



Walters State Community College Course Syllabus

Course Information

Course Number and Name: PTAT 2250 Pt Care Skills for PTA I

Section ID: 80459.202380

Semester and Year: Fall 2023

Credit Hours: 2

Start Date: August 21, 2023

End Date: December 08, 2023

Course Format: HYB - Hybrid (Web-Assisted Classes)

Catalog Course Description: This course includes Part I of the fundamental patient care skills, selected data collection and physical therapy interventions for the physical therapist assistant student. 1 hour lecture/3 hours laboratory. **F**

Meeting Details: M; 02:30PM - 03:30PM; & R; 12:00PM - 03:00PM; TECH 142

Course Drop Deadline: October 27, 2023

Instructor Information

Name: Marisa Miller, PT

Role: Program Director

Office Location: TECH 146

Office Hours: contact faculty

Office Phone: 423-318-2722

Email: Marisa.Miller@ws.edu

PTA Required Clock Hours: 1 lecture hour (delivered online) and 3 lab hours weekly

Supervisor Name: Shelia William

Supervisor Phone: 423-585-6992

Secretary Phone: 423-585-6981

Name: Tye Ponder, PTA

Role: Assistant Professor

Office Location: TECH 144

Office Hours: contact faculty

Office Phone: 423-585-2657

Email: Tye.Ponder@ws.edu

PTA Required Clock Hours: 1 lecture hour (delivered online) and 3 lab hours weekly

Supervisor Name: Marisa Miller

Supervisor Phone: 423-318-2722

Secretary Phone: 423-585-6981

Name: Donna Hepburn

Office Location: Main

Office Hours: none

Office Phone: none

Email: Donna.Hepburn@ws.edu

Supervisor Name: Marisa Miller, PT

Supervisor Phone: 423-318-2722

Name: Donna Hepburn, PTA

Role: Associated Faculty

Office Location: none

Office Hours: none

Office Phone: none

Email: Donna.Hepburn@ws.edu

PTA Required Clock Hours: 3 lab hours weekly

Supervisor Name: Marisa Miller, PT

Supervisor Phone: 423-318-2722

Secretary Phone: 423-585-6981

Pre-requisites and Co-requisites

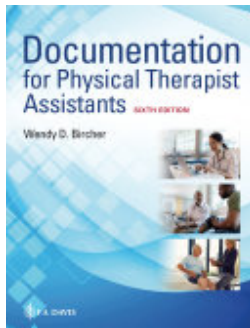
Pre-requisites: Acceptance to the PTA Program

Co-requisites: PTAT 2410, PTAT 2440

Additional Course Requirements/Details/Information

This course, PTAT 2250, Patient Care Skills for the PTA I, is offered by the Division of Health Programs at WSCC as a course within the Physical Therapist Assistant Program.

Required Textbook(s) and Materials



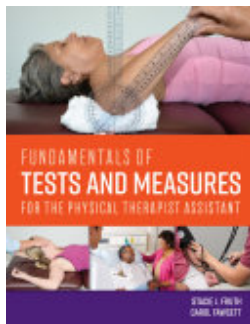
Documentation for Physical Therapist Assistants

ISBN: 9781719647359

Authors: Wendy D. Bircher, PT, EdD

Publisher: F.A. Davis

Publication Date: 2021-10-19



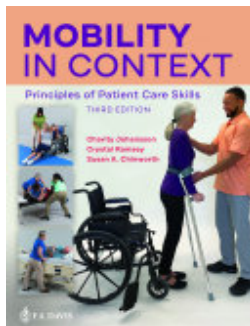
Fundamentals of Tests and Measures for the Physical Therapist Assistant

ISBN: 9781284147131

Authors: Stacie J. Fruth, Carol Fawcett

Publisher: Jones & Bartlett Learning

Publication Date: 2019-01-15



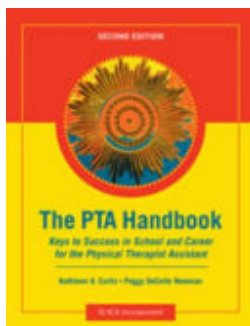
Mobility in Context, 3rd ed

ISBN: 9781719647137

Authors: Charity Johansson, PT, PhD

Publisher: F.A. Davis

Publication Date: 2022-02-25



The PTA Handbook

ISBN: 9781617110207

Authors: Kathleen A. Curtis, Peggy DeCelle Newman

Publisher: Slack

Publication Date: 2014-11-15

Readings as assigned

Physical Therapist Assistant Student Handbook 2023-2024

Supplemental or Optional Materials

PhysioU Application

APTA Web Resources

APTA Learning Center

Student Learning Outcomes/Objectives

- Student will be able to:
 1. Safely and skillfully demonstrate basic patient care techniques.
 2. Accurately demonstrate data collection skills used in physical therapy.
 3. Successfully identify and demonstrate basic therapeutic exercises and manual therapy techniques (to continue in PTAT 2260).
 4. Consistently and accurately demonstrate documentation of physical therapy procedures.

Academic Program Standards/Policies/Accreditation Information

Course Objectives:

1. Keep It Clean
 1. Identify categories health-care associated infections.
 2. Categorize the means of transmission of pathogens.
 3. Apply standard precautions and transmission-based precautions to case scenarios.
 4. Demonstrate proper hand hygiene.
 5. Demonstrate proper respiratory hygiene.
 6. Compare and contrast types of PPE.
 7. Discuss transmission-based precautions.
 8. Identify elements included in contact precautions.
 9. Identify elements included in droplet precautions.

10. Identify elements included in airborne precautions.
11. Demonstrate proper donning and doffing of gloves.
12. Discuss the process for disposal of soiled items
13. Complete WHO trainings on PPE use, hand hygiene, disposal of materials and COVID-19

2. Vital signs

1. Identify vital signs that are taken in the healthcare field(BP, HR, RR, Temp)
2. Recognize established norms for common vital signs(HR, RR, BP, Temp)
3. Discuss how the data gathered from vitals provides information regarding the patient's overall health and participation in physical therapy.
4. Perform accurate assessment of respiration rate, BP and heart rate
5. Identify how vital signs are affected with variations in age, gender, activity, medications, health conditions and environment
6. Utilize data obtained from vital sign assessment for planning and progressing of treatment sessions
7. Recognize normal and abnormal response of HR with physical activity
8. Recognize normal and abnormal response of BP with physical activity
9. Describe orthostatic hypotension and its impact on physical therapy interventions
10. Administered pain scales commonly used in Physical therapy (Numeric pain scale, etc)

3. Documentation

1. Identify the different portions of a SOAP note
2. Identify functions of appropriate and correct documentation.
3. Recognize and demonstrate appropriate use of common abbreviations found in documentation
4. Describe components of the SOAP note
5. Recognize information found in subjective portion of a SOAP note
6. Recognize information found in objective portion of a SOAP note
7. Compare and contrast information is found in the assessment portion of a PT evaluation in a SOAP note vs a daily note?
8. What common errors do PTA's make when writing the assessment portion of a daily treatment note?

9. Recognize how patient goals are written in the PT initial evaluation
10. Define impairment
11. Identify impairments listed in the initial evaluation performed by the PT
12. Identify content found in the plan portion of the initial evaluation SOAP note vs a daily note?
13. Write a complete, accurate, and concise SOAP note for a patient's physical therapy session by the end of the semester
14. Read a physical therapist's recommendation for the plan of care and follow correctly
15. Demonstrate legible penmanship and correct grammar with all note-writing activities/assignments

4. Communication

1. Identify effective verbal and non-verbal communication skills.
2. Consistently use effective written, oral, and non-verbal communication skills during all lab interactions.
3. Discuss when you need to report a change in patient's status to the physical therapist.
4. Effectively instruct patient, caregivers and colleagues during patient treatment sessions as appropriate.
5. Develop communication skills that promote development of good rapport with patients, caregivers and co-workers.

5. Interdisciplinary Team Member/Core Values for the PTA

1. List the APTA Core Values for the PTA.
2. Define each APTA Core Value for the PTA.
3. Discuss how you can integrate the core values for the PTA into patient care and management.
4. Reflect on why professionalism is needed as a healthcare provider.
5. Discuss how the PT and PTA work as a team to provide pt./client care in physical therapy
6. Describe how the PTA is a member of the interdisciplinary healthcare team and list other team members that work alongside the PT/PTA to provide comprehensive patient care.
7. Identify elements of the POC which are solely performed by the physical therapist.

8. Discuss behaviors and attitudes, you need to exhibit to be an effective member of the PT/PTA team.
9. Describe the role a Clinical Instructor (CI) has in the education and mentorship of a PTA student.
10. Identify what rules govern the practice of physical therapy in the state of Tennessee.
11. Locate rules specific to the supervision of the PTA in the state of TN.
12. Answer introductory level questions about the role and responsibilities of the PTA in Tennessee

6. Classification of Disability and Disease

1. Define the term ICF.
2. Identify why the ICF was developed for use in our healthcare system.
3. Discuss how the ICF model is used in the development of the patient's plan of care and management of patient in physical therapy.
4. Describe the components of the ICF model.
5. Apply the Rehab Problem Solving From to a basic case study to use the ICF to classify function and identify goals for PT.

7. Cultural Humility, Diversity, Inclusion and Equity

1. Define the following terms: cultural competence, cultural humility, diversity, inclusion and equity.
2. Discuss the difference between cultural competence and cultural humility.
3. Explain the role cultural humility plays healthcare
4. Describe why the PTA should work to develop cultural self- awareness.
5. Reflect on the knowledge, communication skills, and attitudes which are associated with becoming culturally self-aware and valuing diversity
6. Identify types of bias and provide examples of how bias can affect the care of patients/clients in all healthcare settings
7. List common biases found in the healthcare system.
8. Provide examples of how an inclusive workplace can add value to patient/client encounters.
9. Complete assignment on cultural humility focusing on terminology, significance of patient's/client's backgrounds, communication and collaboration with members of the

healthcare team.

10. Reflect on personal life experiences and the impact of cultural humility.

8. Patient Transfers and Bed Mobility

1. Discuss principles of movement related to stability, mobility, base of support, and center of gravity
2. Describe and recognize function of common devices used in dependent and patient assisted transfers
3. Identify proper steps for safe patient transfers, including transfer board, anterior-posterior, stand-pivot, squat-pivot, and two-person dependent lateral transfers
4. Define and select appropriate terms for levels of assistance regarding patient participation and therapist assistance provided for transfers and bed mobility including: Independent, Modified Independent, Supervision, Contact Guard Assist, Minimal Assist, Moderate Assist, Maximum Assist, Dependent
5. Select and safely perform appropriate transfer for individuals to optimize patient safety and highest level of function.
6. Identify and implement precautions for specific patient populations/conditions including total hip arthroplasty posterolateral approach, spinal surgery, sternal precautions, weight bearing restrictions, and hemiplegia.
7. Plan and demonstrate safe patient transfers including stand-pivot, squat-pivot and transfer board
8. Plan and demonstrate safe techniques assisting patients with bed mobility including: segmental rolling, log rolling, scooting, and supine to sit

9. Health Promotion and Wellness

1. Define key terms and concepts related to prevention, health promotion, and wellness.
2. List the top four chronic conditions related to mortality in the United States and the risky lifestyle behaviors that lead to them.
3. Compare the concept of wellness through various models and domains that define leading health indicators.

4. Reflect on the role of physical therapists and physical therapist assistants have as movement specialists in healthcare to promote active lifestyles and reduce risky behaviors.
5. Propose several examples of prevention, health, wellness, and fitness activities that are within the scope of physical therapy practice.
6. Define three types of prevention.
7. Create a plan to address primary prevention for a given population.
8. Outline primary, secondary and tertiary prevention for a specific patient population commonly seen in physical therapy.
9. Administer the Perceived Wellness Survey and reflect on your personal wellness

10. Assistive Devices

1. List commonly used assistive devices in physical therapy.
2. List progression of assistive devices from most supportive to least supportive.
3. Discuss how weightbearing status influences assistive device use.
4. List progression of assistive devices from most supportive to least supportive.
5. Select appropriate assistive devices or ambulation aids for various patient conditions (such as weight bearing status, balance skill, cognitive level, etc).
6. Compare and contrast the benefits and disadvantages of each type of assistive device
7. Perform correct fitting and adjustments for each assistive device.
8. Discuss safety considerations with use of assistive devices with the patient.
9. Demonstrate and instruct a patient with proper gait pattern using selected assistive devices (4 point, 2 point, 3 point, modified 3 point)
10. Utilize proper safety techniques when performing gait training using an assistive device.
11. Instruct a patient how to ascend and descend stairs/curbs using assistive devices.
12. Demonstrate safe guarding techniques for gait training with assistive device on level surface and stairs.
13. Educate patient on care and maintenance of selected assistive devices.

11. Sensory Testing

1. Identify the location of the somatosensory cortex

2. Identify the ascending pathways for impulses related to light touch, pain, temperature, position sense, discriminative touch, and vibration.
3. Identify where each ascending pathway crosses to contralateral side
4. Recognize and perform correct procedures for sensory testing light touch, pain, position sense (joint position, mirroring), discriminative touch (stereognosis, graphesthesia, two-point discrimination), and protective sensation
5. Perform correct procedures and data collections for light touch, pain, two-point discrimination, and position sense
6. Identify and correctly apply terms used in recording data collected from sensory testing including intact, absent, or impaired sensation
7. Identify and demonstrate proper documentation of sensory testing data.
8. Identify types of injuries which result in symptoms in dermatomal patterns or peripheral nerve distributions

12. Wheelchair Management

1. Identify goals for proper wheelchair fit
2. Recognize features and advantages/disadvantages of various wheelchair types (hemi, amputee, reclining, tilt-in-space, pediatric, bariatric)
3. Compare and contrast features of different wheelchair types
4. Select appropriate seat cushion based on specific advantages and disadvantages
5. Recall measurements for standard and bariatric wheelchairs
6. Identify and discuss potential adverse effects of an improper wheelchair fit
7. Identify and demonstrate correct procedures for functional activities using a wheelchair, and assisting another in a wheelchair
8. Demonstrate proper assistance to patient with wheelchair mobility on level surfaces, curbs, and through doorways
9. Demonstrate proper patient/caregiver instruction in wheelchair mobility on level surfaces and curbs
10. Demonstrate proper patient/caregiver education and instruction regarding wheelchair mobility and safety

Instructional Approach and Methods

1. Lecture
2. Class discussion
3. Lab demonstrations and exercise techniques
4. Apps and web resources
5. Lecture exams via eLearn
6. Reading assignments per course schedule
7. Guest speakers
8. Off-campus learning opportunities
9. Service learning opportunities
10. Assignments as given by instructor
11. [Rehabilitation Reference Center](#) - is an evidence-based clinical reference tool for use by rehabilitation clinicians at the point-of-care. RRC provides therapists and students with the best available evidence for their information needs in the areas of: Physical Therapy, Occupational Therapy, and Speech Therapy.

Assessment, Evaluation and Testing Procedures

In order to successfully complete this course, the student must do the following:

1. Successfully complete three lecture examinations; must maintain an exam average of 78% or better
2. Attend and participate in all classes (See PTA Student Handbook). If, for some extreme circumstance, an off-site learning activity is missed, see instructor for make-up assignment
3. Complete all course assignments, graded and ungraded
4. Successfully complete all skill checks
5. Successfully complete lab exams (Please see PTA Student Handbook for guidelines related to lab exam re-testing)

A grading rubric will be used for skill checks and lab exams. These rubrics will be posted in eLEARN prior to assessment, to allow time to review the grading expectations. You must successfully complete all skill checks and lab exams in order to pass this course and proceed with PTAT courses. You have multiple attempts to successfully pass skill checks. You have limited attempts to pass lab exams.

Grades will be calculated as follows:

Exam I = 30 points

Exam II = 30 points

Exam III = 30 points

(A 78% average must be maintained on lecture exams before any other points are added to the grade)

Assignments, including, but not limited to:

WHO Infection Control Modules	25 points
Documentation Homework	0 points
Documentation Homework	0 points
HIPAA	10 points
Interprofessional Members of the Healthcare Team Interview	16 points
Cultural Humility	12 points

Total Points: 153

Written Exams

All written exams are timed and will occur in eLearn. Students are only allowed to have a blank sheet of paper and writing instrument during the testing window. During the exam, students are not allowed to get up and move away from the testing location.

NO PHONES during exams. Students who violate this testing policy are at risk for failure.

Exams are proctored by course faculty.

Test questions will be multiple choice and taken from class materials.

Lab Exams

All lab exams are pass/fail. Course faculty use a lab exam grading rubric, which is posted in the course management system prior to exam date for students to review. All lab practical exams must be successfully completed with passing grade to pass the course. Passing grade is calculated by point structure which is found on the lab exam grading rubric.

See student handbook for lab exam policy, regarding retake opportunity.

Skill Checks

All skill checks are pass/fail. Skill checks are used to determine that each student can correctly, safely, and efficiently perform skills required for entry level PTA practice. You have multiple

attempts to successfully complete all skill checks in this course. Faculty will post information related to components for skill checks in eLearn.

In PTAT 2250, competency is assessed for the following skills by means of skill checks: hand washing, assessment of heart rate, assessment of respiration rate, assessment of blood pressure, donning/doffing of procedure gloves, transfer methods (including stand pivot, squat pivot, and sliding board), fit and training of axillary crutches, canes, walkers, lofstrand crutches, gait training with assistive devices on level surfaces, stairs, and curbs, sensory testing for light touch, pain, discriminative touch, proprioception, measurement for and assessment of proper wheelchair fit, wheelchair hand-fit test, wheelchair mobility training on even and uneven surfaces, entryways, doorways, bathrooms, curbs, and ramps.

Grading Scale

A	92% - 100%
B	83% - 91%
C	78% - 82%
D	77%-70%
F	69% or below

Assignments

All assignments will be posted in eLearn under "Assignments". Course faculty will review each assignment with the class to ensure students are clear on the task and the grading process. Assignments for Fall 2023 will be, but not limited to:

WHO Infection Control Modules	25 points
Documentation Homework	0 points
Documentation Homework	0 points
HIPAA	10 points
Interprofessional Members of the Healthcare Team Interview	16 points
Cultural Humility	12 points

Class Participation

A student in the PTA program is here for the purpose of preparing himself/herself to assume a responsible role in this specialized health career. A sound base of knowledge, competencies, and skills are required for effective quality patient care. A student in this program is required to attend all lectures, labs, clinical experiences, required seminars, and meetings.

1. When absent for any reason, it is the responsibility of the student to contact the appropriate instructor regarding any assignment due during the student's absence. This includes lab exercises, written papers and reports, quizzes, examinations, etc. If the student fails to do so within the first day the student is back in class, the grade will be recorded as a zero. Students should contact classmates to obtain notes and handouts from classes missed. In most cases, the instructor will not review missed lecture/lab due to student absence.
2. A student should not miss a scheduled lab, lecture, seminar, etc., for the purpose of studying for an exam (lecture or laboratory). Unexcused absences on the class day or period prior to an exam may result in the lowering of the exam grade by 5 points.
3. A student who is late must call 423-585-6981 or 423-585-6968 to provide a valid reason for their tardiness. Any quiz missed without notification may result in a grade of "0" for that quiz, refer to individual course syllabus.
4. An absence or lateness on a lecture exam date must be reported to the Health Programs Division prior to the designated class time by calling 423-585-6981 or 423-585-6968 or by e-mailing the instructor. Failure to do so may result in the deduction of 10 points from the make-up exam grade. The student must contact the instructor to schedule the make-up exam. Make-up lecture exams may be short-answer or essay type questions as decided by the instructor. Physician excuse may be required for missed exams. Examinations that are missed, even if reported, may result in a 5-point deduction on the make-up exam.
5. An absence or lateness on a lab exam date must be reported to the Health Programs Division prior to the designated class time by calling 423-585-6981 or 423-585-6968 or by e-mailing the instructor. Physician excuse may be required for missed exams. An unexcused missed lab exam will be recorded as a first-attempt failure, subsequent lab exam will be scheduled by the instructor.
6. A student who is absent or late more than five times per semester is subject to dismissal from the program or a lowering of the semester grade at the discretion of the instructor.

Course and Class Policies/Procedures

SAFETY:

Safety is one of the most important aspects of patient care as well as a core for maintaining a safe work environment. It is imperative that you act in such a manner in PTA classes (lecture and labs) as well as clinicals and off-campus learning opportunities to uphold the objective of safety and exhibit safe practices and techniques. Some of the ways that safety can be assured are through:

Following all lab rules- posted and stated

Make sure equipment is in good operating order

Understanding the correct and appropriate manner in which to operate equipment

Utilizing good body mechanics and postures

Having clear communication with your classmates, instructors, and patients

Following posted rules and regulations

Remember safety with all interactions and, if in doubt, ask an instructor.

EVACUATION, RELOCATION AND LOCKDOWN PROCEDURE

Evacuation Procedure	Exit building via the nearest emergency exit, to the designated outside rally point.
Relocation Procedure	Exit/Clear work area and advance to designated interior relocation area.
Lockdown Procedure	Close, lock, barricade door, turn out lights, move away from windows and door. Remain in area to await rescue.
Shelter-in-Place	Close windows and doors and restrict air flow as much as possible. Remain in location until further advised.

Emergency/Security Information:

Campus Emergency

Technology Building:

Relocation Site Tech 150

Evacuation Site Parking Lot N

Lock Down Shelter-in-place

Accountability The buddy system will be implemented

SET Senators Emergency Text

Pandemic/Critical Event:

Continue to complete assignments as outlined on syllabus

Other information, assignments and test will be posted on D2L

If D2L is unavailable call program director and or course director

In the event of a pandemic or other critical event please refer to the college's home web page - www.ws.edu

Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions). Plagiarism includes, but is not limited to the following:
 - a. Using cut/paste tool from original document with no references given.
 - b. Copying another student's work and submitting it as one's own.
 - c. Forging or otherwise altering signatures.
 - d. Giving or falsifying academic documents or materials.
2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:
 - a. Utilizing old tests, projects, notes or written papers.
 - b. Providing unauthorized information to a fellow student about exam content.
 - c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
 - d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).
 - e. Consulting with a classmate or others when taking a computerized test.
 - f. Disregarding other specific policies and procedures outlined for a particular class.
 - g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).
 - h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.
3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically

allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

Student Resources

TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920
- Niswonger Campus - GRNV 226 - (423) 798-7982
- Sevierville Campus - MMH Room 210 - (865) 286-2787
- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

[Walters State English Learning Lab \(opens in new window\)](https://www.walters.edu/academics/humanities/writing-lab)
[ws.edu/academics/humanities/writing-lab](https://www.walters.edu/academics/humanities/writing-lab)

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

[Walters State Mathematics Learning Lab \(opens in new window\)](https://www.walters.edu/academics/mathematics/learning-lab)
[ws.edu/academics/mathematics/learning-lab](https://www.walters.edu/academics/mathematics/learning-lab)

TECHNOLOGY SUPPORT

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or on-line access.

[Walters State Helpdesk \(opens in new window\)](https://helpdesk.walters.edu)
helpdesk.walters.edu

STUDENTS WITH DISABILITIES SUPPORT SERVICES

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services \(opens in new window\)](https://www.waltersstate.edu/student-services/disability/)
[ws.edu/student-services/disability/](https://www.waltersstate.edu/student-services/disability/)

SUICIDE PREVENTION STATEMENT

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

College Policies

STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog \(opens in new window\)](https://www.waltersstate.edu/catalog/)
[catalog.ws.edu/](https://www.waltersstate.edu/catalog/)

[Walters State Timetable of Classes \(opens in new window\)](https://www.waltersstate.edu/admissions/registration/)
[ws.edu/admissions/registration/](https://www.waltersstate.edu/admissions/registration/)

PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information

section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

COURSE GROUND RULES

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.
- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.
- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.
- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.
- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

FINANCIAL AID

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

[Walters State Homepage \(opens in new window\)](#)
ws.edu/home/

[Walters State Facebook page \(opens in new window\)](#)
<https://www.facebook.com/WaltersState/>

[Walters State Twitter page \(opens in new window\)](#)
<https://twitter.com/waltersstate>

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System \(opens in new window\)](#)
ws.edu/set/

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

LEARNING MANAGEMENT SYSTEM

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." [Brightspace Accessibility Standard \(opens in new window\)](#)

Brightspace is also committed to guarding student data and privacy. [Brightspace Privacy Policy \(opens in new window\)](#)