

**CARRINGTON COLLEGE-LAS VEGAS, NV.
SYLLABUS
PTA 112 FUNDAMENTALS of PHYSICAL THERAPIST ASSISTING**

Semester Credit Hours: 3.0

Contact Hours: **Lecture:** 30 Hours **Lab:** 30 Hours **Total:** 60 Hours

Instructor: Laura Cerame **Phone:** 702-688-4142 **Email:** lcerame@carrington.edu

Class Times: **Lecture:** Mondays and Wednesday, 8:00am to 10:00am

Lab: Mondays and Wednesdays, 11:00am – 1:00pm (Group 1)
and 1:00pm-3:00pm (Group 2)

Tutoring: Scheduled on an as needed basis.

Office Hours: Mondays and Wednesdays, 3:00pm – 4:00pm; or by appointment

Course Description: In this course students are introduced to the origins of physical therapy and the specific roles of physical medicine and rehabilitation professionals in the health care system. Topics covered are core values of the profession; the role of the physical therapist assistant; laws, regulations and policies; current issues; and the American Physical Therapy Association. In addition, students learn measurement skills, patient care and handling, and universal precautions.

Prerequisite(s): Successful completion of Semesters 1 and 2

Co-requisite(s): PTA 189, PTA 224

All classroom and laboratory assignments must be completed and turned in at the beginning of the class on the date they are due. Late assignments will be scored as a zero. All assignments must be turned in to the instructor prior to taking the final written and practical examinations. Failure to turn in all assignments may result in the student not being permitted to take the final classroom and laboratory examinations and they will receive a failing grade for the course.

LABORATORY PROCEDURE:

1. Come to lab dressed appropriately. Appropriate lab attire will be required during lab time to allow for visualization and palpation of the body structures. Appropriate lab attire generally consists of gym shorts and tank tops and or sports bras. If appropriate lab attire is not worn, the student will be required to obtain appropriate lab attire in order to participate
2. Lab partners will be assigned by the instructor and/or lab assistant(s) to allow palpation and visualization of body structures of different size and or shape of participants to enhance student learning;
3. All students are required to clean up the laboratory area prior to leaving class; this includes disinfecting mat tables, returning furniture to its proper place, returning items used in lab to its proper place.

Failure/unwillingness to abide by the procedure listed above will decrease the professionalism grade of the course.

Learning Objectives:

At the conclusion of this course, the student will be able to:

1. Utilize appropriate education strategies for patient and non-patient related activities.
2. Describe the physical therapy profession and the PTAs scope of work.
3. Utilize effective communication strategies and practice cultural competency.
4. Adhere to all laws and regulations as they relate to physical therapy practice.
5. Describe the role of the American Physical Therapy Association.
6. Will recognize health and safety issues in the workplace and take appropriate action during an emergency.
7. Utilize safe body mechanics in all physical therapy related activities.
8. Demonstrate competency in patient transfers, bed mobility, and positioning.
9. Demonstrate competency in assessing wheelchair fit, manipulating wheelchair components, and in wheelchair propulsion.
10. Incorporate appropriate adaptive equipment in the provision of care.
11. Demonstrate competency in gait training with assistive devices.

Instructional Materials and References:**TEXTBOOKS:**

1. Pagliarulo, Introduction to Physical Therapy, 4th ed., Mosby/Elsevier, 2012
2. Minor and Minor, Patient Care Skills, 7th ed., Pearson, 2014
3. O'Sullivan and Schmitz, Physical Rehabilitation, 6th ed., F.A. Davis, 2014
4. Erickson and McKnight, Documentation Basics: A Guide for the Physical Therapist Assistant, 2nd ed., SLACK Corp., 2012
3. Handouts
4. EBSCO/CINAHL online Resources

Instructional Methods

This course uses a combination of

1. Lecture with discussion and feedback
2. Textbooks
3. Supplemental hand-outs
4. Group and peer discussion
5. Instructor led laboratory/clinical exercises
6. Multi-media materials
7. PowerPoint presentations
8. Quia
9. Turn It In

Learning Resource Activity

This course requires a group library assignment. Assignments may include but are not limited to gathering information for projects by using the onsite library or accessing online resources such as EBSCO or Internet searches.

Topics (including but not limited to): Current issues in Physical Therapy; The State Practice Act and Regulations and Laws affecting the PTA in a state of interest, and Communication in the Healthcare Environment, Medicare Therapy Cap, Dry Needling in Physical Therapy, etc. The paper will be presented during Unit 8 and groups will be randomly assigned to present their topic. Topics and group members are randomly assigned by faculty during Unit 2. No duplication of topics is allowed. See Team Presentation Rubric for grading.

NOTE:

1. ***LIBRARY RESEARCH ASSIGNMENT AND GROUP PRESENTATION DUE MONDAY, JUNE 2, 2014***
2. ***ENTIRE CLASS TO REPORT FOR LAB ON THE FOLLOWING DAYS:***
 - ***MONDAY, APRIL 21, 2014, 11AM – 1PM***
 - ***WEDNESDAY, MAY 28, 11AM – 1PM***

Topical Outline

Unit/ Session	Learning Objective	Topic	Instructor & Student Activities
Unit 1 Sessions 1 – 2	1. Identify individual learning styles. 2. Explain principles of learning using accepted teaching strategies. 3. Determine an individual's capacity for learning a new skill. 4. Recognize the importance of and develop an individual plan for learning. 5. Provide clear and appropriate written and/or verbal instructions in easily understood language for new skill acquisition. 6. Identify any	1. Effective Education Strategies 2. The profession of Physical Therapy and the PTA's scope of work 3. Communication in Physical Therapy LAB: 1. Cultural Competency	1. Demonstrate effective education strategies in role playing activity. 2. DiSC Personality 3. Predict proper responses of the physical therapist assistant, based on scope of work. 4. Apply components of cultural competency in role playing. 5. Demonstrate effective communication verbally and nonverbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner. HOMEWORK: Read: Minor & Minor: Aspects of Effective Communication, Pages 30-31

	<p>barriers to learning and adjust instructional techniques to meet an individual's learning style.</p> <p>7. Describe the profession of Physical Therapy, its characteristics and history.</p> <p>8. Correlate Core Values of Physical Therapy to current standards</p> <p>9. Compare and contrast the roles and characteristics of a Physical Therapist, a Physical Therapist Assistant, and the health care team</p> <p>10. Identify how changes in referral for Physical Therapy affected the evolution of responsibilities of the Physical Therapist and the Physical Therapist Assistant.</p> <p>11. Describe appropriate interaction with other members of the healthcare team in patient care and non-patient care activities.</p> <p>12. Explain appropriate communication techniques with people with auditory and/or visual impairments as well</p>		<p>Read: Pagliarulo</p> <ul style="list-style-type: none"> -Chapter 1: The Profession of Physical Therapy -Chapter 2: Roles and Characteristics of Physical Therapists -Chapter 3: The Physical Therapist Assistant -Chapter 5: Laws, Regulations, and Policies -Chapter 7: Communication in Physical Therapy in the Twenty-First Century <p>Navigate to the following website: www.culturediversity.org</p> <p>Read the following links and become familiar with terms:</p> <ol style="list-style-type: none"> 1. Cultural Competence 2. Basic Concepts 3. Case Studies: <ul style="list-style-type: none"> Hispanic, Middle Eastern, Deaf Community, Asians, Afro American, Migrant Workers, What is Race? <p>Complete Handout: Professional Behaviors Self Assessment Form</p>
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	<p>as different language barriers.</p> <p>13. Apply the principles of cultural competency to individuals across the lifespan in a variety of physical therapy settings.</p> <p>14. Describe the training, skills, and roles of members of the health care team.</p> <p>15. Outline the organization of practitioners within the healthcare settings.</p> <p>16. Define the supervision requirements of a PT and PTA</p> <p>17. Discuss the organization and operation of physical therapy services.</p> <p>18. Describe the role of the physical therapist assistant in clinical education</p>		
<p>Unit 2 Sessions 3 – 4</p>	<p>1. Describe and explain the Health Insurance Portability and Accountability Act (HIPAA) with respect to patient confidentiality.</p> <p>2. List and describe the 18 HIPAA identifiers in medical records</p> <p>3. Explain the organizational structure and roles</p>	<p>1.Laws, Regulations and Policies</p> <p>2.HIPAA</p> <p>3.American with Disabilities Act (ADA)</p> <p>5.APTA</p> <p>6. PTA Core Values</p>	<p>1. Identify elements of protected information per HIPAA guidelines.</p> <p>2. Apply ethical solutions based on the Standards of Ethical Conduct for Physical Therapist Assistant.</p> <p>3. Identify items that conform or do not conform to the ADA and recommend proper modifications.</p> <p>HOMEWORK:</p> <p>Continue Reading: Pagliarulo</p>

	<p>of the American Physical Therapy Association (APTA). 4. Discuss the Standards of Ethical Conduct for Physical Therapist Assistant. 5. Explain the purpose of the American with Disabilities Act (ADA), and list the government agencies responsible for developing the rules and regulations and enforcing ADA law.</p>		<p>-Chapter 1: The Profession of Physical Therapy -Chapter 2: Roles and Characteristics of Physical Therapists -Chapter 3: The Physical Therapist Assistant -Chapter 5: Laws, Regulations, and Policies -Chapter 7: Communication in Physical Therapy in the Twenty-First Century</p> <p>Read: Minor & Minor, Chapter 1: Legislation, Pages 4 - 7</p> <p>Read: Minor & Minor, Chapter 1: Accessibility and Selected ADA Requirements for Accessibility, Pages 7-12</p> <p>Random selection on topic and groups for library research assignment.</p>
<p>Unit 3 Session 5</p>	<p>1. Describe general emergency procedures. 2. Explain basic, immediate actions and initial treatment to perform after selected types of patient injury or acute illnesses. 3. Prepare and maintain a safe working environment to reduce the risk for patient and employee injury in</p>	<p>1. Emergency Response 2. Workplace Safety 3. Environment 4. Body Mechanics 5. Positioning and Draping</p> <p>Lab: 1. Emergency Scenarios 2. Patient Environment 3. Standard Precautions 4. Body Mechanics 5. Bed Mobility</p>	<p>1. Demonstrate safe and effective emergency response. 2. Practice and demonstrate competency in Standard Precautions 3. Recognize when guidelines for sterile field have been violated and act appropriately 4. Identify the five modes of transmission of infectious microorganisms and compare contact, droplet and airborne precautions. 5. Demonstrate proper application of personal protective equipment based on the mode of transmission for infectious organisms.</p>

	<p>the treatment setting.</p> <p>4. Identify who is responsible for ensuring adherence to treatment contraindications.</p> <p>5. Outline cleaning requirements and responsibilities for all physical therapy equipment.</p> <p>6. Identify the need to take action when patient or self safety and well being may be compromised.</p> <p>7. Identify components of standard precautions and isolation techniques</p> <p>8. Compare and contrast proper use of personal protective equipment (PPE) including gloves, gowns, face shields, masks, and respirators.</p> <p>9. Compare and contrast safe body mechanics against unsafe body mechanics.</p> <p>10. Effectively and safely instruct and assist patient/family members/caregivers in correct and safe positioning</p> <p>11. Identify the level of assistance for transfers and bed mobility.</p> <p>12. Instruct other members of the</p>		<p>6. Demonstrate safe lifting for:</p> <p>a. A heavy box from the floor to a table.</p> <p>b. A small object on the floor</p> <p>c. Placing an object overhead</p> <p>7. Demonstrate safe carrying techniques for:</p> <p>a. A heavy box</p> <p>b. An asymmetrically shaped object</p> <p>8. Appropriately drape patients for comfort and privacy</p> <p>9. Instruct lab partner in safe lifting and transfer techniques.</p> <p>10. Demonstrate safe lifting techniques for other healthcare team members on campus.</p> <p>11. Effectively and safely instruct a patient in bed mobility; rolling, scooting, and turning, providing appropriately assistance based upon a patient's functional level.</p> <p>12. Position patients appropriately to maximally facilitate function and recovery.</p> <p>HOMEWORK:</p> <p>Read:</p> <p>Minor & Minor, Chapter 3 – Preparation for Patient Care</p> <p>Read:</p> <p>Minor & Minor, Chapter 4 – Aseptic Techniques</p> <p>Read:</p> <p>Minor & Minor, Chapter 7 – Turning & Positioning</p> <p>Read:</p> <ul style="list-style-type: none"> • O'Sullivan, Chapter 15: Stroke - Positioning Strategies To Reduce Common Malalignments, Box 15.8, p. 682 • O'Sullivan, Pressure Ulcers and Clinical Presentation, Page 590 • O'Sullivan, Integumentary Integrity, Page 676
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	<p>healthcare team using established techniques, programs, and instructional materials commensurate with the characteristics of the audience</p> <p>13. Recognize positions that aggravate or relieve pain or altered sensation, or that can produce associated skin breakdown</p>		<p>• O'Sullivan, Pressure Sores, Page 901</p>
<p>Unit 4 Sessions 6 - 8</p>	<p>1. Effectively and safely instruct and assist patient/family members/caregivers in correct and safe transfer techniques and positioning</p> <p>2. Identify function and components of a mechanical lift and sling.</p> <p>3. Identify the level of assistance for transfers and bed mobility.</p> <p>4. Instruct other members of the healthcare team using established techniques, programs, and instructional materials commensurate with the characteristics of the audience</p>	<p>1. Transfers and Mobility</p> <p>Lab:</p> <p>1. Transfers and Mobility</p> <p>2. Use of mechanical lift</p>	<p>1. Demonstrate proper use of a mechanical lift and sling.</p> <p>2. Instruct lab partner in safe lifting and transfer techniques.</p> <p>3. Demonstrate safe lifting techniques for other healthcare team members on campus.</p> <p>MIDTERM (Sessions 7 – 8) Wednesday, May 7, 2014, 8am – 10am</p> <p>Midterm covers Units 1 – 3</p> <p>Minor & Minor: Chapter 9 – Transfer Activities</p>

<p>Unit 5 Sessions 9 – 10</p>	<ol style="list-style-type: none"> 1. Identify features and describe functions of a wheelchair. 2. Identify wheelchair types and justify the choice of wheelchair given to a patient. 3. Correctly manipulate wheelchair components for ease of use and patient safety. 4. Identify areas where skin breakdown may occur while using a wheelchair. 5. Compare and contrast different seating systems for different patient presentations. 6. Convey findings regarding patient safety, level of assistance and progression with wheelchair propulsion and activities to the supervising physical therapist via correct documentation. 7. Compare and contrast the levels of weight bearing status and how they will affect a patient's ability to ambulate 8. Discuss the use of parallel bars and describe the uses of parallel bars during gait training 	<ol style="list-style-type: none"> 1. Wheelchair Features and Mobility 2. Fitting a wheelchair 3. Ambulation with Assistive Devices <p>LAB:</p> <ol style="list-style-type: none"> 1. Wheelchair Propulsion 2. Wheelchair Fitting and positioning 3. Ambulation with Assistive Devices <ol style="list-style-type: none"> a) Parallel Bars b) Walkers 	<ol style="list-style-type: none"> 1. Demonstrate competency in manipulating wheelchair components safely 2. Recognize correct and incorrect fit of a wheelchair and make modifications as necessary. 3. Predict areas where skin breakdown may occur while using a wheelchair and demonstrate competency in instructing patients/family member/caregiver in pressure relief activities 4. Demonstrate competency in performing and instructing wheelchair propulsion for a patient, including propulsion over level ground, negotiation of ramps, slopes, curbs, tight areas and through doors. 5. Confirm the patient's level of safety and functional status while propelling a wheelchair. <p>HOMEWORK:</p> <p>Read: Minor & Minor, Chapter 6 - Wheelchairs</p> <p>Read:</p> <ul style="list-style-type: none"> • O'Sullivan, Chapter 32 – The Prescriptive Wheelchair <p>Navigate to the following website and view videos under: "Knowledge of Wheelchair Parts" http://www.wheelchairskillsprogram.ca/eng/specific_skills.php</p>
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	<p>9. Determine the appropriate ambulatory assistive device for a patient based on the supervising physical therapist's evaluation and the patient's functional status</p> <p>10. Compare and contrast safe and unsafe use of ambulatory assistive devices.</p> <p>11. Describe common gait patterns used with ambulatory assistive devices.</p> <p>12. Describe the complications that would arise from improperly fitted axillary crutches.</p> <p>13. Identify sequence and components of effective sit to stand transfers utilizing ambulatory assistive devices.</p>		
<p>Unit 6 Session 11</p>	<p>1. Compare and contrast the levels of weight bearing status and how they will affect a patient's ability to ambulate</p> <p>2. Discuss the use of parallel bars and describe the uses of parallel bars during gait training</p> <p>3. Determine the appropriate ambulatory assistive</p>	<p>Ambulation with Assistive Devices (continued)</p> <p>a) Canes</p> <p>b) Crutches</p>	<p>1. Predict the appropriate ambulatory assistive device for a patient given their functional status.</p> <p>2. Critique and demonstrate competency the use of parallel bars for gait training; correctly adjust the height of parallel bars</p> <p>3. Demonstrate competency in instructing patient in the safe and effective use of ambulatory assistive device equipment.</p> <p>4. Identify the varying gait patterns and demonstrate competency in instruction utilizing ambulatory</p>

	<p>device for a patient based on the supervising physical therapist's evaluation and the patient's functional status</p> <p>4. Compare and contrast safe and unsafe use of ambulatory assistive devices.</p> <p>5. Describe common gait patterns used with ambulatory assistive devices.</p> <p>6. Describe the complications that would arise from improperly fitted axillary crutches.</p> <p>7. Identify sequence and components of effective sit to stand transfers utilizing ambulatory assistive devices.</p>	<p>assistive device equipment based upon weight bearing and injury status.</p> <p>5. Compare and contrast the differences in weight bearing status.</p> <p>6. Recognize correct and incorrect fit of assistive ambulatory devices and make modifications for patient comfort and safety</p> <p>7. Demonstrate competency in describing and instructing patients in negotiating stairs with ambulatory assistive devices.</p> <p>8. Recognize and implement the appropriate level of assistance and guarding required while the patient engages in gait training and ambulation activities based upon the supervising physical therapist's plan of care and patient's functional level.</p> <p>9. Instruct patient in safe and effective sit to stand transfers utilizing ambulatory assistive devices.</p> <p>HOMEWORK:</p> <p>Read: Minor & Minor, Chapter 10: Gait Training with Ambulatory Assistive Devices</p> <p>Read: O'Sullivan, Chapter 11: Locomotor Training (the following sections)</p> <ul style="list-style-type: none"> • Sit To/From Stand Transfers, Page 447 • Parallel Bars, Pages 448-450 • Overground Indoors, Page 450-451 • Overground Community, Pages 455-456 • Ambulatory Assistive Devices: Types, Gait Patterns, and Locomotor Training, Appendix 11.A, Pages 464-484 <p>Pay particular attention to CLINICAL NOTES throughout the reading assignment</p>
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Unit 7 Sessions 12 – 13	1. Identify adaptive equipment available for activities of daily living. 2. Describe the rationale for differing types of adaptive equipment. 3. Propose adaptive equipment required based on supervising physical therapist's plan of care and patient status.	1. Adaptive Equipment 2. ICU Tour	1. Discuss and demonstrate competency in selecting and using adaptive equipment for activities of daily living (shower chairs, raised toilet seats, etc.) 2. Demonstrate competency in utilizing and teaching a patient the use of adaptive equipment. 3. Demonstrate proper documentation for adaptive equipment utilized; assistance required with transfers, equipment utilized for activities of daily living, and data collected and intervention utilizing SOAP note format 4. Participate and relate information in an intensive care operation (ICU Field Trip) Read: O'Sullivan: Adaptive Equipment, Page 360 O'Sullivan: Assistive Technology, Page 360-361 O'Sullivan: Categories of Assistive Technology, Box 9.2 , Page 362
Unit 8 Sessions 14 – 15	Group Presentations – Library Research Assignment	Lab: Mock Practical Exam	FINAL WRITTEN and PRACTICAL EXAM Wednesday, June 4, 2014, 8am – 10am

Assessment Criteria and Methods of Evaluation

1. Examinations
2. Class participation
3. Competency evaluation
4. Homework
5. Library research assignment and presentation (group)

COURSE EVALUATION:

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|---|-------------------------------------|
| 1. Mid-Term Examination: | 25% |
| 2. Comprehensive Final Exam: | 25% |
| 3. Quizzes: | 20% |
| 4. Homework assignments and projects: | 20% |
| 5. Library Research Assignment | 5% |
| 6. Class participation and professionalism: | 5% (see Class Participation Rubric) |
| 7. Lab Practical Examination | Pass/Fail |

GRADING CRITERIA:

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
< 59%	=	F

A passing grade for this class is a "C". In order to attain a "C" for this class, the following criteria must be met:

- Minimum average grade of "C" on written examinations
- Minimum average grade of "C" on written quizzes/assignments
- Successfully pass the practical examinations in lab class*

*Failure of a lab practical results in a failing grade for the **entire course**.

Policy on Cheating

Dishonesty includes, but is not limited to, cheating, plagiarism, knowingly assisting another student in cheating or plagiarism, or knowingly furnishing false information to College staff, faculty, administrators, or other officials.

When a student is charged with plagiarism or cheating related to a class, and the instructor has reasonable proof or documentation or the student admits the violation, the instructor may select one or more of the following options:

- a. Issue an oral or written notification and warn the student that further acts of this sort will result in additional disciplinary action.
- b. Issue a failing grade ("F") or a "0" for the assignment in question.
- c. Issue a failing grade for the course.
- d. Refer the student to the Program Director or the Dean of Academic Affairs or Executive Director for disciplinary action, which may include withdrawal from the College.

Practical Exam Policy

As patient safety and communication is paramount, **students must pass 100% of the critical elements in order to pass the practical examination. Students must pass 80% of the skills competencies component of the practical examination in order to pass the practical examination.** If a student fails a practical examination (either by failing one or more of the critical elements or by achieving a score of less than 80% of the skills competencies) he/she must re-take the examination. A student may only re-take a total of two practical examinations across all courses within a given term. If a student is not able to pass all practical examinations within the maximum number of attempts allowed, the student will fail the course(s). Students may not participate in clinical education courses until all practical exams scheduled prior to clinical education have been passed.

Late Assignment Policy

All assignments are mandatory. No late homework or assignments will be accepted. For assignments to be considered turned in on time, they must be received by the beginning of the class period for which they are due.

Make-Up Policy

Quizzes are not examinations. If a student misses a quiz it may not be made up. If a student misses an exam, they must notify the instructor in advance if he/she is going to be absent. The classroom assignment make-up process must be initiated by the student. Students will NOT be allowed to make up classroom work, including exams unless the instructor has been notified regarding the absence. The instructor and the student will arrange a schedule for completion of make-up work.

Attendance and Tardy Policies

1. Students are expected to be in attendance at **every class, lab, and clinical session**. Regular attendance is essential for academic and professional success. *Carrington College enforces a strict attendance policy!*
2. Faculty turn in attendance sheets after each session indicating who was present, tardy or left early, in **minute** calibrations for the Registrar records.
3. If you are unable to attend class or lab, **you must notify the instructor in advance**.
4. Students are expected to be ready to begin class *on time*. Time will be deducted for arriving late or leaving early.
5. *For Physical Therapy Students: Students who exceed 15% of absence rate in any course or in cumulative term for tem-based programs will be required to meet with the program director to develop a student success plan to improve their attendance. Any student who reaches 25% absence rate in a course or in a cumulative term for tem-based programs will be placed on attendance probation. If while in attendance probation, a student continues a pattern of excessive absenteeism, the student may be withdrawn from the program at the discretion of Dean, Academic Affairs.*

Students are responsible for tracking their absences and will be withdrawn automatically if there is no attendance during a period of 14 consecutive days.

Skills Competencies

At the conclusion of this course, students will successfully complete the following skills competencies. 100% of the skill components and critical elements must be satisfied in order to have the competency 'checked off.' Failure to complete all skills competencies by the end of the course will result in a failing grade being issued for the course. Students may not participate in clinical education courses until all clinical competencies scheduled prior to clinical education have been successfully completed.

Hand washing
Glove Donning-Doffing
Precautions and PPE
Body Mechanics
Bed Mobility
Patient Positioning
Transfers: One Person Assist
Transfers: Multiple Person Assist
Transfers: Hydraulic Lift
Wheelchair Components & Fit
Assisted Wheelchair Propulsion
Gait Training: Parallel Bars
Gait Training: Crutches
Gait Training: Walkers
Gait Training: Canes

STUDENT SIGNATURE PAGE

This syllabus describes expectations for students enrolled in this course in addition to those mandated in the Carrington College Catalog and individual program handbooks. Every student is expected to know and comply with all current policies, rules, and regulations as printed in the Carrington College Catalog, program handbook, course syllabus, and class schedule. Violation of any standard may serve as grounds for disciplinary action including suspension or program dismissal.

I understand that I am responsible for my educational success. I understand that I am responsible for contacting the course instructor regarding any questions. My signature on this form acknowledges receipt of this course syllabus and my understanding of the above stated information.

Student's Printed Name: _____

Student's Signature: _____

Date: _____

Course: PTA 112 – Fundamentals of Physical Therapist Assisting

Date Syllabus was last reviewed and modified: March 21, 2014