _____ prior to _____ in order to continue in the program.

I understand that my current grades are not at the required level to pass this course; therefore, I will attend and participate in the following remediation plan:

1. Identify the following:

Nature of Concern:

- | | |
|---|--|
| ☐ Attendance
☐ Failed exam/quiz
☐ Missed exam/quiz | ☐ Non-Professional Behavior
☐ Missing homework
☐ Other: _____ |
|---|--|

Barriers to academic success:

- | | |
|---|---|
| ☐ Poor time management
☐ Poor grades on tests in spite of hours spent preparing
☐ Lack of preparation
☐ Incomplete class notes | ☐ Not asking questions when I don't understand material
☐ Poor attendance
☐ Personal concerns
☐ Other: _____ |
|---|---|

- 2. Write a paper (at least one page in length) explaining the above concerns and barriers to your academic success – *describe WHY they are concerns and barriers*. Then, describe your course of action to address each of the barriers you identified – *describe WHAT you will do and/or change to remove the barriers*. Be specific.**

Steps 1 and 2 due date: _____

I understand that I will need to have an average of 80% or better on all major exams, quizzes, projects, final exam, and, where applicable, lab practical exams in order to pass this course.

I have read the Southwest Tech PTA Student Handbook's Dismissal, Withdrawal, and Readmission Policies and understand the consequences that may arise if I fail to pass this course for the Physical Therapist Assistant Program.

3. Check one:

- ☐ I will NOT be completing the agreed upon remediation plan
- ☐ I will be completing the agreed upon remediation plan
- Date you will implement the plan: _____
- Deadline for progression: _____

Student Signature: _____

Date: _____

Instructor Signature: _____

Date: _____

Program Director Signature: _____

Date: _____

Step One: Non-Professional Behavior Verbal Warning Form

Name of Student: _____ Date of Warning: _____

Course: _____

Reason for Warning: _____

Signature of Instructor: _____ Date: _____

Signature of Student: _____ Date: _____

Step Two: Non-Professional Behavior Written Warning Form

Name of Student: _____ Date of Warning: _____

Course: _____

Reason for Warning: _____

Professional Point Deduction: _____

Student Identified Course of Action: _____

Signature of Instructor: _____ Date: _____

Signature of Student: _____ Date: _____

Step Three: Contract for Change in Behavior

Name of Student: _____ Date: _____

Non-Professional Behavior(s): _____

Ten percent-point total grade deduction in course(s):

Course of Action: _____

Consequences for Lack of Improvement: _____

Signature of Instructor: _____ Date: _____

Signature of Student: _____ Date: _____

Documentation of progress or lack of progress related to professional behavior across all program settings:

Step Four: If the non-professional behavior is ongoing and has not been resolved after behavior contract has been put into play, the student will be dismissed from the program. Program faculty do not feel the student is competent to provide physical therapy services currently.

Statement of Acknowledgement/Agreement/Understanding

After reading the handbook and the prior page, please initial before each statement if you agree with it.

(initials) I have read and agree to abide by the terms of the Southwest Tech policy regarding confidentiality.

(initials) I acknowledge receipt of the Southwest Tech Physical Therapist Assistant Program Student Handbook. I understand that Physical Therapist Assistant Program policies concerning academic performance apply to classes I have taken before I entered the Physical Therapist Assistant Program.

(initials) I have read, understand, and agree to abide by the guidelines outlined in Southwest Tech's Student Handbook.

(initials) I acknowledge that I will be in an environment that contains latex products. I can function around equipment/supplies that contain latex and do not have an allergy to latex.

(initials) I have read Southwest Tech's Policies and Procedures regarding Standard Precautions and Bloodborne Pathogen Exposure. I understand my responsibilities and agree to abide by the terms of the policy and procedure.

(initials) I have read, understand, and agree to abide with the Policy on Informed Consent: "Participation in the Laboratory" specific to a student in a physical therapist assistant program.

(initials) I have read the policy related to Photography/Videotaping of PTA Program students; I understand this policy and agree to abide by the terms.

(initials) I have read, understand, and have agreed to abide by the Student Responsibilities Following Significant Exposure.

Print Student's Full Name

Date

Student's Signature

Date

Program Director's Signature

Date

Latex Sensitivity Acknowledgement

I have reviewed the Latex Sensitivity material in my program handbook. I understand that Latex Allergy is a significant problem for some health care workers and may become life threatening for individuals with severe hypersensitivity. I understand that if I develop any reactions to latex, I am to report this to my academic or clinical instructor immediately.

While Southwest Tech has made every effort to provide a latex reduced environment, it is not possible to guarantee a completely latex free environment. We cannot ensure that latex will not be encountered in laboratories, or outside clinical rotations required in the program.

Signed: _____

Date: _____

Student Name: _____

Program: _____