# Arkansas State University
# Physical Therapist Assistant
# 2026-2027 Student Handbook

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Dear Students:

Welcome, PTA Class of 2027, to the Arkansas State University Physical Therapist Assistant (PTA) Program. We are glad you're here.

You are entering the professional phase of your PTA training, and for most or all of you, it will be the most challenging thing that you have done so far in your academic career. Your future patients, colleagues, and employers will expect a lot from you and so will we. Unlike most of your previous education, you will be asked to demonstrate not only academic competence, but also psychomotor (hands-on) and affective (behavioral) competence as well. You will need to demonstrate your readiness and willingness to work interactively with colleagues, faculty members, patients, and a host of others. You will need to demonstrate a commitment to yourself, your program, your future profession, and the public that you serve. Please do your best and be your best on a regular basis. Along the way you will experience a multitude of feelings and emotions. You will have highs and lows, victories and failures. But in the end, the success that you will achieve will open a door to a whole new world for you, a world in which you can use your talents and abilities to significantly improve the lives of those with whom you come in contact. It is a great privilege and responsibility to live a life of service to others. Treasure and respect the opportunity.

Excellence requires, minimally, the following things: vision, motivation, commitment, effort, endurance, and help. You must envision the professional that you desire to be. You must have the motivation and commitment to become that professional, and you must be willing to put forth the continual effort to be that professional. You must be able to endure mistakes and failures, seeing them not as fatal flaws of character, but as learning tools leading you to bigger successes. Finally, you will need the help of like-minded individuals, others committed to the same excellence to which you have committed yourself. Your colleagues and the faculty will be there to help you along the way, and will require your help as well. Everyone needs help eventually. Wise people ask for help when they need it, and gracious people provide help when asked. Be both wise and gracious.

You will learn many new things during the course of this year. To begin that learning process, it is important to understand the framework in which that learning will take place. This handbook and the accompanying orientation process will help to familiarize you with the resources, requirements, and expectations of the PTA Program. The wise use of this information will increase your chances of successfully becoming a licensed physical therapist assistant. We wish you the very best as you start this journey. We are committed to your excellence and your success.

Sincerely,

The PTA Program Faculty

**Introduction**

The purpose of this handbook is to introduce you to the Physical Therapist Assistant Program at A-State. This document contains policies and procedures for academic and clinical experiences that are designed to enhance your learning. These policies and procedures are congruent with and, in some cases, in addition to those contained in other University publications such as the A-State Student Handbook and the A-State Undergraduate Bulletin. Policies and procedures are subject to change at any time during your course of study. When a change is necessary, students will receive both notification and explanation for the change(s). Students are accountable for acting according to these policies as well as published University policies. Deviation from these and other published policies may be considered grounds for dismissal from the program.

**Accreditation Status of the A-State PTA Program**

The Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, VA, 22305, Telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

**A-State Non-Discrimination Policy**

Arkansas State University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, marital status, veteran status, genetic information or disability in any of its practices, policies or procedures. This includes, but is not limited to, employment, admissions, educational services, programs or activities which it operates or financial aid.

**Mission of Arkansas State University**

Arkansas State University ***educates*** leaders, ***enhances*** intellectual growth, and ***enriches*** lives.

**Mission of the College of Nursing and Health Professions**

The mission of the College of Nursing and Health Professions is to prepare leaders to meet current and future global healthcare demands and positively impact health and wellness in the Mississippi Delta region and beyond through innovative scholarship and outreach.

**Mission of the Arkansas State University Physical Therapy Department**

The mission of the Physical Therapy Department is to e*ducate* physical therapy professionals, to *enhance* the intellectual growth of our students, faculty and alumni, and to *enrich* the lives of all individuals and communities in the Mississippi Delta region and beyond.

**Core Values of the A-State Physical Therapist Assistant Program**

The faculty members of the PTA Program embrace the professional core values set forth by the American Physical Therapy Association and strive continually to model these values. Students and graduates of the Program are expected to demonstrate a commitment to these core values.

**Accountability**: Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist assistant including self-regulation and other behaviors that positively influence patient/client outcomes, the profession and the health needs of society.
**Altruism**: Altruism is the primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist assistant's self-interest.
**Collaboration:** Collaboration is working together with patients and clients, families, communities, and professionals in health and other fields to achieve shared goals. Collaboration within the physical therapist-physical therapist assistant team is working together, within each partner's respective role, to achieve optimal physical therapy services and outcomes for patient and clients.
**Compassion / Caring**: Compassion is the desire to identify with or sense something of another's experience; a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.
**Duty:** Duty is the commitment to meeting one's obligations to provide effective physical therapy services to patients, and clients, to serve the profession, and to positively influence the health of society.
**Excellence**: Excellence is physical therapy practice that consistently uses current knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, embraces advancement, challenges mediocrity, and works toward development of new knowledge.
**Inclusion:** Inclusion occurs when the physical therapist and physical therapist assistant create a welcoming and equitable environment for all. Physical therapists and physical therapist assistants are inclusive when they commit to providing a safe space, elevating diverse and minority voices, acknowledging personal biases that may impact patient care, and taking a position of anti-discrimination.
**Integrity**: Integrity is steadfast adherence to high ethical principles or standards, being truthful, ensuring fairness, following through on commitments, and verbalizing to others the rationale for actions.
**Social Responsibility**: Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

**Curriculum Organization**

The PTA program consists of 15 credit hours of general education requirements and 11 credit hours of required support courses followed by 38 credit hours of professional curriculum. All 26 credit hours of prerequisite coursework are delivered in the traditional university manner and can be achieved at any accredited institution that provides such coursework. The 38 credit hours of professional curriculum are provided on a full-time day basis on the Jonesboro campus only with students being in class approximately 30 clock hours per week for the academic portion and 40 clock hours per week for the clinical portion. Due to the intensity and lock-step nature of the professional curriculum, students are not permitted to take any additional coursework due to the time constraints especially during the clinical component of the curriculum which occurs during the ends of both the fall and spring semesters. During this time, the students are assigned clinical sites which are located in and around the Northeast Arkansas area as well as bordering states or in geographical areas that are conducive to student learning.

The PTA curriculum is based on a hybrid model of course delivery with a focus on experiential learning and is organized according to the Program Mission, Philosophy, Core Values and Goals. The curriculum provides a set of learning experiences and opportunities that enable students to achieve expected student outcomes. The expected student outcomes are the knowledge, skills, and behaviors that the PTA graduate should possess. Course objectives and teaching / learning strategies are selected to ensure that these are achieved.

**Expected Student Outcomes:**

Graduates of the A-State PTA Program are prepared to demonstrate the following:

**Communication**: Communicate verbally and nonverbally (including in writing) with those diverse groups of people with whom a physical therapist assistant has routine contact and assess the outcome of such communication to determine and improve its overall effectiveness.
**Individual and Cultural Differences**: Demonstrate an awareness of the existence of individual and cultural differences, an understanding of the impact of individual and cultural differences on health care delivery, and the ability to alter one's actions appropriately in response to identified individual and cultural differences.
**Behavior and Conduct**: Demonstrate behaviors that indicate an awareness, understanding and acceptance of the physical therapist assistant's roles and responsibilities in the profession of physical therapy.
**Plan of Care**: Competently administer physical therapy plans of care under the direction and supervision of a licensed physical therapist.
**Education**: Effectively design, implement and assess programs of instruction intended to accomplish pre-established goals for patients, family members, caregivers, other healthcare providers, or members of the public.
**Administration**: Demonstrate awareness and understanding of the physical therapist assistant's role in a health care organization and a commitment to fulfill that role.
**Social Responsibility**: Demonstrate awareness and understanding of a physical therapist assistant's obligation to promote and protect the profession of physical therapy and the health care needs of the public and a commitment to fulfill that obligation.
**Career Development**: Assess one's current level of career development, identify needs and opportunities to meet those needs, establish goals and monitor progress toward those goals, and direct learning efforts leading to the accomplishment of those goals.

**Goals of the A-State Physical Therapist Assistant Program**

1) Students will possess the knowledge and skills necessary to function safely, efficiently and effectively as entry-level physical therapist assistants under the direction and supervision of physical therapists and will demonstrate evidence of professionalism by following all legal and ethical guidelines including seeking opportunities to serve those in need in their communities.
   a. **Outcome 1**: 100% of students are ranked at Entry-Level on the Clinical Performance Instrument at the end of Clinical Education III.
   b. **Outcome 2**: 100% of students are ranked at Entry Level as measured by the Professional Behaviors Assessment Tool prior to graduation.

c. **Outcome 3:** 100% of students will participate in a service learning opportunity to meet an identified need in the community.

2) Graduates will demonstrate clinical competence as entry-level physical therapist assistants under the direction and supervision of physical therapists in the Mississippi Delta region and beyond, work in a manner consistent with their state practice act and APTAs Standards of Ethical Conduct for the Physical Therapist Assistant and will pursue lifelong learning and/or service to the profession of physical therapy.
   a. **Outcome 1**: 90% of graduates will ultimately pass the National Physical Therapy Exam.
   b. **Outcome 2**: 90% of graduates will be employed in the Mississippi Delta region.
   c. **Outcome 3:** 90% of respondents to 1-year Graduate Survey will select "Very Effective/Effective" to questions relative to graduate preparation for entry-level practice.
   d. **Outcome 4:** 90% of respondents to 3-year Graduate Survey will respond with evidence of advanced education/certification or service to the profession of physical therapy.
3) Faculty will demonstrate a commitment to the physical therapy profession through activities of professional membership, contributions to the body of physical therapy knowledge, and service and advocacy for the clients and patients that are served.
   a. **Outcome 1**: 100% of core faculty members will be involved in one or more professional organizations on an annual basis.
   b. **Outcome 2**: 100% of core faculty will participate in at least two service learning or community service projects annually.
   c. **Outcome 3**: The collective core faculty will have an average of 1 scholarly product (i.e., posters, presentations, grants, manuscripts) disseminated every other year.
4) The program will contribute to the development of faculty, alumni and the professional community by providing opportunities for professional growth.
   **a. Outcome 1:** The program will provide faculty with professional development opportunities relevant to their topics of instruction, licensure requirements, areas of weakness noted on assessment tools and desired areas of professional growth.
   **b. Outcome 2**: The program will facilitate an increase in APTA membership of A-State PTA alumni by providing education relative to membership benefits at all alumni activities.
   **c. Outcome 3**: The program will facilitate the enrollment in the APTA Advanced Proficiency Pathways
   for PTA for at least 1 PTA alumni annually**.**
   **d. Outcome 4**: The program will provide at least 1 free CEU course annually for A-State PTA alumni.

**Program Statistics**

| | |
|---|---|
| Acceptance Rate (PTA Class of 2027): | 43% (30/69) |
| Attrition Rate (PTA Class of 2026): | 13% (4/30) |
| Graduation Rate (PTA Class of 2026): | 87% (26/30) |
| Licensure Pass Rate (last 2 years): | 100% (41/41) |
| Employment Rate: (last 2 years): | 100% (41/41) |

**Curriculum Plan**

Complete course information can be found in the current edition of the A-State Undergraduate Bulletin. PTA courses must be taken in sequence and on a full-time basis. At times courses will be offered in

modular fashion and will not meet according to the traditional University Schedule of Classes that is published prior to registration each semester. Students may also be obligated to meet in the evening or weekends either on or off campus for special learning experiences. PTA students are expected to be flexible once they begin PTA courses. The program will make every effort to avoid sudden changes and to provide students with sufficient notice to enable them to respond appropriately.

**A-State Physical Therapist Assistant Program – Professional Coursework**

**10-Week Summer (8 credit hours)**

PTA 2113 Patient Handling (3 credit hours)
PTA 2123 Clinical Kinesiology (3 credit hours)
PTA 2132 Basic Anatomical Systems (2 credit hours)

**Fall (15 credit hours)**

PTA 2213 Musculoskeletal PT (3 credit hours)
PTA 2223 Physical Agents and Massage (3 credit hours)
PTA 2233 Neuromuscular PT I (3 credit hours)
PTA 2263 Pathophysiological Conditions (3 credit hours)
PTA 2271 Physical Therapy Documentation (1 credit hour)
PTA 2252 Clinical Education I (2 credit hours)

**Spring (15 credit hours)**

PTA 2303 Neuromuscular PT II (3 credit hours)
PTA 2323 Seminar (3 credit hours)
PTA 2353 Musculoskeletal PT II (3 credit hours)
PTA 2333 Clinical Education II (3 credit hours)
PTA 2343 Clinical Education III (3 credit hours)

**Total for Professional Coursework = 38 credit hours**

**Estimated Costs for the Physical Therapist Assistant Program - Professional Coursework**
(Does not include housing and clinical education costs)

**Total for AR Resident – $17,900***

The following information has been prepared to assist you in planning for your physical therapist assistant education. The information below is only an estimate* of the overall program cost and is subject to change.

***Tuition / Fees** – Estimate is based on current A-STATE tuition / fee schedule located on the A-State website. Undergraduate students in the College of Nursing and Health Professions pay an additional 10% tuition. Cost per credit hour is $299.00 (in-state).

| Semester | Credit Hours | Tuition + Fees | Semester Subtotal |
|---|---|---|---|
| Summer | 8 | $2584 + $400 | $2984 |
| Fall | 15 | $5215 + $800 | $6015 |
| Spring | 15 | $5215 + $800 | $6015 |
| Graduation | | | $45 |
| **Subtotal** | | | $15.014 |
| **Additional Costs** | (see below) | | $2,854 |
| **Total PTA Costs** | | | $17,868 |

***Books:** A list of the books used in the program can be found on page 12. Estimated cost for books is **$1020**.

***Supplies**

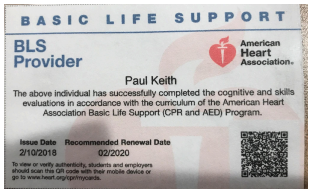
***Required Lab Equipment – approximately $140** - Students are required to purchase several pieces of equipment for use during the program. These items can be purchased separately at local medical suppliers or a local vendor will package a complete student kit for purchase. It is the responsibility of the student to acquire the needed supplies. Each student is required to have the following:

*Gait Belt (60")
*Goniometers (6" & 12")
*Tape Measure
*Blood Pressure Cuff
*Bandage Scissors
*Reflex Hammer
*Pulse oximeter
*Stethoscope
*Wristwatch that shows seconds (not included in equipment kit)

***Name Tags & Uniforms – approximately $180** – An A-State PTA name tag will be provided to students at no cost. The PTA program does have a dress code. See page 15 for dress requirements. Students will need one pair of appropriate shoes and two clinical dress uniforms (**at least one of which must be khakis and an A-State polo shirt**).

***Physical Examinations and Immunizations – approximately $445** - Clinical affiliation agreements require specific immunizations and an annual physical examination. Costs for these procedures vary and can be completed at many locations. The A-State Student Health Center provides the following services: physical examination ($35); Hepatitis B series (3 x $65 =$195); TB skin tests ($10), Influenza vaccine ($20), MMR (mumps, measles, rubella) ($70 x 2=$140); proof of chicken pox (chicken pox vaccine or titer will be required) ($20). TB mask fitting is $25 and will be performed during the Fall semester.

***CPR Certification**: American Heart Association Basic Life Support certification is required. **$40.**




***Drug Screens and Criminal Background Checks**: A criminal background check is required prior to orientation through Verified Credentials. The cost is approximately **$95**. A drug screen and additional background check may also be required prior to clinical placement. The cost of these screens is variable. The clinical contract will specify any other requirements.

***Professional Liability Insurance**: Malpractice insurance is required while you are in school. The cost is approximately **$35** per year. (www.hpso.com)

***Health Insurance**: Clinical sites require students to have health insurance. The university offers each student the opportunity to purchase an accident and hospitalization insurance policy as part of a group consisting of A-State students and students enrolled in other universities across the state. Membership in the group is voluntary. Application forms are available through the A-State Student Health Center. The cost is variable depending on your needs. Personal health insurance is acceptable.

***PTA Composite**: A composite picture of the PTA class will be made in the fall or spring semester and will be displayed in the department hallway. The cost of the composite will be **$20**.

***PEAT Exam**: Each student will take 2 practice licensure exams that are administered by the Federation of State Boards of Physical Therapy. The cost of both exams is **$99**.

***American Physical Therapy Association (APTA) Membership**: APTA membership is strongly encouraged at a cost of **$80** per year.

***Clinical Education**: You will be required to participate in three separate clinical experiences during the program. You are responsible for living expenses, transportation, and tuition while on clinical rotations. The total number of weeks that you will be away from the campus is 16.

***Living arrangements and transportation**: You are responsible for your own living arrangements and transportation. There are residence halls and apartments located on the Jonesboro campus and apartments located off campus.

***Field trips and conferences**: Various field trips will be held throughout the curriculum to support concepts presented in class. Students may have opportunities to participate in APTA-Arkansas and APTA conferences. Fundraising for the annual APTA conference will occur as an activity of the Physical Therapy Student Association, but the student is responsible for the costs not met through fundraising.

***Lockers** are provided free of charge to students on a first come, first served basis. Students must supply their own lock. The cost for lock removal is $10 (if keys are lost or combination forgotten).

***Graduation fees: $45** will be assessed during the spring semester to cover the cost of graduation.

***Licensure Examination Fees** - **$700**. After graduation, students must sit for and pass a national licensure examination as well as a state jurisprudence exam to practice as a physical therapist assistant. **Students will NOT be approved to sit for the NPTE prior to graduation**. The process of seeking licensure in states outside of Arkansas will be discussed in class.

**PTA Program Book List**

| Title | |
|---|---|
| **Summer** | **Estimated Cost** |
| Johansson. **Mobility in Context** (3rd edition). FA Davis, 2022. ISBN: 978-1-7196-4286-6 | $116.95 |
| Finnegan. **Medical Terminology in a Flash** (4th edition). FA Davis, 2020. ISBN: 978-0-8036-8953-4 | $104.95 |
| Lippert. ***Clinical Kinesiology and Anatomy*** (7th edition). FA Davis, 2022. ISBN: 978-1-7196-4452-5 | $94.95 |
| Lippert. ***Kinesiology Flash Cards*** (5th edition). FA Davis, 2022. ISBN: 978-1-7196-4454-9 | $36.95(optional) |
| Clarkson. ***Musculoskeletal Assessment*** (4th edition). Lippincott, 2020. ISBN: 978-1-9751-1242-4 | $130.37 |
| Giles. ***PTAExam: The Complete Study Guide***. Scorebuilders, (latest edition)<br>(order through A-State Marketplace link) | $75.00 |
| **Summer Subtotal (does not include sales tax)** | **$557.17** |
| | |
| **Fall** | |
| Goodman. ***Pathology for the PTA*** (3rd edition). Elsevier, 2023. ISBN: 978-0-3237-9277-6 | $101.99 |
| Raffensperger**.** ***Orthopedic Interventions for the PTA***. FA Davis, 2020. ISBN: 978-0-8036-4371-0 | $75.95 |
| Martin and Kessler**.** ***Neurologic Interventions for Physical Therapy*** (4th edition). Elsevier, 2021. ISBN: 9780323661751 | $110.99 |
| Erickson. ***Documentation Basics*** (3rd edition). SLACK, 2018. ISBN: 978-1-63091-402-8 | $75.00 |
| **Fall Subtotal (does not include sales tax)** | **$363.93** |
| | |
| **Spring** | |
| FSBPT Practice Exam & Assessment Tool (PEAT) | $99.00 |
| **Spring Subtotal (does not include sales tax)** | **$99.00** |
| | |
| **Total Estimate** | **$1020.10** |

**ADVISING**

Each PTA class is assigned a faculty member who will serve as the advisor during the time in the program. A student's advisor is available by appointment to assist the student with any academic or personal issues that might arise. Students are urged to access their advisor for answers to their questions rather than get advice from other students. Experience has shown that student-generated advice, although given with the best of intentions, is often in error. If a student has a problem that is not becoming resolved or a question that is not being satisfactorily answered, the student may refer such problems and questions to the Chair of the Physical Therapy Department for further assistance.

In the College of Nursing and Health Professions students are subject to mandatory advising. To complete enrollment for a term, students must meet with their advisor unless directed to do otherwise.

**EXPECTED PROFESSIONAL BEHAVIORS**

**Academic Integrity**

The University policies relating to academic integrity, notably plagiarism and cheating are detailed in the A-State Student Handbook. Students must familiarize themselves with these policies since violation can result in dismissal from the program as well as expulsion from the University.

Students are required to be aware of and practice according to the College of Nursing and Health Professions Honor Code, the Arkansas Physical Therapy Act (www.arptb.org), the APTA Standards of Ethical Conduct for the Physical Therapist Assistant (www.apta.org) and the PT Specific Professional Behaviors. Progression and retention in the Physical Therapist Assistant Program are dependent upon the adherence to these standards and abilities.

Additional ethical principles related to behavior in clinical settings are set forth in the clinical policies and procedures in this Handbook.

**Professional Behaviors Assessment**

The Professional Behaviors Assessment tool (Appendix Q) outlines 10 behaviors that demonstrate professionalism in the field of physical therapy. These affective behaviors are a vital component of the A-State PTA curriculum along with cognitive and psychomotor abilities. Each applicant is assessed in professional behavior on both the observation and volunteer forms contained in the PTA application process. Once a student is selected into the PTA program, continued demonstration of these behaviors is expected.

Ongoing assessment of professional behaviors will occur in the summer, fall and spring semesters. At the beginning of the summer semester, the students will complete the Professional Behaviors Assessment Tool using the instructions contained in the document. This will be kept on file and used as a baseline to demonstrate professional growth within the academic year. Near the end of the fall semester, each student will complete the Professional Behaviors Assessment Tool again. The summer assessment results will be shared with each student as a comparison to the current assessment to identify areas of strength and areas for improvement. Each student will then perform a peer assessment of professional behaviors by selecting the highest and lowest areas for each peer. The faculty will combine the results and identify the top 3 areas of strength and weakness which will be shared with each student. The faculty (individually and collectively) will formally assess the professional behaviors of each student prior to

Clinical Education I in the fall and Clinical Education II in the spring to ensure that all students are safe and ready to progress to the clinic.

If an unsafe or unprofessional behavior occurs (1st critical incidence), the faculty will complete a learning contract identifying the inappropriate behavior, the expected behavior, a timeline for correction and the consequence of further unprofessional behavior. The student will meet with the faculty, discuss the critical incidence in private and sign the form acknowledging the unprofessional behavior and required correction. If the behavior continues (2nd critical incidence), the process will be repeated with further explanation of the required correction and the consequences up to and including dismissal from the program. If a 3rd critical incidence occurs, this will be documented and the student will be held to the predetermined consequence.

**Attendance and Punctuality**

Due to the intensive nature of the PTA Program, regular attendance in class, laboratory, and clinical experiences is critical to your success and is required.

If a student will be late or absent, the student must notify ALL PTA FACULTY MEMBERS using the contact information on the front of the course syllabus in a timely fashion, prior to the absence or tardiness if possible. Repeated problems with attendance and punctuality can result in a student being dismissed from the program. Students should manage their personal affairs to avoid such problems.

Absences should not exceed more than 6 clock hours per semester per course. It is the student's responsibility to obtain covered material from classmates. Should extenuating circumstances occur (illness, hospitalization, etc), notify the course instructor immediately.

<u>"Open Door" Policy</u>

The door to class will remain open until the beginning of class. Class start times are indicated on each syllabus. Students may enter class when the door is open. If the door is closed, the student is considered tardy, and should wait until the door is open to join the class. A 5-10 minute break typically occurs per hour of class. Excessive tardiness / absences may result in corrective action including dismissal from the program.

**Class Preparation**

The PTA faculty members are strongly committed to delivering the highest quality education possible. To achieve this outcome, the faculty will be prepared for class, make clear and relevant assignments, be available to assist the student and answer questions, and be open to the student's questions, comments and suggestions.

In return, we expect the student to come to class prepared to learn. Proper preparation includes, but is not limited to, being dressed appropriately, having the right equipment for class, and having completed any required reading and assignments necessary to allow full class participation.

**Appropriate Dress and Personal Appearance**

PTA students are required to adhere to certain personal standards for their own safety and comfort and for that of the patient. Personal hygiene, grooming and appearance should be maintained at the highest level and should not interfere with patient care and classroom learning experiences. Proper dress and hygiene are considered part of proper class preparation. **Students who are not properly prepared for class may be asked to leave and return when they are prepared.**

Appropriate dress is broken into clinical dress, lab dress and visitor dress.

Clinical dress is required in class and when the student is not engaged in lab activities. Students have 2 clinical dress options: (1) Khaki slacks and a polo-type shirt or (2) scrubs. Shoes should be closed-toe, closed-heel, and rubber-soled.

Lab dress is required in all laboratory class sessions. Many of the procedures practiced require access to skin and visualization of muscles and muscle groups in all parts of the body and appropriate attire is required accordingly. Part of what is learned is to provide this access while preserving the modesty and dignity of the patient. When the student is the patient this same principle applies. Lab dress consists of: (1) gym shorts and a decent T-shirt. Ladies should wear a bathing suit top or sports bra underneath their shirts. Shoes should be closed-toe, closed heel, & rubber-soled. Students going outside of the lab area should dress appropriately for the public.

Visitor dress is required when a guest speaker is present or when the student will be traveling off campus representing A-State and the Department of Physical Therapy. Visitor dress consists of: slacks, an A-State polo shirt (or a dress shirt where appropriate) and closed-toe, closed heel, rubber-soled shoes (or dress shoes where appropriate).

Visible body piercings, other than small earrings, are not acceptable in class at any time. Although visible tattoos are acceptable, some clinical facilities may require these to be covered.

Clinical Education Dress Code

During clinical affiliations, students should abide by the dress code of the clinical site. Students should wear their A-State name tag at all times in the clinic.

**ACADEMIC STANDARDS**

**Assignments**

Each faculty member establishes assignments and the deadlines for their completion. Deadlines may be contained in a course syllabus or communicated orally in class when appropriate. The faculty member may alter deadlines when conditions warrant such a change. Students are expected to comply with deadlines unless unusual circumstances occur (an emergency or illness severe enough to temporarily disable a student). At that time, alternate arrangements must be made with the faculty member.

Most faculty will not accept a late assignment or will assess a penalty for assignments, papers, projects, etc. that are submitted after the stated deadline. If this is the case the penalty will be stated in the course syllabus or communicated in class. If a crisis arises in a student's life such as the above-stated emergency or illness, a faculty member may be willing to allow a grace period if notified prior to the deadline.

**Students are urged to make photocopies or electronic copies of all assignments completed to provide a backup mechanism for a "lost paper" contingency. Computer crashes and email malfunctions will rarely be acceptable reasons for failure to complete an assignment.**

Students are expected to participate in all assignments stipulated in course syllabi. Exceptions may be made under unusual circumstances if the faculty member involved agrees such an exception should be made. An example of an exception of this type would be not requiring a student to submit to a certain laboratory class procedure if the student has a condition that contraindicates the particular procedure. Such conditions could include open or healing lesions, other types of temporary injuries, pregnancy, etc. In the case of a permanent disability that interferes with the expected participation in an assignment, the faculty member involved will attempt to modify the assignment in such a way that will allow the student to participate appropriately. Any specific disability concerns should be directed to:

A-State Access & Accommodation Services
Room 2181, Student Union
P.O. Box 360
State University-Jonesboro, AR 72467
(870) 972-3964

**Examinations**

All examinations are to be taken at the time scheduled by the faculty member. If an emergency or severe illness causes a student to miss an examination, the student should notify the faculty member before the examination is to be given. If prior arrangements are not made, the student forfeits the right to earn a grade for that examination. The faculty is not obligated to provide late or make-up examinations.

**Grading Policies**

Grading policies are determined for each course by the responsible faculty member in accordance with University and program standards and are contained in the course syllabi.

If a student receives an incomplete grade, it is imperative that the student take the necessary steps to remove this grade as soon as possible. In most cases, an "I" grade will prevent a student from progressing to the next semester unless the program approves alternative arrangements. This policy supersedes the general University policy for incomplete grades. Grades are not given out over the phone, by email, or by the clerical staff. The student may obtain his / her grades from the university by scheduling an appointment with the faculty member or by viewing grades after they have been posted on the online learning platform. University policies for issuing course grades will be followed unless otherwise specified by the faculty member in the class syllabus.

**Progression**

To progress in the PTA professional curriculum, students must:

1. Receive a grade of C (75%) or better on each comprehensive final exam, receive a grade of C (75%) or better in all PTA courses, meet or exceed the program's professional standards, and meet all of the requirements listed in the Undergraduate Bulletin.
2. Maintain academic integrity and professional behavior in the classroom, laboratory, any clinical sites visited, and in the community when representing the program.
3. Maintain the standards of affiliating clinical sites.

**If a student receives a grade of less than C (75%) in any PTA course, receives a grade of less than C (75%) on any comprehensive final exam or fails a Clinical Education course, he or she will not be allowed to progress to the next term in the PTA Program. In the PTA Program, any grade less than C (75%) is considered failing.**

**Appeal of Grades, Other Decisions or Requests for Exceptions**

If a student feels that he or she has been treated unfairly in the matter of grades, or any other decision that affects the student's academic rights as described in the A-State Student Handbook, he or she may invoke the Academic Grievance Procedure outlined in that publication. This same procedure may be used to request waivers or variance from published University or program policies, rules and regulations.

In most cases, students should discuss their concerns first with the faculty member involved. If the matter is not resolved at that level students should request a meeting with the Chair of the Physical Therapy Department followed by the Dean of the College until the matter is resolved or another avenue of appeal is identified.

**Graduation Requirements**

Complete graduation requirements and the procedure to be followed are fully explained in the University Undergraduate Bulletin. Please discuss these procedures with an advisor for further explanation.

**Academic Honors**

The Physical Therapist Assistant program recognizes the top performing students each spring. The faculty select an outstanding student from each cohort who represents both academic and professional characteristics most desired in the profession. The students earning grades in the top 10% of each PTA cohort as well as the highest overall program grade is honored. These students receive gold honor cords to wear during commencement.

**Dismissal**

A student could be dismissed from the PTA Program if, in the judgment of the Program Faculty, any of the following conditions exist:
1. Academic deficiency
2. Demonstrated lack of aptitude for physical therapy
3. Failure to exhibit behavior of:
    a. Integrity
    b. Dependability and accountability
    c. Concern for human and societal need

d. Clinical physical therapy performance that jeopardizes patient safety

4. Physical or emotional condition of a nature that affects, or is affected by, one's performance in physical therapy
5. Failure to conform to the legal and ethical standards of the physical therapy profession as stated in the Arkansas Practice Act and the APTA Standards of Ethical Conduct for the PTA (www.apta.org)
6. Excessive absences / tardiness in class and/or in the clinic

**Readmission**

Removal of a student from the PTA Program usually occurs for one of the following reasons:

1. Dismissal

   Student fails to meet behavior, cognitive, or psychomotor standards of the program.
2. Withdrawal

   Student withdraws in good standing for significant personal reasons (major injury or illness, death of an immediate family member, pregnancy / labor & delivery). Note: Students with these issues or the potential for these issues should realistically consider the likelihood of these events interfering with their progress through the program prior to starting the program.

Students dismissed from the program will be allowed to reapply to the Physical Therapist Assistant program. These students will be required to meet with the Program Faculty prior to reapplying and provide evidence that appropriate remediation of the deficits for which they were dismissed has occurred. Approval of the Program Faculty will be required for the dismissed student to be allowed to apply for readmission. For dismissed students, readmission to the Physical Therapist Assistant Program is on a competitive basis with all others in the applicant pool at that time. Should these students be readmitted to the PTA Program, they will be required to demonstrate competency (either successful completion of course final exam and practical exam) for any course previously completed or complete an independent study course containing the curriculum and assessments of the previously completed course. These students should be aware that financial aid may not be available for previously completed courses. Students dismissed a second time for cognitive, psychomotor, or affective deficits will not be allowed to reapply to the A-State PTA Program.

Students who withdraw in good standing will be dealt with according to their specific circumstances. These students may petition for readmission in the next year. These students will be required to meet with the Program Faculty and provide evidence that the problem(s) that resulted in their withdrawal has been successfully resolved. Approval of the faculty will be required for these students to return to the program. These students will not have to go through the competitive admissions process again if they return to the program in the year immediately following the year in which they withdrew. Readmitted students will be required to demonstrate competency, to the satisfaction of the program faculty, of previously learned information, skills and abilities by successfully completing the final exam and lab practical assessment of the previously completed course(s) or completing an independent study course containing the curriculum and assessments of the previously completed course(s). These students should be aware that financial aid may not be available for previously completed courses. Students who wait longer than this will be required to complete the competitive admissions process and matriculate through the entire program.
The faculty members realize that no policy can adequately address every possible situation and circumstance that might arise. The guiding principle in all dealings with students will be an attempt to achieve a solution that is as beneficial as possible to both the student and the program and that maintains the integrity of the program. Should a case deviate significantly from the ones described in this policy, the faculty members and the Chair of the Physical Therapy Department will rely on their experience and judgment, and if necessary the experience and judgment of others according to the chain of command, to reach an appropriate solution.

**A-State Academic Misconduct Policy & Procedure**

## ACADEMIC MISCONDUCT

Arkansas State University promotes academic integrity and professional ethics among all members of the A-State academic community. Violations of this policy are considered as serious misconduct and may result in severe penalties, up to and including expulsion from Arkansas State University. A student deemed to have engaged in academic misconduct may not avoid academic sanctions by withdrawing from a class, a program, or the University. Students that participate in the Honors College and/or Athletics program(s) are subject to dismissal from those programs in addition to the penalties set forth below. The respective program(s) will be notified of any offense. Colleges and Departments may add to these prohibitions and standards applicable to all students to enforce academic integrity and professional ethics to meet their special needs for a specific degree program.

For the purposes of these definitions, an assignment includes any task assigned as a course requirement or program requirement. Assignments include but are not limited to papers, projects, homework, and exams.

### PLAGIARISM

Plagiarism is the act of taking, using, and/or presenting the idea(s), work(s), and/or writing(s) of another as one's own. Plagiarism includes, but is not limited to:

1. Submitting as one's own any theme, paper, report, computer program, presentation, creative work, or scholarly work of any nature belonging to, or written or created by another.
2. To avoid plagiarism, give written credit and acknowledgment to the source of thoughts, ideas, and/or words, whether you have used direct quotation, paraphrasing, or just a reference to a general idea.
3. If you directly quote works written by someone else, enclose the quotation with quotation marks and provide an appropriate citation (e.g., footnote, endnote, bibliographical reference).
4. Research for an assignment, as well as the complete assignment, must be the work of the person seeking academic credit for the course.

### CHEATING/UNAPPROVED COLLABORATION

Cheating is an act of dishonesty with the intent of obtaining and/or using information in a fraudulent or unauthorized manner. Examples of cheating include, but are not limited to:

1. Observing and/or copying from another student's assignment.
2. Giving or receiving assistance during an examination period. This includes providing specific answers to subsequent examinees and/or dispensing or receiving information that would allow the student to have an unfair advantage in the examination over students who did not possess such information.
3. Using class notes, outlines, and/or other unauthorized information during an examination.
4. Using buying, selling, stealing, transporting, or soliciting, in part or in whole, the contents of an assignment when such action is not authorized by the instructor of the class.
5. Using for credit in a subsequent class an assignment written for credit in a previous class without the knowledge and permission of the instructor of the subsequent class. This includes when a student is repeating a course for credit.
6. Impersonating or attempting to impersonate another person, or permitting or requesting another person to impersonate you for the purpose of taking an examination or completing other assignments.
7. Unauthorized collaborating during an examination, lab, or any course requirement with any other person by giving or receiving information without specific permission of the instructor.
8. Altering grades or official records.
9. Falsifying or signing another person's name on any academically-related University form or document.
10. Sabotaging or interfering with the academic progress of others.

11. Submitting altered, fraudulent, or falsified data, course, degree program requirements, including but not limited to honor's thesis; doctoral dissertation; qualifying exam; dissertation defense, and University records/forms.

**PROCEDURE FOR HANDLING ACADEMIC MISCONDUCT CHARGES**

**Step One**: Any faculty member or University official who suspects an act of academic misconduct occurred for which they deem sanction appropriate, must report this information, along with a recommended sanction, directly to the Office of Academic Affairs via the Academic Misconduct Report Form within five (5) business days of becoming aware of the act. Academic Affairs will consult with the student's academic department, and review any prior academic misconduct the student was found responsible for, to determine in consultation with the academic department if administrative-level sanctions should be added and which sanction is appropriate. No sanction will go into effect until a finding of responsibility is made.

**Step Two**: Within five (5) business days of receipt of the academic misconduct referral, Academic Affairs will notify the student through official University channels of the alleged offense and related sanction(s). This notification will include instructions for preparing for a hearing, should the student disagree with the allegation. The notification will also include educational materials about avoiding future academic misconduct (For example, University-level citation and documentation expectations). Additionally, an academic misconduct meeting between the student and an Academic Affairs representative will be arranged to apprise the student of the allegation and related sanction(s). The student will accept or deny responsibility at this time. Students who do not respond to the notification will be deemed to have waived their denial of the alleged act and any objection to the related sanction(s). A student who accepts responsibility will be found responsible and the related sanctions will be imposed.

**Step Three**: Within five (5) business days of receipt of the meeting with Academic Affairs, a student disagreeing with the allegation must submit their request, in writing to Academic Affairs, for an academic misconduct hearing before the University Academic Integrity Committee (UAIC), along with any written material the student would like the Committee to consider. The UAIC is a shared governance committee which will consist of three faculty members, two undergraduates, and one graduate student from each academic college. The Associate Vice Chancellor for Academic Services and the Graduate Dean will serve as Ex Officio members. The convening committee for academic misconduct hearings is three faculty members and one student. For cases involving academic misconduct of a graduate student, the student representative will be a graduate student. The UAIC only determines whether the student is responsible and does not determine the sanction. The sanction imposed upon a finding of responsibility is determined in Step One and presented to the student in Step Two.

**Step Four**: Within five (5) business days of receipt of the written request for Committee hearing, the case goes to the University Academic Integrity Committee for determination of responsibility.

**Step Five**: Within three (3) business days of receipt of the Committee's determination, a student disagreeing with the hearing outcome may appeal in writing to the Provost. If the student does not appeal within the applicable timeframe, the Office of Academic Affairs will notify the involved parties, and the sanction(s) related to the academic misconduct the student was found responsible for will be imposed by the appropriate party.

**Step Six**: Within three (3) business days of the Provost's receipt of the written appeal, the Provost will make a final determination based upon the written appeal and all documents related to the allegation and hearing. The Office of Academic Affairs will notify all involved parties of the determination. If the finding of responsibility stands, the sanction(s) related to the academic misconduct the student was found responsible for will be imposed by the appropriate party.

All cases of academic misconduct will be housed within Academic Affairs. Prior offenses will be considered when determining the sanction(s).

Course-level sanctions for Academic Misconduct can be imposed by the faculty member or instructor who discovered the Academic Misconduct upon a finding of responsibility (see Procedure for Handling Academic Misconduct Charges):

Completion of Educational Module; A reduction of grade for assignment; An alternative assignment; A failing grade on the assignment; Rewriting or repeat performance of assignment; and, or A failing grade for the class;

In addition, the following administrative-level sanctions may be imposed for Academic Misconduct upon a finding of responsibility based on the seriousness and/or prior acts of academic misconduct of the respective student. Administrative-level sanctions are determined by the student's academic department in consultation with Academic Affairs:

Completion of education modules; A failing grade for the course; Removal from the course; Dismissal from a particular program; Suspension from a particular program for one semester or more; Suspension from the University for one semester; Expulsion from the University; and/or Other appropriate sanctions as warranted by the specific acts of the student.

**Family Education Rights and Privacy Act (FERPA)**

FERPA protects a student's educational record, regardless of how the record is maintained and who maintains it. An education record consists of paper as well as electronic data. Besides grades, it typically includes test scores, comments, evaluations and similar assessments about a student, maintained by an instructor, counselor or any other school official.

FERPA prohibits any person connected with the institution, including administrators and faculty from improperly disclosing student information. At institutions of higher education, students may authorize the release of their educational records, but only the student has the exclusive right to decide whether or not to authorize the release. There are some circumstances where educational records may be released without the student's permission. For instance, records may be disclosed to other school officials, including teachers, within the institutions, whom the institution has determined to have legitimate educational interests. The department will only release information related to FERPA with completion of forms (Appendix aa).

Student photos, student IDs, email and hometown will be placed on the intradepartment's physical therapy drive. Students must complete the Intradepartmental Information Release Forms at orientation to allow the release of information for intradepartmental use (Appendix O).

**National Physical Therapy Exam (NPTE) Preparation**

In preparation of the NPTE, all students will register for and take 2 PEAT exams (NPTE prep exam) either during the spring semester of the PTA Program and/or the summer immediately following the program. Areas in need of improvement will be addressed with each student on an individual basis to improve first attempt licensure examination success.

**COMPLAINTS**

Arkansas State University, the College of Nursing & Health Professions, and the Physical Therapy Department have specific processes in place for the handling of grievances. These processes (or portions thereof), and the situations in which they apply, are detailed in the A-State Student Handbook, the A-State Faculty Handbook, the CNHP Faculty/Staff Handbook, the PTA Student Handbooks and the PTA Program Operations Manual. Formal complaints from a member of the university community shall be handled by these procedures where applicable. However, the faculty realizes that from time to time complaints may arise that are not formal grievances or to which the above-mentioned procedures do not apply. Examples of such situations include things like informal complaints about a student, staff member or faculty member, or complaints from outside the university community (e.g., prospective students, clinical instructors, hospital personnel, patients, employers of graduates, health care institutions, etc.) concerning a person or persons associated with the Physical Therapy Department. These will also be handled in a process that seeks to produce resolutions which are equitable for all involved, maintain the academic integrity of the program, and result in improved relations and operations relative to the program. A link to file a complaint is available on the program's homepage.
Retaliation following any complaint submission is prohibited.

For formal complaints that are not addressed by the policies listed in the documents above (that fall outside the realm of due process), the following processes shall be used:

1. The person(s) lodging a formal complaint will be asked to submit the complaint in writing to the Chair of the Physical Therapy Department.
2. The Chair [or appointed representative(s)] will investigate, collect information, propose solutions, and notify the appropriate parties of the findings and the course of action taken.
3. The Physical Therapist Assistant Curriculum Committee will review complaints regarding curriculum and instructional design.
4. The Physical Therapist Assistant Admissions Committee will review complaints regarding admissions policies and procedures.
5. Complaints lodged against the Physical Therapy Department involving litigation or potential litigation will be referred to the CNHP Dean's office who will inform the Provost and legal counsel.
6. If the complaint is against the PTA Program Director, the written complaint will be submitted to the Chair of the Physical Therapy Department. If the complaint is against the Chair of the Physical Therapy Department, the written complaint will be submitted to the Dean of the College of Nursing and Health Professions.
7. All complaints will be handled appropriately. Retaliation following any complaint submission is prohibited.

For informal or minor complaints, the following processes shall be used:

1. Student has complaint regarding another student:
    a. Student should first attempt to settle the matter with the other student in a prompt and professional manner.
    b. If satisfactory resolution of the issue cannot be achieved, the issue should be brought to the attention of the faculty advisor who will attempt to help resolve the issue.
    c. If satisfactory resolution of the issue cannot be achieved, further intervention by the chain of command will be utilized to try and resolve the issue. If no resolution is possible, the student may need to utilize the formal grievance system of the university as outlined in the A-State Student Handbook.
2. Student has complaint regarding faculty member:
    a. Student should make an appointment to meet with faculty member and discuss the issue in a courteous manner. Student is expected to have a prepared presentation of the issue in question.
    b. Faculty member will hear student complaint and consider its merit in an open-minded fashion.
    c. Faculty and student will seek to resolve the issue together.
        i. Should it become impossible for faculty and student to resolve issue, an appointment will be made to discuss the matter with the Department Chair.
        ii. The Department Chair will attempt to mediate the problem. He/she will facilitate a resolution that follows the policies and procedures of the program, while protecting the rights and concerns of both parties.
        iii. If the Department Chair's mediation efforts do not lead to resolution, the Dean of the College will be consulted and become involved in the mediation.
    d. If no resolution is possible the formal grievance system of the university as outlined in the A-State Student Handbook will be used.
3. These steps do not supersede the requirements for classroom/professional behavior on the part of the student as outlined in program and university student handbooks.

4. All other persons who have a complaint regarding program or personnel:
    a. Matter is referred to PTA Program Director or PT Department Chair who will develop a plan to address the complaint.
        i. Should this process not resolve the complaint, or if the complaint is about the PTA Program Director or PT Department Chair, the issue will be referred to the Dean of CNHP for resolution.
        ii. If no resolution is possible, the CNHP and/or University grievance systems will be used.
    b. Any person unable to resolve a complaint using the departmental, college or university grievance process may file a complaint with Commission on Accreditation in Physical Therapy Education through their website (www.capteonline.org).
5. Retaliation following any complaint submission is prohibited.

**RISK MANAGEMENT**

**CPR Certification (Appendix A)**

Prior to beginning clinical education, students are required to present evidence of current valid **American Heart Association Basic Life Support** CPR certification. This may be done by presenting a card or a photocopy of it to the Director of Clinical Education. The photocopy is placed in the student's file. Students who have expired CPR certification will not be allowed to participate in clinical education activities, which may lead to dismissal from the program.

**Physical Examination and Immunizations (Appendix A)**

All students are required to present proof of immunization as described in the University Undergraduate Bulletin and additional immunization and skin testing as described in that publication in the section denoting College of Nursing and Health Professions requirements. Documentation of immunization and tests include:

1. Rubeola (measles), and rubella (German measles) - State Statute;
2. Mumps and varicella (chicken pox) - required by most clinical affiliates;
3. Hepatitis B - required by most clinical affiliates - this immunization series requires 5 months to complete and should be started immediately if not already begun.
4. TB skin test - required each year. Students with positive results will receive further instructions.
5. Chicken Pox Titer – if student does not have proof of varicella vaccination, the student is required to have a chicken pox titer.
6. COVID – may be required by inpatient clinical affiliates

All students are required to complete a physical examination prior to their first clinical education assignments (Appendix B). Most clinical affiliates will insist that this examination be no more than one year old. With prudent scheduling students can avoid having to comply with the requirement more than one time during their enrollment in the program.

**Health and Liability Insurance (Appendix A)**

Students must show verification of health insurance and personal liability (malpractice) coverage. Failure to have this coverage will ban students from clinical sites for clinical education, which may result in dismissal from the program. During the orientation session, the faculty will assist the student to identify specific liability insurance coverage and health insurance options.

**Communicable and Infectious Disease Policies (Appendix D)**

All students receive appropriate education and training in dealing with blood-borne pathogens (Standard Precautions) as part of their first clinical laboratory courses. In addition, the College has adopted additional policies and procedures.

**Child Maltreatment Reporter Training (Appendix R)**

All students must complete child maltreatment reporter training prior to graduation. This is a state mandated requirement for degree programs at institutions of higher education for professions that are required to be a child maltreatment mandated reporter. This training will be completed in PTA 2233 NM I.

**Student Acknowledgment and Waiver Forms (Appendix F)**

Students must read and sign the waiver and release forms included at the end of this document by the first day of summer classes. No student will be allowed to proceed until these forms have been signed and returned to the program. Students under the age of 18 will need to have their signature witnessed by a parent or guardian or other appropriate person.

**Clinical Background Checks (Appendix S & T)**

A criminal background check is required prior to admission to the program through Verified Credentials. It is the student's responsibility to pay for this service. Students must read and sign the CNHP Criminal Background policy. Students with criminal backgrounds may not be able to complete clinical education coursework required by the PTA program or meet the criteria for professional licensure. If a student has a criminal record, it is the responsibility of the student to inquire with the respective state board of physical therapy in which the student plans to apply for licensure as to whether a criminal record may limit the student's ability to obtain licensure as a physical therapist assistant or practice in certain settings.

**Drug Screens (Appendix G)**

The College has developed detailed substance abuse policies that are additional to those already in place at the university level. Additionally, some clinical sites require a drug screen prior to coming to their facility. It is the student's responsibility to pay for this service.

**Student Field Trip Participation**

Students must read and sign the waiver and release forms prior to attending off campus activities. This university form is located on the A-State Travel Office website (https://www.astate.edu/a/business-services/files/student-field-trip-release.pdf). The completed form will be kept in the student academic file.

**Informed Consent (Appendix P)**

Any person (guest, patient) who is involved in demonstration, treatment, or research will provide consent for that involvement. Forms are available through the Department Secretary. Guests, patients, research participants will sign consent forms prior to participation in any event.

1. Guests and patients provide consent by reading and signing the general consent form developed by the department which gives consent for treatment or class participation, and/or gives consent for photography. These forms are kept by the course instructor in a locked file cabinet.
2. Subjects involved in research sign a specific informed consent form, which has been approved, along with the research design, by the University Institutional Review Board, Human Subjects Committee.
3. Consent forms will remain on file in the faculty offices of the department of physical therapy for a minimum of one years, or for the life of any collected educational material.
4. All information obtained will be kept confidential according to Health Information Portability and Accountability Act (HIPAA) guidelines.

**A-State Environmental Health and Safety Department**

Students and faculty will report incidents (injury, exposure to communicable and infectious disease, hazardous waste, etc.) to the Department Chair using the incident report form (Appendix K). The department chair will make a copy of the incident report and send the original form to the Dean of the College of Nursing and Health Professions. The Environmental Health and Safety department may be contacted when necessary (http://www.astate.edu/ehs).

**FACILITY PROTOCOLS**

**Exterior Doors**

Under normal circumstances the building is locked unless a scheduled activity is taking place. The front doors on the second floor are unlocked between 7 AM and the time of the last scheduled activity in the building in the evening. These doors may also be unlocked on a weekend if a class is scheduled. The rear door facing Driver Street and the South door on the first floor are normally unlocked between the hours of 7 AM and 5 PM. The South door may remain unlocked if an activity is scheduled on the first floor outside of normal business hours.

**Vending Area**

All students and staff in the building share this space. Please set a good example for other students by caring for this space. Please remember that there are classrooms and offices nearby and be considerate by not making unnecessary noise.

**Smoking Policy**

Arkansas State University is a smoke-free campus.

**Classrooms**

All classrooms are locked when not scheduled for use. This unfortunate necessity is due to recurrent episodes of theft. If you see any such suspicious activity at any time please bring it to the attention of a faculty member, staff member, the A-State campus police (870-972-2093).

**Main Office - Room 102**

This space is occupied by the clerical staff and/or student workers and is not to be used as a social gathering place except under unusual circumstances since it is a work area. The computers and telephones in the main office are not intended for student use. Telephones may be accessed by students in emergencies only.

**PT Conference Room - Room 103**

This room within the office suite is available as needed with approved reservations. This office space contains several periodicals and books that belong to the program and to individual faculty members. This space may be used as a meeting space by students with permission and may also be used for small group meetings between faculty and students.

**Faculty Offices – Rooms N 106, ES 112, ES 114**

The PTA program faculty has an open-door policy. Office hours will be posted outside the door. However, students are welcome any time faculty are available.

**Student Lounge-Room 115**

The student lounge is a place for students to relax and/or work on assignments. The lounge contains furniture, TV, a refrigerator, a microwave, sink and a limited number of lockers. Students are required to provide their own locks and to select a locker for use each semester. There is no charge for the use of a locker but students must report to clerical staff the number of the locker they are using and must use this same locker for the entire semester. Students need a locker because most lab classes will require a change of clothes and require the storage of purses, wallets, any jewelry that must come off, etc. during labs. Please remember to remove the lock from your locker at the end of your academic program. Otherwise the student will be charged for the cost of lock removal.

**Laboratories - Rooms 117-120**

Under normal circumstances this area is not accessible to the general population of the building. The sign indicating access to authorized personnel only includes PT students, PTA students, faculty and staff. The only other people who have unlimited access to this area are the Dean and workers from the physical plant. If you see anyone in this area that you do not recognize you should ask them who they are and why they are there or, if you are not comfortable doing that, report their presence to a faculty or staff member.

Please note that no one is to enter the Gross Anatomy Lab (Room 119) unless accompanied by a faculty member or by other special arrangement. It is expected that students will use these areas and the

equipment contained within with care and with attention to safety concerns. Students need to adhere to the specific directions of the faculty member(s) involved.

There are telephones located in most classrooms for use in an emergency or for communication between the labs and the main office.

Students are expected to assist the faculty as required to clean and secure the labs at the end of a scheduled class period. Such cleaning may include the processing of laundry and linens and the cleaning of equipment used during the lab similar to procedures that are required in any clinical setting at the end of patient treatment procedures. In some cases, students may be required to provide their own consumable supplies if they wish to practice some procedures outside of normal lab hours.

It is never appropriate for visitors to be present in any laboratory unless special arrangements have been made with the Department Chair or PTA Program Director and involved faculty.

**Gross Anatomy Lab**

The gross anatomy lab (viewing only) may be used to facilitate PTA student learning. The use of human remains for study is governed by state regulations. There are specific regulations regarding the disposal of these remains after the termination of their use. As these are human bodies, they must be treated with respect and should be disposed of in the same manner and methods as any deceased person. Students are expected to adhere to the following rules while in the laboratory. **Failure to abide by these rules will result in dismissal from the lab and may result in other penalties (including failure of the course) imposed by the PTA Program Director and/or Chair of Physical Therapy.**

1. Any student not wearing a laboratory coat will not be allowed to remain in the dissecting room. Do not wear open-toed shoes in the lab.
2. Students who registered for the course and other authorized persons are the only people allowed in the dissecting room. Relatives, spouses and friends are not allowed access to the dissecting room.
3. The dissecting room will be open during the scheduled laboratory periods; other times may be arranged upon the approval of the instructor.
4. Smoking, drinking, and eating (including chewing gum) are not allowed in the laboratory.
5. Any tissue removed from the cadavers (e.g. skin, fat) must be placed in the corresponding designated container (labeled as “Human Tissue Only”) that is separate from the regular (e.g. paper, gloves) container.
6. Parts of cadavers are never to be removed from the laboratory. To do so is illegal and unprofessional.
7. Models, specimens, etc. are not to be removed from the laboratory without the permission of the instructor.
8. Professional behavior is mandatory in the lab.
9. Photographing or recording is not allowed in the lab.
10. Both the outside and inside doors of the laboratory must always remain closed.
11. Always wash your hands and remove lab coats before leaving the lab.
12. Never remove the identification tag from the cadaver.

**Teratogenic Substances**

The faculty of the physical therapy program will design learning experiences and lab procedures, which minimize exposure to teratogenic substances. Exposure to teratogenic substances because of performing requirements for classes in this curriculum is highly unlikely. There is a measurable risk of exposure while working in the Gross Anatomy laboratory. A-State's environmental health and safety information can be located at http://www.astate.edu/a/ehs/. The cadavers used in Gross Anatomy have been injected with certain chemicals for their preservation. The Safety Data Sheets (SDS) is in the laboratory and the Physical Therapy office. Carolina's wetting solution is the primary chemical used for cadaver preservation (https://www.carolina.com/teacher-resources/Document/msds-carolinas-wetting-solution/tr-msds-carolinas-wetting-solution.tr). More information on chemical agents used can be found at https://www.astate.edu/a/ehs/chemical-lab-safety/. Working in the gross anatomy laboratory has negligible risks if appropriate precautions are taken. **Students with respiratory problems and pregnant women should consult their doctor before taking gross anatomy. Contact lenses can absorb chemical vapors in the air; therefore, contact lenses should not be worn in the laboratory without vapor proof goggles**. All students should report any problems with eye or respiratory irritation to their laboratory instructor. All students must wear a laboratory coat while in the laboratory. Students touching the cadavers must wear dissecting gloves. Students with latex allergies and sensitivity should inform the course instructor (See Latex Allergies)

**Latex Allergies / Sensitivities**

Some students have previously demonstrated an allergic reaction to the use of latex. The signs include burning, itching and swelling of the exposed part. This can be an emergency situation; however, it is extremely rare. If a suspected allergy is demonstrated, the student should immediately notify the supervising faculty member.

It is the student's responsibility to notify in advance to the faculty member supervising the learning experience that the student is allergic to latex. This substance is commonly used in protective gloves in learning situations found in the anatomy laboratory or during wound care. Latex free gloves will be provided by the department upon written request from the student after documented cases of latex allergies or negative reactions.

**Practice of Lab Procedures**

The practice of physical therapy includes (but is not limited to) the use of various physical agents, massage techniques, manual techniques, transfers, ambulation activities, therapeutic exercise and the use of different types of equipment. Students are expected to perform these procedures on each other under faculty supervision in the laboratory and later on in a clinical setting under the supervision of a licensed physical therapist or physical therapist assistant.

Students may not perform physical therapy treatments other than those required for class, lab, or clinic except under the above-stated supervision. Students should never engage in such practice without being fully aware of any contraindications to the procedure being practiced and ascertaining that no such contraindications exist in the subject being practiced upon. Open lab hours (those outside of

scheduled class time) will be scheduled each semester and included in course syllabi. PTA Faculty will be present or easily accessible during open lab times.

**Building Security after Hours**

PTA students may study in designated areas (i.e., student lounges, classrooms, labs) before or after normal business hours only when a faculty member (or graduate assistant) is present in the building. Students are ONLY allowed to practice psychomotor skills that have been covered in class. Faculty (or graduate assistants) must be available to answer any questions or provide any assistance necessary to the students. The department secretary will lock the doors at the end of the day, and students, faculty, (and/or graduate assistants) are responsible for making sure that all doors are shut and locked when leaving the building. If, for some reason, a door was not locked by the faculty member, the student is responsible for contacting campus security to secure the facility. For safety reasons, students should leave the building as a group. Should a student leave alone, it is advisable that the student contact Campus Security for an escort.

**EMERGENCIES**

**A-State Emergency and Safety Information**

Emergency Numbers:

University Police: (870) 972-2093
Emergencies: 911
Student Health Center (Jonesboro): (870) 972-2054

Detailed emergency and safety information can be accessed on-line at the A-State Occupation Safety web page (https://www.astate.edu/a/ehs/). Material Safety Data Sheets are contained in a 3-ring binder in Room 119 and in the PT main office. These sheets contain safety information about any chemicals used in the Department. An AED is located in the PT office on the 1st floor of the nursing building.

**Personal Injury or Incident**

The faculty, staff, and students of the physical therapy department will report any incident or injury that occurs on the premises.

1. If a non-emergency incident or injury requires medical attention, the injured person will be taken to Student Health Services for medical care.
2. If an emergency transpires, the rapid response medical system will be activated (call 9-911). Appropriate first aid will be delivered until emergency medical personnel arrive.
3. A written incident report will be completed by the person injured if possible. If this is not possible, the first responder will complete the report (Incident Form is in Appendix K of the A-State PTA Student Handbook and in the CNHP Faculty and Staff Handbook, Appendix C).
4. The incident report will be sent to the Office of the Dean of CNHP.

**Inclement Weather Policy**

If the University is open, PTA classes will meet as scheduled. Should the university open late, students should attend the class that would normally be scheduled at the time that the university opens.

**Emergency Notification System**

A-State provides an Emergency Notification Service for faculty, staff, students and other members of the university community. All faculty, staff and students are automatically enrolled and can opt-out using the myAState portal.

**Disaster Evacuation**

An evacuation plan for various disasters (fire, tornado, earthquake) is posted on bulletin boards on each floor of the CNHP. Stairs are to be used to exit. Alarm bells and fire extinguishers (maintained by the Physical Plant) are located on each floor.

**STUDENT ORGANIZATIONS**

**Physical Therapy Student Association**

The Physical Therapy Student Association (PTSA) is a fun and exciting organization of students who are interested in the physical therapy profession. Social activities as well as service activities are strong components of this organization. Participation allows you to get to know the students, faculty and staff of the A-State Physical Therapy Department. We encourage all students that are interested in physical therapy to join the PTSA and become involved in our many activities. Activities include: American Heart Association Heart Walk, Homecoming festivities, and various service projects. Service to the community is an essential part of being a health care professional. Start now and reap the benefits of being involved in an outstanding student organization.

**American Physical Therapy Association**

Students are strongly encouraged to join the American Physical Therapy Association, the professional organization for therapists and assistants. Membership includes subscription to periodicals. These periodicals may be used for reading assignments by faculty. Membership in the state and local PT organizations are included in the national dues. Membership forms are available from the Program Director and the Director's signature is required for validation of student status.

**STUDENT SERVICES**

The following student services are available to all A-State students:

**A-State Pack Support:** Pack Support is a one-stop resource for A-State students to seek advice or faculty may make referrals. Students that are uncertain where to turn to for advice on college completion, feeling overwhelmed and in need of assistance for multiple offices may be referred to Pack Support. (https://www.astate.edu/a/pack-support/).

**Financial Aid (https://www.astate.edu/a/finaid/)**

Reng Student Center Room 2078
Phone: (870) 972-2310
finaid@astate.edu

**Counseling Services:** The University Student Counseling Center (http://www.astate.edu/student-affairs/counseling/) provides confidential counseling services and crisis intervention to the student who may be experiencing psychological, behavior, and learning difficulties.

Wilson Counseling Center
Phone: (870) 972-2318
counseling@astate.edu

**Student Health Center**: A-State's Student Health Center (SHC) and pharmacy is available to all A-State students. Students can be treated for illnesses, injuries, immunizations and general physical exams. For more information refer to (https://www.astate.edu/a/student-health-center/index.dot)

333B Red Wolf Blvd
Phone: (870) 972-2054

**TITLE IX:**
Arkansas State University is committed to providing an educational and work environment for its students, faculty, and staff that is free from sexual discrimination including sexual harassment, sexual assault, dating violence, domestic violence, and stalking. No form of sexual discrimination will be tolerated. https://www.astate.edu/a/Office-of-Title-IX/

**STUDENT PREGNANCY/PARENTING INFORMATION:** Title IX prohibits discrimination - including discrimination on the basis of pregnancy, adoption, parenting, and all related conditions - in education and in programs and activities that receive federal funding. If you are a pregnant or parenting student, you have the right to stay in school so you can meet your education and career goals.

https://cm.maxient.com/reportingform.php?ArkansasStateUniv&layout_id=18

**Access and Accommodation Services:** Support services provided by the Office of Access & Accommodation Services (A&AS) includes: orientation and registration, intake and assessment, note-taking, test administration with accommodations, E-Texts (texts in alternate format), computer and technology demonstrations for all students, physical adaptations inside and outside of the classroom, guidance and counseling, priority registration, and Interpreter Services. The student is responsible for registering with the Office of Access & Accommodation Services. (http://www.astate.edu/a/disability/)

Reng Student Center Room 2181
Phone: (870) 972-3964
dservices@astate.edu

**Advising Center:** The University Advising Center (http://www.astate.edu/college/university-college/advising-center/) provides writing laboratory and

study skills assistance for students. Advisors are committed to helping students explore a variety of study techniques to help improve their academic outcomes. Additionally, Student Support Services (http://www.astate.edu/college/university-college/student-support-services/index.dot) are available for eligible A-State students. Services include peer and professional tutoring, advising and counseling services, mentoring, career planning and cultural activities.

**SOCIAL MEDIA GUIDELINES**

Social media can be a way to share life experiences and opinions with others. Use of social media presents risks and carries with it certain responsibilities.

Social media includes all means of communicating or posting information or content of any sort via the Internet or other electronic communication method. Social media includes both your personal or someone else's personal web log/blog, journal, website, or chat room, and group interchanges such as Facebook, Twitter, Instagram, Snap Chat, or You Tube and social media anonymous sites. These applications are subject to having content transmitted to others, with or without consent from the original author. Additionally, per the Health Insurance Portability and Accountability Act of 1996 (HIPPA) regulations https://www.hhs.gov/hipaa/for-professionals/privacy/special-topics/de-identification/index.html, no information, pictures, videos or descriptions of clients/families can be posted on social media sites.

You are solely responsible for what you post online. Inappropriate postings specific to patients, classmates or faculty that include discriminatory remarks, harassment or threats, or violations of professional codes of conduct are subject to disciplinary action. Your actions could adversely affect your standing in your health professions program which could include program dismissal.

You should be aware that future employers may view potential candidate's websites. Students are advised to review their site (s) for any unprofessional images or language which could adversely affect successful employment upon graduation. Please make responsible decisions about your use of social media.

**Departmental policy regarding the use of AI in the classroom**

**A. Use by faculty**

Artificial Intelligence (AI) and Generative AI refers to a type of artificial intelligence that creates new, original content, with Generative AI developing content such as text, images, music, or video. All content is developed in response to user prompts. The data utilized for production of content requires volumes of information to be fed for training thus allowing the system to learn patterns then used to generate new content. (Google AI, Aug 2025)

Faculty are encouraged to make use of generative AI in the preparation of course materials in an ethical manner but must ensure the accuracy of any materials and appropriately cite the source if utilized for the product presented.

Faculty retain the authority to set the scope of acceptable use of AI in their courses and are strongly encouraged to advise students in the appropriate use of AI within their course as suggested by verbiage

contained in the supporting documentation of this policy. This information may be included in course syllabi and/or individual assignment instructions.

**B. Use by students**

Students are required to follow the guidelines established by individual course faculty on the acceptable use of AI in the preparation of course assignments or other work produced in the education environment.
If neither a course syllabus nor assignment instructions contain advice in the use of AI for completion, the student should assume that AI use is prohibited.

**CLINICAL EDUCATION POLICIES AND PROCEDURES**

**Student Clinical Readiness**

Faculty (individually and collectively) will assess student clinical readiness prior to Clinical Education I in the fall and again prior to Clinical Education II in the Spring. The DCE will facilitate each faculty to complete an electronic assessment of every student in each of 3 areas: cognitive, psychomotor, and affective. The individual faculty results will be combined and shared during a faculty meeting. The results for each student will be discussed to ensure consistency of final assessment in each of the 3 areas. The data used for the cognitive area includes quiz and exam grades, data for psychomotor area includes performance during lab sessions, skills checks and lab practical exams, and data for professional behaviors includes any documented critical incidences of professional behaviors or reoccurring safety violations as well as the self and peer assessments of the professional behaviors tool. The collective faculty will use this data to make a formal decision for clinical readiness. If a student is identified as not ready for the clinic, he/she will be prevented from participating in any clinical experience until the deficit is adequately remediated. Depending on the timing of the completion of the remediation, the student may have an extended or delayed clinical experience possibly resulting in a delayed graduation. If the

deficit cannot be corrected, the student will be dismissed from the program as he/she will be unable to continue further.

**Clinical Education Basic Information**

The following Clinical Education Policies and Procedures are provided to all clinical affiliates. The various forms referenced are contained in the PTA Student Handbook Appendices. Students should familiarize themselves with these forms. The Director of Clinical Education, DCE, gives specific instructions to students prior to any clinical affiliation assignment. Other specific requirements are contained in the course syllabi for clinical education courses. These are provided to students and affiliates at the appropriate times.

Clinical education is a crucial part of any PTA educational program. It is conducted differently than is clinical education for most other practice professions. Students are sent, usually individually, to various clinical sites to practice physical therapy procedures and patient care under the supervision of a licensed PT or PTA. Student performance in clinical education is evaluated by both the clinical and academic faculty as well as self-evaluation.

The clinical education experience simulates actual clinical practice and each rotation is a full-time, work-type experience. Students practice those skills that they have acquired in the laboratory. Students are generally not required to practice skills that they have not been prepared for academically unless the on-site supervisor teaches new skills to the student. In this case, the clinician assumes the responsibility for the student's performance.

PTA students have three clinical education experiences. The first occurs during the fall semester of the program. This experience is five weeks long and may be scheduled at either an acute care, outpatient orthopedic, or pediatric facility. The student is placed into a setting in which they have been best prepared for academically. The final two affiliations are five and six weeks, respectively, in length and occur during the last eleven weeks of the program. Each student is required to experience at least one inpatient clinical experience and one outpatient clinical experience. The other clinical experience can include a variety of clinical settings including a rehabilitation facility, an acute care facility, a skilled nursing facility, a pediatric facility, or another outpatient facility.

Clinical sites are assigned by the Director of Clinical Education (DCE). Students will provide geographic availability and other pertinent information (family responsibilities, childcare needs, etc) for their clinical education experiences to the DCE. The DCE will place students at clinical sites that match their locations and the clinical education requirements. Students may be placed at a site that is a commutable distance from their location.

Sites are assigned by the DCE according to their availability, the students' particular needs at any given time, and other variables that are often unpredictable. Given the large number of students that require clinical assignments, it is not possible to place all students in or around the northeast or northcentral Arkansas area. Sites may be located at some distance from the campus, both within the State of Arkansas and elsewhere in the U.S. Attendance at clinical education is mandatory and students may not progress in the program if clinical performance is unsatisfactory or not complete. Sources containing updated clinical site information will be made available to the students.

**Cost of Clinical Education**

Students are required to pay tuition for clinical education as well as all other associated costs. These costs include transportation, room and board, uniforms (if required), etc. Students may have to continue to maintain their permanent living arrangements as well as temporary quarters at the clinical site. It is the student's responsibility to secure their own housing if needed. Costs are the responsibility of the student. A few facilities provide housing free of charge. The requirements for physical examinations, immunizations, and certification are also required and discussed further elsewhere in this handbook and during orientation. Certain facilities have other requirements such as drug screens. These requirements may cost additional money. To assure that all requirements of the facility are met, it is the student's responsibility to contact the clinical site prior to the beginning of the affiliation when directed by the DCE. Access to and responsibility for the cost of emergency services during any clinical education experience is the responsibility of the student.

**Supervision of Clinical Education**

PTA students participating in clinical education practice under the supervision of a licensed PT and / or PTA. The DCE is always available for consultation by telephone. If a student problem arises, the DCE will make every attempt to perform an on-site visit. To defray the cost of onsite visits for every student, various methods of telecommunication (telephone, zoom, etc) will be utilized to provide support to both the Clinical Instructor (CI) and the students. The DCE will contact both the student and CI during every clinical affiliation.

**Attendance Policy of Clinical Education**

Timely attendance during all clinical experiences is mandatory. Each student is allowed one excused absence per clinical experience which must be approved by the DCE. An excused absence is considered a personal illness, illness of an immediate family member, death of a family member, or an absence that is arranged prior to the event with the clinical facility (e.g. doctors' appointment). The CI and DCE must be notified to approve an excused absence. In case of illness, the student will notify the CI and DCE at the beginning of the workday. Failure to do so will result in an unexcused absence. Tardiness and/or unexcused absences will not be tolerated. All clinical time beyond one excused absence will be made up in one of several ways. The student may remain at the clinical site for an extended period, the student may work additional hours during the week including weekends or the student may be placed in an additional clinical experience which could result in a delay in progression in the program and/or delay in graduation.

**Clinical Hold Policy**

Students who have not obtained CPR certification, health immunizations and/or other required documents, or who have not completed the required pre-clinical sessions will be placed on clinical hold. This means that the student will not be allowed to attend their clinical education experience until they have completed the clinical requirements.

**Clinical Problems**

If a problem arises during the affiliation, the student should make every attempt possible to communicate concerns regarding their experience to their clinical instructor. If the attempts made lead to no resolution, the DCE should then be contacted. The DCE will then counsel the student on what action needs to take place next. The DCE may then contact the clinical site and request that a learning plan be developed. Once all steps have been taken and all outlets have been exhausted, the student may possibly be removed from the situation.

**Responsibilities of the University, Clinical Affiliates and Students**

**RESPONSIBILITIES OF THE UNIVERSITY (Director of Clinical Education - DCE)**

Responsibilities of the DCE are to provide the clinical affiliation site with the following information:

1. Pre-clinical Forms as required by both parties
    a. Affiliation contract to CEO
    b. Addendum to Affiliation Agreement
    c. CSIF as required by accrediting body
2. Information Sheets
    a. Course Objectives & Grading Criteria
    b. Clinical Education Policies and Procedures
    c. Other relevant materials
3. Individual Student Forms
    a. Student information
    b. Health information and physical examination form (on request)
    c. PTA Site Evaluation Form

The DCE will arrange and conduct an orientation visit (either face-to-face or virtual) at prospective clinical affiliation sites to:

1. Survey Facility
2. Meet with Appropriate Staff Members
3. Discuss All Policies, Procedures and Curriculum

The DCE will conduct an orientation session with the PTA students prior to their first clinical experience to review the course syllabus and all aspects of this phase of the program including behavioral objectives and content of the clinical education evaluation form. During the session students will be provided information about available clinical sites. Appropriate assignments to clinical sites will be made as far in advance as possible prior to the beginning of each clinical affiliation.

The DCE will:

1. Contact each student at least once during each clinical experience; discuss student's present status with student and clinical instructor; and counsel student regarding clinical behavioral problems. Review student evaluation of clinic and the clinic's evaluation of the student.
2. Promote effective communication between student and clinical faculty.
3. Review written assignments with students.
4. Provide opportunities for professional development for clinical instructors when specific needs arise.

5. Conduct a yearly review of course syllabus, various clinical forms, clinical policies and procedures and make necessary revisions.
6. Review all student files to ensure that each student complies with the requirements to have a current physical examination, proof of insurance, and CPR certification.
7. Conduct appropriate HIPAA education program and assess student competence prior to first affiliation.

**RESPONSIBILITIES OF THE CLINICAL SITE AND STAFF**

The clinical site and staff will complete the following forms for the University:
1. Clinical site contract (CEO)
2. Addendum to Affiliation Agreement
3. Clinical Site Informational Form (CSIF)

The clinical site should inform the DCE of any staff changes (CIs) who are directly responsible for students. The clinical site will provide students with a complete orientation to the facility including a tour of the institution and PT department, introduction to staff, introduction to policies and procedures, discussion of the role of a PTA student at the facility and the expectations for students during the clinical experience.

The following procedures should be implemented for clinical sites:
1. Review annually the A-State Clinical Education Policies and Procedures.
2. Provide students with the facility's policies/procedures regarding patients' rights.
3. The information contained in the Student Information Form is designed to be helpful in planning a meaningful and customized learning experience.
4. With the student, develop learning objectives for the clinical experience.
5. Supervise students who have been assigned appropriately for their level of clinical education and experience. Discuss and demonstrate treatments and procedures students may be unfamiliar with to broaden the learning experience, including allowing students "hands-on" experience as soon as possible.
6. Provide special experiences such as attendance at patient conferences, clinics, surgery, etc. if possible.
7. Discuss student's performance with him/her on each clinic day providing on-going pertinent and timely feedback. Confer weekly with student to update progress toward goals.
8. Each CI should ensure that he/she and student mutually understands the criteria for appropriate assessment which provides optimal feedback to DCE who ultimately assigns the course grade. Each clinical experience requires a specific level of performance that is outlined in the course syllabus.
9. Notify the DCE, if the facility is a "one-person" department, if the absence of the therapist necessitates rescheduling of a student's clinical time.
10. Notify the DCE if a student's overall performance is unsatisfactory prior to the midterm so that the program can generate the appropriate warnings.
11. Complete progress report at midterm and final. Meet with student to review the midterm and the final evaluation including the final overall assessment with supportive comments where appropriate.
12. Review the PTA Site Evaluation Form after the clinical experience for future consideration in working with students. It is recommended that the site maintain a copy of this form for its records.

13. Attend meetings on campus periodically, at which CIs from participating facilities meet with the faculty to discuss the program and to participate in continuing education.
14. Annually assess the facility's clinical education program. Notify the DCE of any clinical education development needs that the facility may have so that the DCE may assist the facility.
15. Notify the DCE of any facility changes that may affect the quality of the clinical experience as soon as possible. Examples of changes include inadequate staff, staff not prepared or willing to be a CI for the time frame the student is assigned, and / or any other situation that you believe would negatively affect the student's clinical experience.
16. The delineation of responsibility for patient care lies with the student under direct supervision of a licensed physical therapist and/or physical therapist assistant employed by the clinical affiliate.

**RESPONSIBILITIES OF THE STUDENTS**

The students will attend several pre-clinical education sessions with the DCE to review all aspects of the clinical experiences. The students must complete all clinical requirements and maintain updates as needed prior to the first day of the clinical experience. All students must be aware of the contents of the course syllabus for Clinical Education and the Clinical Education Policies and Procedures regarding student responsibilities. Students are responsible for providing their own transportation to and from the clinical affiliation site. Prior to beginning their clinical education, the student will:
1. be educated on how to effectively utilize PTA CPI for self-assessment.
2. contact the CCCE to arrange for first day in clinic.
3. arrive at clinic 10 minutes prior to assigned time.
4. dress appropriately for affiliation according to the institution's policy. Wear student nametag unless directed to do otherwise by the CI.
To maximize the student's learning experience, each student should ask appropriate questions and be alert to all aspects of clinical education. Students must not attempt to carry out a procedure that is unfamiliar. When in doubt, the student should ask for assistance to ensure patient's safety and comfort.

If a student must be absent during a clinical experience, the student must contact the CI and DCE to report an absence prior to the expected arrival time AND make arrangements for making up the absence.

On the first day of clinical education, the student will meet with CI to develop goals for the clinical experience. Each week, thereafter, the student will confer with the CI concerning progress toward the student's goals. At midterm, the student will complete a self-assessment and meet with CI to discuss midterm evaluation. The students must attend designated conferences with DCE, usually at the midpoint and upon return to campus.

At the end of the clinical education, the student will:
1. complete self-assessment & PTA Student Site Evaluation Form.
3. meet with CI to discuss final progress report and Site Evaluation Form.
4. electronically sign the final report of the PTA CPI.
5. meet with DCE as directed.
6. submit the original Site Evaluation Form to DCE.

7. complete an evaluation of the program to provide feedback to University faculty.
8. complete and return to the University any follow-up surveys received after graduation.
9. obtain prior written approval from the University and any involved affiliate before publishing any material related to the clinical education experience.
10. provide the program with current address and current employment status immediately after graduation and thereafter as changes occur so that the University file will be updated.

**SATISFACTORY PROGRESS IN CLINICAL EDUCATION**

Failure to meet the clinical education requirements may result in the student receiving a failing grade for the clinical course. Students are evaluated on ***the basis of quality of care, supervision/guidance required, consistency of performance, complexity of tasks/environment and efficiency of performance as set forth in the PTA Clinical Performance Instrument*** (CPI). Should the Clinical Instructor (CI) have concerns in any area, the student may be required to remediate to correct identified deficiencies. Failure to observe certain "critical behaviors" may result in immediate dismissal from the clinical site and possible dismissal from the program. In all cases, failure to perform at a level deemed appropriate by the CI will compel him or her to contact the DCE. The DCE is then informed of specific areas of concern. The CI, the DCE, and the student collaboratively work to develop a plan, which will enable the student to succeed if possible. Please refer to course syllabi for specific grading policies and performance expectations.

**Arkansas State University**
**Physical Therapist Assistant Program**
**CLINICAL CHECK LIST**
**Appendix A**

Name:_____ID#: _____

_____ Report of Health Evaluation Form or Proof of Physical Examination (Appendix B or physician format)

_____ Proof of immunization

_____ Rubeola (measles) *(appears as MMR on immunization record)*

_____ Rubella (German measles) *(appears as MMR on immunization record)*

_____ Mumps *(appears as MMR on immunization record)*

_____ Chicken Pox (varicella) or Chicken Pox Titer *(appears as Varicella-CPOX on immunization record)*

_____ Hepatitis B (Appendix E) *(appears as Hep B on immunization record)*

_____ TB Test (expiration date____) *(results will appear on a separate document)*

_____ Influenza (flu) *(appears as Influenza on immunization record)*

_____ COVID vaccination (may be required by some clinical sites) *(appears as COVID-19) on immunization record)*

_____ Student Information and Release Information (Appendix F)

_____ TB Mask Fitting (Appendix I)

_____ HIPAA Compliance Contract (Appendix M)

_____ Clinical Education Critical Behaviors (Appendix N)

_____ Copy of CPR Certification (expiration date _____)

_____ Copy of Health Insurance

_____ Copy of Professional Liability Insurance (expiration date _____)

_____ Student Representation of A-STATE While Engaged in Clinical Education (Appendix Q)

_____ (1st clinical site) _____ (2nd clinical site) _____ (3rd clinical site)

All information is due by the date assigned by the DCE. Make 4 copies of each item: 1 for the DCE and 1 for each clinical site (3). 1 copy of all items will be submitted to the DCE by the deadline. Keep all original documents in your possession in a safe place.

**Arkansas State University**
**Physical Therapist Assistant Program**
**REPORT OF HEALTH EVALUATION**
**Appendix B**

TO THE EXAMINING LICENSED HEALTH CARE PROVIDER: Please review the student's history and complete the form below if you do not have a health screening process/form in place. Please comment on all negative answers.

Last Name: First Name: MI:

Sex: M / F Blood Pressure:

Height: Weight: BMI:

Vision: Right 20/ Left 20/

Tuberculin Skin Test: Positive / Negative Date of Skin Test:

Any Known Allergies:

Are there any abnormalities in the following systems? Describe fully on an additional sheet if necessary.

| | Yes | No |
|---|---|---|
| Head, Ears, Nose, and Throat | | |
| Respiratory | | |
| | | |

| | | |
|---|---|---|
| Cardiovascular | | |
| Gastrointestinal | | |
| Hernia | | |
| Eyes | | |
| Genitourinary | | |
| Musculoskeletal | | |
| Metabolic/Endocrine | | |
| Neuropsychiatry | | |
| Skin | | |

| | |
|---|---|
| Urinalysis (if indicated) | |
| ● Sugar | |
| ● Albumin | |
| ● Micro | |
| Blood Test (if indicated) | |
| ● Hematocrit | |
| ● Hemoglobin | |
| Other Lab Tests (if indicated) | |
| | |

Recommendations for physical activity (PE, Intramurals, ROTC)

Unlimited / Limited Explain:

Do you have any recommendations regarding the care of this student?

Yes / No Explain:

Is the patient now under treatment for any medical or emotional condition?

Yes / No Explain:

---

Physician's Signature:

Print Name:

Date:

**Arkansas State University**
**Physical Therapist Assistant Program**
**CELL PHONES AND ELECTRONIC DEVICES**
**Appendix C**

Cell phones and other electronic devices (including smart phones) may be used as a student resource at the discretion of the faculty member and/or clinical site. Taking unauthorized photographs in clinical settings is strictly prohibited, as use of any personal electronic device to store/ enter any type of patient information is a violation of the Healthcare Information Portability Accessibility Act of 1996 (HIPAA).

Cell phones and other electronic devices (including smart phones) may not be audible in the classroom. If your phone rings during class, you will be asked to leave and not return. Family emergency calls can be routed through the departmental office. Personal texting in class is prohibited. Cell phones and/or smart watches cannot be visible during testing. Using devices (including smart phones) to screen capture or cheat on tests and papers is a violation of the Honor Code.

Violation of any of these policies may lead to a grade of F and/or dismissal from the program. Students violating the policy will be referred to the department chair. Students are expected to conduct themselves in a manner which promotes a collegiate learning environment. Behaviors and attitudes which disrupt the learning environment will not be tolerated.

**Arkansas State University**
**Physical Therapist Assistant Program**
**POLICY/PROCEDURE GUIDELINES FOR INFECTION CONTROL**
**Appendix D**

**INTRODUCTION**
The policy guidelines herein are of a general nature and deal with HIV-related infections as well as other blood borne pathogens. They apply to all students/faculty/staff in the College of Nursing and Health Professions (CNHP). Due to differences in the various programs, individual CNHP programs may have specific rules and/or guidelines that are modifications of those in the general policy; however, the specific policies of the various programs will be consistent in their intent with the guidelines noted herein. This policy shall be reviewed annually and modified as necessary based on the current information from the CDC and other resources.

**ADMISSIONS**
The HIV/HBV (Human Immunodeficiency Virus/ Hepatitis B Virus) or any significant blood borne pathogen status of an applicant should not enter into the application process. Applicants applying for healthcare programs should, however, be informed that certain diseases may necessitate either a modification of their program, or in the extreme may necessitate their dismissal from a program if they cannot perform procedures and/or tasks that are considered essential to their educational experience.

**RETENTION**
If it is determined that a student is sero-positive for HIV/HBV, or any other significant blood borne pathogen, or is clinically manifesting symptoms of a related disease process, that student should receive counseling about personal health care concerns and about interaction with others, especially clients. The student should be counseled by a designated faculty member in his/her respective program. The function of the designated faculty member is to counsel the student as to whether the program of education should be modified, another educational program considered, or in the extreme, whether the student should be dismissed from a program because of the inability to perform procedures and/or tasks crucial to the educational program. When considering the possibility of modifying clinical experiences or whether to dismiss, the designated faculty member will request that the Infection Control Committee convene to consider the specific student situation.

**INFECTION CONTROL COMMITTEE**
The Infection Control Committee will be comprised of two representatives from the School of Nursing, one representative from Social Work or Communication Disorders, one representative from

Occupational Therapy, Physical Therapy or Clinical Laboratory Sciences, and one representative from Nutritional Science, Disaster Preparedness and Emergency Management or Medical Imaging and Radiation Sciences. The dean will be charged with appointing faculty to serve on this committee after consultation with chairs or directors of the various programs. Once the committee is established, a chair shall be elected by the members. In addition, a community member who is an expert in infectious disease will be designated as a consultant to the committee.

The committee shall function to consider the specific student/faculty/staff situations outlined in the HIV/HBV Guidelines. In addition, this committee will function to review the HIV/HBV Guidelines on an annual basis. The committee will coordinate annual instruction on Infection Control Updates for the faculty. This committee will also serve the programs by making recommendations for infection control policy that may impact the student/faculty/staff populations. Information regarding such policy will be included in the various programs' Student Handbook and the CNHP Faculty/Staff Handbook.

When the Infection Control Committee convenes to consider specific student/faculty/staff situations, a timely response is in order. Individuals will be provided a letter outlining the committee recommendations within a one-week period after convening. During this time period the student/faculty/staff person shall not engage in direct client contact. Should an individual wish to appeal the decision of the committee, the established University Grievance process should be followed (See A-STATE Student/Faculty Handbooks).

**COUNSELING**

It is the responsibility of the programs to provide counseling to a student/faculty/staff member who is determined to be sero-positive for HIV/HBV, or any significant bloodborne pathogen, or who manifests symptoms of a related disease process. The counselor interaction with the student/faculty/staff member should be reported to the Infection Control Committee only when the person's health status necessitates a modification in the clinical program or dismissal. It will be the responsibility of the counselor to verify that the student is aware of options for testing, counseling and health care. In addition, the counselor will verify that the student has been provided with specific information that relates to client contact.

The following information is provided in order to refer students when necessary to outside agencies for assistance and follow-up. This information should be reviewed and updated annually.

**HIV Infection Services provided by A-STATE Student Health Center:**

Students at Arkansas State University who desire and obtain HIV testing at the Student Health Center will be charged $20 and may pay in person or have it charged to their student account. The Student Health Center has pamphlets available for persons coming in with questions about HIV infection. The Center is located adjacent to the football stadium and can be reached at ext. 2054.

**Services offered by the Public Health Department**

The Craighead County Public Health Department is open from 8:00 a.m. until 4:30 p.m. for testing. The department offers pre- and post-test counseling as well as HIV testing. Fees are on a sliding scale. However, patients should bring their Medicaid, Medicare or private insurance cards with them. The Public Health Department can be contacted by calling 9334585. Offices are located at 611 E Washington Ave, Ste B, Jonesboro, AR 72401.

An individual who desires testing should allow about one hour for the procedure because pre-counseling is extensive. Appointments are required.
The Public Health Department will provide the Hepatitis B vaccine for persons up to age 18. They will not provide testing for Hepatitis B. The Public Health Department will provide follow-up care for any individual with a positive TB skin test or one with a diagnosis of tuberculosis.

**Services offered by Northeast Arkansas Regional AIDS Network (NARAN)**
This organization offers free confidential testing. Pre- and post-counseling is provided by certified counselors. They also provide direct care services or referrals for those persons who need them, including financial counseling. NARAN is also a network agency for persons living with an HIV positive result. A referral can be made by contacting the office at 931-4HIV (4448). Their office, located at 2919 E. Matthews, Ste A, is open Monday through Thursday from 9:00 a.m. to 4:00 p.m. and Friday from 9:00 a.m. to 12:00 p.m. The counselor should not neglect to refer the student/faculty/staff member to his/her private physician for guidance.
Students/faculty/staff outside of Craighead County should seek specific referral information from the Chair of the Infection Control Committee or from a faculty member designated as counselor at the distant sites.

**CERTIFICATE OF TUBERCULOSIS (TB) EXAMINATION:**
The Mantoux Tuberculin skin test (PPD) must have been given within 12 months prior to the first day of the fall term. The examination must include the date of administration and reading of the PPD, the measurement in millimeters of the induration (raised skin reaction), and the signature or stamp of the provider or clinic. If the transverse diameter of induration is 10 mm or greater, a chest x-ray (within 12 months prior to the first day of the fall term) is also required to exclude communicable TB.
Faculty/students with a past positive PPD (documented as stated above), may have a chest x-ray without a repeat skin test.

**TB skin test:**
Date Given: ____/____/_____ Date Read: ____/____/_____ Millimeter of Induration: _____
Name or Stamp of Provider/Clinic: _____Phone: _____
Signature:_____ _____Date: _____

**Chest X-Ray (if skin test is positive):**
Date Taken: ____/____/_____ Results: _____
**Drugs given:**
_____INH _____RIF _____PZA _____EMB
Other: _____
Date Started: ____/____/_____ Date Completed: ____/____/_____
TB Status: _____ Infected _____ Active
Date TB Status Established: ____/____/_____

Name and Address of Service Provider:
_____

_____

Provider's Signature:

_____

Provider's Phone Number: _____

Comments:

_____

_____

**HIV/HBV GUIDELINES**

**FOR ON-CAMPUS LABORATORY AND CLINICAL SETTINGS**

In accordance with sections 503 and 504 of the Rehabilitation Act of 1973, schools must provide equal treatment to persons who have contracted the HIV/HBV virus. Furthermore, schools may not discriminate against any individual based on the perception that he/she is infected.

**TRANSMISSION INFORMATION**

All CNHP students and faculty will employ Standard Precautions while in the clinical setting. CNHP students will receive instruction and annual evaluation regarding transmission of blood-borne pathogens and the use of Standard Precautions. The Infection Control Committee will coordinate instruction on Standard Precautions for faculty on an annual basis. It will be the responsibility of faculty members to document annual instruction through the Infection Control Committee.

**POLICY**

Students, faculty, and staff with HIV/HBV, or any significant blood borne pathogen, should be allowed equal access, as long as their medical condition permits, to university facilities or campus activities, including participation in clinical experiences or other academic and social activities offered by the university.

All confidential medical information is protected by statute and any unauthorized disclosure may create legal liability. The duty of the health care providers to protect this confidentiality is superseded by the necessity to protect others in very specific circumstances.

An infected student/faculty who is symptomatic may be excluded from providing direct client care, determined on a CASEBY-CASE basis by the Infection Control Committee (appropriate supervisory personnel). In addition, should an individual sero-convert and express concern regarding clinical practice, the committee will convene to review the case.

Students may be asked to serve as source partners in on-campus laboratories for procedures involving needle sticks or other forms of vascular access. For criteria related to laboratory participation, see the specific program handbook.

**EXPOSURE (Laboratory and Clinical Settings)**

Students and faculty in the College of Nursing and Health Professions may be exposed to blood borne pathogens such as HIV and HBV. In the clinical and classroom laboratory settings, students/faculty are expected to utilize Standard Precautions, hand washing and protective clothing/gear to prevent contact with blood and other potentially infectious materials.
Exposure incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious material that result from one's duties as a CNHP student or faculty member. An exposure incident involving a student/faculty/staff/visitor i.e. volunteer, invited guest in the CNHP, while in a clinical facility or campus laboratory is treated in a similar manner to any type of accident occurring within the agency.

**On-Campus Laboratory or Clinical Setting: Blood Born Pathogen Post Exposure Protocol**
Should a student or faculty member be exposed to blood borne pathogen in an on-campus laboratory or clinical setting, the following post-exposure protocol is recommended:
1. The student will notify the faculty member supervising the learning experience. If the exposed individual is a faculty member, he/she will notify the chairperson of the specific program in the CNHP.
2. As soon as possible following the exposure, the college incident form will be completed by the faculty member/student.
3. The exposed individual will be referred to the Student Health Center for evaluation if the event occurs during operating hours. If the exposure occurs when the Health Center is closed, the faculty member will determine the individual's primary care options and refer the person to those resources.
4. It is suggested that the post-exposure protocol be managed by the individual's primary care provider at the individual's expense.
5. If there is a delay in reporting an exposure incident, it is recommended that the same protocol be followed.

**Off-Campus Laboratory or Clinical Setting: Blood Borne Pathogen Post Exposure Protocol**
If a student/faculty member is exposed to blood or other potentially infectious materials in the off campus setting, this Blood Borne Pathogen protocol is to be followed.
1. The student will notify the clinical faculty. If the exposed individual is a faculty member, s/he will notify the chairperson of the specific program at the CNHP.
2. The student, clinical faculty or chairperson will notify the supervisor of the area where the exposure occurred. Thereafter, post-exposure protocols for the clinical institution will be followed.
3. The infection control staff member/epidemiologist of the clinical facility will be notified of the exposure immediately by the student or if possible by the clinical faculty member. If a faculty member has been exposed, this individual will notify the infection control staff/epidemiologist.
4. As soon as possible following a report of an exposure incident the clinical faculty and infection control staff/epidemiologist should provide the student with counseling about an immediate confidential medical evaluation and follow-up at the student's expense. In the case of a faculty member's exposure, the individual is expected to communicate directly with the infection control staff/epidemiologist. The medical evaluation and follow-up should include, at a minimum, the following requirements:
(a) Documentation of the route(s) of exposure and the circumstances under which the exposure incident occurred.
(b) Identification and documentation of the source individual unless the clinical facility staff establishes that the identification is infeasible or prohibited by state or local law.

5. The source individual's blood shall be tested as soon as possible after consent is obtained in order to determine HBV and HIV infectivity. If consent is not obtained, the clinical facility shall establish that the source individual's consent cannot be obtained. When the source individual's consent is not required by law, the source individual's blood shall be tested and the results documented.
6. When the source individual is already known to be infected with HIV or HBV, testing for the source individual's HIV or HBV status need not be repeated.
7. Results of the source individual's testing shall be made available to the exposed individual who should also be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.
(a) The exposed student/faculty member's blood should be tested as soon as possible.
(b) It is suggested that the post-exposure protocol be managed by the student/faculty member's personal healthcare provider.

**Arkansas State University**
**Physical Therapist Assistant Program**
**HEPATITIS B VACCINE**
**Appendix E**

I have been instructed in the benefits of receiving the hepatitis B vaccine and agree to take responsibility to ensure that I receive the hepatitis B vaccine. I understand that it is my responsibility to pay for the cost of the vaccinations.

_____Student _____Date

_____Program

(The student must submit documentation of receiving the vaccination series when performed for their clinical file)

……

I have already been immunized with the complete hepatitis B vaccine series by

_____ on _____,

_____, and _____.
(The student must submit proof of vaccination series for their clinical file)

**OR**

I am considered immune because of a past blood test for antibodies to hepatitis B virus.

_____Student _____Date
(The student must submit proof of their immunity for their clinical file)

……
I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at my own expense. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccine series at my own expense.

| | |
|---|---|
| _____ | _____ |
| Student | Witness |
| _____ | _____ |
| Date | Date |

**For Student Clinical File**

**Arkansas State University**
**Physical Therapist Assistant Program**
**WAIVER AND VERIFICATION FORM**
**Appendix F**

Please read and sign the statements below and return to the program director by the first day of class.

1. I, _____, understand that I and other students will be expected to apply physical therapy modalities and perform treatment skills on each other in laboratory courses that are part of the PTA curriculum. I understand the risks and am willing to participate in these activities. This agreement is voluntary and by signing I acknowledge this fact. I further understand that this is not a binding contract and I reserve the right to change my decision at a later date. I acknowledge, however, that rescinding this decision may have a negative effect on my progress in the program.

_____ _____
(Signature) (Date)

2. I, _____, acknowledge that I have received a current copy of the A-State PTA Student Handbook provided by the Physical Therapist Assistant program on _____(date).

I further acknowledge that I have read and understand the contents of the A-State PTA Student Handbook and I agree to abide by the rules and regulations contained therein.

_____ _____
(Signature) (Date)

3. In accordance with the Americans with Disabilities Act, I, _____,

(check one item below):
_____ require no special accommodations to complete the program in which I am enrolled, or
_____ require special accommodations to complete the program in which I am enrolled.

_____ _____
(Signature) (Date)

4. I hereby voluntarily agree to have photographs/videos taken of my person to be used for instructional purposes only. I understand there will be no financial remuneration involved and stipulate that the reproductions be used only for the sole purpose of education.

_____ _____
(Signature) (Date)
**For Student File**

**Arkansas State University**
**Physical Therapist Assistant Program**

**SUBSTANCE ABUSE POLICY & PROCEDURES**
**Appendix G**

POLICY

The College of Nursing and Health Professions recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of a health occupation. Within each profession there are codes and standards for conduct by which all members of the profession are expected to function. Thus, when engaged in educational activities whether on campus or in the clinical setting health professionals are expected to be free from the abusive influence of chemical substances/drugs[1]. When students are under the influence of drugs and alcohol, they present a threat to patients, other students and the employees and visitors of clinical facilities. It is the responsibility of the student to report any medication/s taken which would adversely affect their ability to perform safely in class or clinic. Written documentation will be required for verification of medications taken and will be placed in the student's file. As a condition of admittance and retention in any professional program in the Arkansas State University College of Nursing and Health Professions all students must sign a SUBSTANCE ABUSE COMPLIANCE CONTRACT agreeing to adhere to the Substance Abuse Policy & Procedures when conducting any activity associated with their educational program. As the contract notes, it is inclusive of testing for substances and appropriate release of that information.

PROCEDURES

1. If a faculty member or supervisor observes a student demonstrating behavioral changes giving probable cause to believe the student is under the influence of drugs or alcohol while performing course activities the student will immediately be asked to submit to body fluid testing for substances at a lab designated by the College of Nursing and Health Professions who have identified procedures for collection (see attached). The cost of the test will be borne by the student. Refusal to submit for testing warrants immediate program dismissal.

At the time the specimen is released to the testing lab, the student will sign a release statement requesting that the test results be sent to the Dean's Office, College of Nursing and Health Professions, and to the student. If the results are negative, no further action will be taken and the student will only be allowed to make up work missed. If the results are positive (and substantiated by a second or confirmation test), the student will be dismissed from the professional program. Laboratory results will be disclosed to individuals whose duties necessitate review of the test results and confidentiality will be adhered to as stringently as possible.

2. This policy applies only to a student exhibiting behavior creating probable cause to believe drug or alcohol abuse is present. A student may be removed from the clinical environment or educational program for any prohibited behaviors as set out in the university or program handbooks, rules and regulations, whether or not related to substance abuse.

3. Readmission of the student to the program is contingent upon the following conditions:
    a. Formal application for readmission to the program.

---

[1]The generic meaning of the term "drug" is broadly defined as any chemical substance which affects living systems. For the purposes of this policy, substance and/or drug abuse are used interchangeably and defined as socially unacceptable use of drugs or other chemical substances for non-therapeutic purposes. The substance alcohol, (ethanol) by its properties and actions, is a drug and is used as such in this policy. Drugs prescribed by a physician licensed to practice medicine and surgery, as long as the drug is taken in accordance with the provider's instructions and do not impair the student's ability to perform his/her duties, are exempted from this policy.
Reference:
Reiss, B. & Melick M. (1987). Pharmacological Aspects of Nursing Care (2nd Ed.). Albany, NY: Delmar Publishers, pp. 2, 627, 631-633.

b. Meeting specific program admission criteria as noted in the Undergraduate/ Graduate Bulletin
c. Clinical space availability.
d. Documentation that a prescribed treatment program has been completed by the student related to the drug/alcohol condition. The documentation is to be submitted to the Dean's Office, College of Nursing and Health Professions by the designated treatment facility.
e. Follow-up program as suggested by the treatment facility that may include, but is not limited to, one or more relapse prevention procedures. The follow-up program will be individual specific and written as part of a contractual agreement with the student.

4. Arkansas State University may be required by state or national regulatory boards to submit information regarding a student's substance abuse history when he/she applies to take the examination for licensure. There is no guarantee that these boards will allow individuals with a substance abuse history to take the examination. Each case is judged individually by each board.

5. Students will be required to abide by individual institutional policies relating to substance abuse in clinical agencies to which they are assigned.

**Arkansas State University**
**Physical Therapist Assistant Program**
**SUBSTANCE ABUSE COMPLIANCE CONTRACT**
**Appendix G**

I,_____, have read the Board of Trustee approved Substance Abuse Policy & Procedures of the Arkansas State University College of Nursing and Health Professions and agree, as a student in the professional health program, to comply with all aspects of the policy as written, including testing for substance abuse and appropriate release of that information. Furthermore, I agree to abide by the provisions for determining dismissal and to follow the conditions of readmission as outlined.

_____
Student's Name (please print)

_____
Student's Signature

_____
Date

**For Student File**

BEHAVIORAL CHANGES ASSOCIATED WITH DRUG ABUSE

The College of Nursing and Health Professions has developed the following list of behaviors that are not all inclusive but, when observed, can be used as indices to identify an individual who at the moment of observation could be under the influence of a "drug" (see the Substance Abuse Policy for definition of the term "drug" and for the mechanisms to operationalize the policy). The College of Nursing and Health Professions is guided by behavioral descriptors that are stated in the latest edition of Diagnostic & Statistical Manual of Mental Disorders.

Attention Deficit/Cognitive Impairment

- ataxia
- tremors, especially of the hands
- slowed response time in a familiar skill
- diminished from the usual in coordination/dexterity

Social Impairment

- inappropriate verbal remarks (subjects/words/expletives)
- inappropriate behaviors or those beyond the societal norm such as:
  - angry outbursts/unrestrained agitation
  - crying that cannot be explained
  - euphoria
  - paranoia
  - hallucinations
- behaviors that are markedly changed from that individual such as
  - introversion
  - extroversion
  - sullen/irritable
  - giddy
  - defensiveness

Somatic Manifestations/Discomforts

- odor of alcohol on breath
- nausea/vomiting/thirst
- frequent trips to bathroom/complaint of urinary frequency or diarrhea
- hiccoughs
- reddened sclera (bloodshot eyes)
- pupil changes/drooping eyelids
- complain of blurred vision or inability to focus

Speech/Communication Impairment

- slurred (thick tongue)
  - rapid/choppy communication pattern; incoherent speech

BEHAVIORAL PATTERNS ASSOCIATED WITH SUBSTANCE ABUSE

The following is a list of behavioral patterns that may surface when drugs have been abused. While these patterns have many causes, thorough assessment and detailed documentation are needed over a period of time to determine if there is any relationship to drug abuse. Patterns of behavior to observe and validate are:

- repeated tardiness
- frequent absenteeism
  - numerous and chronic somatic complaints (colds/GI problems/lack of sleep/weight loss/sluggishness/low energy)
- untidy personal appearance or deterioration in quality of grooming
- lack of attention to hygiene (hair, nails, skin, oral)
  - multiple crises in personal life
  - avoidance/lack of eye contact
  - isolation/lack of peer support
  - repeated excuses for below standard performance
  - forgetfulness with appointments/assignments
  - slowed response time in familiar activities
- behavior shifts/mood swings
  - lack of trust and suspicious of the motives of others
  - needle tracks on body surface
  - behaviors surrounding the administration of narcotics:
    - frequent need to waste "unused" medications
    - recording the administration of larger doses than ordered
    - unauthorized possession of the narcotic key
    - unsupervised entry into narcotic cabinet
    - volunteering to be in situations to gain greater access to narcotics
    - taking frequent breaks/numerous occasions when whereabouts unknown

CRITERIA FOR URINE DRUG SCREENS

NOTICE: PROVIDE LAB WITH THIS CRITERIA

ANY DRUG SCREENS SUBMITTED TO ARKANSAS STATE UNIVERSITY, COLLEGE OF NURSING AND HEALTH PROFESSIONS, SHALL HAVE MET THE FOLLOWING CRITERIA:

1. Specimen collection is witnessed.
2. BASIC 10-PANEL* DRUG SCREEN INCLUDING ALCOHOL, MEPERIDINE AND DRUG OF CHOICE (SEE #7).
3. Laboratory must be CLIA[1] approved.
4. Confirmation of positive results is done by GCMS[2]. If specimen must be sent to another laboratory for confirmation, the chain of custody is maintained.
5. Report, in addition to results, will include:
   a. Chain of custody;
   b. Drug history;
   c. List of drugs screened;
   d. Confirmation of method used; and
   e. Specific gravity.
6. The laboratory will retain negative specimens for a minimum of two (2) weeks and positive specimens for a minimum of one (1) year.

*10-PANEL INCLUDES:

| | |
|---|---|
| Amphetamines | Benzodiazepines |
| Cannabinoids | Cocaine |
| Opiates | PCP |
| Barbiturates | Methadone |
| Methaqualone | Propoxyphene |

2. THE DRUG SCREEN SHALL TEST FOR THE FOLLOWING: Amphetamines, Barbiturates, Benzodiazepines, Cannabinoids, Cocaine, Opiates, Methadone, Methaqualone, Phenycyclidine, Propoxyphene, Alcohol, Meperidine, drug of choice.

DRUG SCREENS WHICH DO NOT TEST FOR THE ABOVE WILL BE CONSIDERED NON-COMPLIANT WITH THE ORDER.

[1]Clinical Laboratory Improvement Act: Set of Federal Regulations that clinical labs must meet for certification.

[2]Gas Chromatography Mass Spectrometry

Adopted from Arkansas State Board of Nursing, January 1997.

ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
SUBSTANCE ABUSE POLICY AND PROCEDURES
Waiver of Release of Medical Information

I, _____, am a professional health student at Arkansas State University and have previously received, read and understand the College of Nursing and Health Professions' *Substance Abuse Policy & Procedures.*

I hereby consent to having a sample of my body fluid collected immediately (or within the hour) on this day of _____, 20_____, according to the terms set forth in the policy for the purpose of testing for identified substances at my own expense.

I understand that a positive test result may affect my status in the professional program. I understand that if I am taking any medications which would adversely affect the results of the test, that I should disclose those immediately. Written medical documentation from my physician will be required by me for verification of those medication/s taken.

I authorize the release of test results related to the screening or testing of my blood/urine specimen to the Dean, College of Nursing and Health Professions at Arkansas State University, and to myself.

I hereby release Arkansas State University, its Board of Trustees, officers, employees, and agents from legal responsibility
or liability arising from such a test, including but not limited to, the testing procedure, analysis, the accuracy of the analysis, or the disclosure of the results.

_____ _____ _____
Student's signature Date Time

_____ _____ _____
Witness Date Time

**VERIFICATION OF TB MASK FITTING**
**Appendix H**

This is to verify that the undersigned was fitted for a TB mask. It is understood that students who are assigned to provide services for clients with active tuberculosis are to wear the TB mask when providing direct patient care.

Mask Size: _____

_____
Student's Name (Printed)

_____
Student's Signature

_____
Location fitted

_____
Date fitted

**For Student Clinical File**
**Arkansas State University**
**Physical Therapist Assistant Program**
**INCIDENT REPORT FORM**
**Appendix I**

Date:_____
Time:_____
Location:_____(On Campus/Off Campus)

Student: _____ A-STATE#:_____

Description of Incident (Name all persons involved):
_____
_____
_____

Witnesses of the Incident:
_____

Action taken (notification of/by whom):
_____
_____
_____

Review/Comments:
_____
_____
_____

Does this need review by the Infection Control Committee? Yes No

_____ _____
Student Signature Date

_____ _____
Faculty Signature Date

Follow-up:
_____
_____

If more space is necessary, use additional pages or back of sheet.

**Arkansas State University**
**Physical Therapist Assistant Program**
**CNHP Student Academic Honor Code**
**Appendix J**

Each student admitted to a professional program in the College of Nursing and Health Professions is charged with the responsibility of honorable academic conduct. A student is assumed honorable until his/her actions prove otherwise. An academic honor offense is defined as an act of lying/willful misrepresentation, cheating/unauthorized collaboration, plagiarism or facilitating academic dishonesty of others. Formal procedures exist for violations of the academic honor code.

As a student in a health program, it is fundamental that you act in an honorable and virtuous way so that a community of trust is established among members of the college and your clients. Honor is a practiced ideal that will positively impact your relationship with fellow students, faculty, administrators, patients and other members of the community. As you live an honorable life, you will find that you cannot live without it.

All students in this college are bound by the Honor Code and all are needed to make it work. The atmosphere of trust and integrity that is created by an honor system enables the student to know his/her word will be taken as true, to compete fairly in the classroom and to keep what is rightfully his/hers. The system functions best when all members of the college not only take responsibility for their own actions, but hold their peers to the same standards.

As a student admitted to a health professions program, you must agree to live by and support the basic principles of honesty – no lying, cheating or stealing; be accountable for your actions; and share information about honor offenses. If you are not prepared to accept these responsibilities, you should select a program outside this college.

I have read the explanation of the College Student Code of Honor. I understand that as an admitted student in one of the programs in the college, I have accepted the pledge of honesty and will be expected to meet the standards as set forward.

_____ _____

Signature Date

**For Student File**

PROCEDURES FOR
COLLEGE STUDENT ACADEMIC HONOR CODE

The College Student Academic Honor Code exists in addition to the University Code of Conduct and the Academic Integrity Policy found in the Student Handbook. An academic honor offense by the college code is defined as an act of **lying/willful misrepresentation**, **cheating/unauthorized collaboration**, **plagiarism**, or **facilitating academic dishonesty of others**. These terms are defined as follows:

**Lying/willful misrepresentation** - a false statement (written or oral) made with the deliberate intent to deceive; something intended to or serving to convey a false impression.

- Fabricating quotations and/or sources
- Fabricating, dishonestly adjusting, omitting, or otherwise misrepresenting research results and records, including information, data, statistics, research facts, and its analysis
- Engaging in selective reporting or omission of conflicting data for deceptive purposes
- Altering graded work, then resubmitting it for a new grade
- Providing false information about reasons for class absences or late work when requesting a make-up quiz or exam or an extension for homework
- Submitting the same paper in more than one class without the approval of the instructors involved
- Submitting a paper from a previous semester for a current class without the approval from the instructor
- Failing to provide required or requested information regarding academic performance or enrollments at previous institutions
- Intentionally obstructing or interfering with other students' academic work, or otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.
- Altering documents affecting academic records, such as falsifying information on an official academic document, form, grade report, letter of permission, clinical record, student ID cards, or any other official document.
- Providing false information to others about academic performance, leadership activities, or membership in student organizations.
- Falsification of information records
- Recording hours not actually worked
- Submitting an altered or fabricated preceptor evaluation
- Altering a score, grade, or schedule change on an academic record.
- Forging the signature of an instructor, advisor, dean, or another student without proper authorization
- Video or audio recording lecture or private meetings without prior permission
- Creating false university, college, or other official correspondences (such as medical documentation)

**Cheating/unauthorized collaboration** - to practice fraud or deceit; academic fraud is a form of cheating and includes such things as plagiarism (including Internet resources), false citation, false data and submission of the same work to fulfill academic requirements in multiple classes.

- Using notes, books, calculators, phones, photos, computers, websites, tweets, social media, or other aids during a quiz or an exam when not allowed by the instructor
- Talking during a quiz or exam when told by the instructor talking is not permitted

- Looking at another student's exam or quiz during the testing period
- Continuing to work on a quiz or exam after the instructor has notified students that time for the test has ended
- Ignoring the guidelines specified by the instructor for an assignment or for a "take home" test and instead using materials or study aids that the instructor has forbidden
- Receiving help with homework, reports, labs, paper, data collection, or other activities when not allowed by the instructor
- Accepting credit for a group project without doing your share of the work
- Helping others with their homework or other assignments when not allowed by the instructor
- Allowing others to view your answers or copy part of your homework, lab, quiz answers, exam answers, or other related work when not permitted to do so by the instructor
- A group doing another student's work on a group project, lab, presentation, report, or other activity while presenting the work as if done by the entire group equally

**Plagiarism –** as defined in the 1995 Random House dictionary is the "use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." Within academia plagiarism is considered academic dishonesty or academic fraud and offenders are subject to a number of penalties including course failure or other severe consequences.

- Using the words, sentences, arguments, rhetorical structures, and ideas of another without proper citation and acknowledgement
- Copying data, facts, graphs, computer programs, spreadsheets, images, photos, film/video, or other materials and using them without proper citation or acknowledgement
- Copying homework, quiz, or exam answers from an answer key, solution manual, textbook, web site, or other items from another student, thus presenting another's work as your own
- Failing to use quotation marks properly or when needed
- Failing to give a source for quoted materials
- Failing to paraphrase language completely
- Failing to give a source for paraphrases
- Failing to cite sources correctly and completely

**Facilitating Academic Dishonesty of Others – intentionally or knowingly helping or attempting to help others commit an act of academic dishonesty.**

- Writing a paper for another student
- Allowing another student to use your past homework assignments, paper, labs, or similar items
- Sharing homework with another student when told collaboration is not allowed
- Allowing or helping another student to look at your exam or quiz during a test
- Sharing with other students your notes, books, calculators, phones, photos, computers, web sites, tweets, social media, or other aids during a quiz or an exam when not allowing by the instructor
- Completing another student's exam or quiz by filling in the student's scantron card or other answer sheet or by attending the exam in place of the other student
- Providing any materials, information, or assistance to another person with the knowledge or reasonable expectation that such would be used for dishonest purposes
- Stealing, reproducing, circulating, or otherwise gaining access to a quiz, exam, or homework materials prior to the time authorized by an instructor

These academic honor code violations apply whether they are performed individually or in groups. They apply to didactic, laboratory and clinical experiences of the program.

PROCEDURES:
If a student is aware of an honor offense, he/she should report that offense to either the faculty member of the class in question, the program director or the department chair. An investigation will result.

If there is evidence to bring forward, the student will be notified, in writing, of the specific charges, who the hearing body will be and the time and place of the hearing. Such notification will be delivered at least two working days in advance of the hearing. The date of the hearing, if possible, must be set within 10 working days from the date of notification to the student.

The College Code of Ethics Committee will hear the case. The Ethics Committee is comprised of five CNHP student representatives and two CNHP faculty appointed by the dean. Actions by the Ethics Committee may include: 1) dismissal of the case, 2) sanction the student, 3) refer the case to the Dean of Students, Student Affairs. Disciplinary sanctions by the committee may include educative, reprimand, restrictions and restitution. The committee does not have the authority to suspend or expel the student.

Student rights in this committee process are outlined in the ASTATE Student Handbook under the caption "Disciplinary Hearings". The student is entitled to one appeal rendered by the Associate Dean for Judicial Affairs. The process for appeal is in the section on "Appeal Process".

**Arkansas State University**
**Physical Therapist Assistant Program**
**CNHP HIPAA COMPLIANCE CONTRACT**
**Appendix K**

The confidentiality of patients admitted to contracted clinical agencies of the College of Nursing & Health

Professions at Arkansas State University is protected by state and federal laws as well as treatment center policy and ethical consideration. Any student who breeches this confidentiality is subject to immediate termination from the clinical rotation. Such disclosure is also subject to applicable laws and regulations. All information regarding patients is considered confidential. This includes the following:

A. The fact that the individual is a patient at a contracted clinical agency.
B. The patient's name, address, employer, etc.
C. The nature of the patient's illness or reason for admission to the treatment center.

Students are not allowed to discuss patients with individuals in the community and are not allowed to discuss patients in patient/public areas within the treatment center. Prior to the start of the clinical rotation, each student will review this confidentiality policy.

I, _____, understand the information presented to me regarding patient confidentiality and acknowledge that I will assume legal responsibility for any breach I may make. I also understand that if I breech confidentiality in any way I will be immediately terminated from my clinical course at Arkansas State University.

I, _____, have read the information provided to me concerning the Health Insurance Portability and Accountability Act (HIPAA) and understand its intention. As a student in a professional health program, I agree to comply by the requirements of HIPAA.

I understand that during clinical experiences, I will have access to protected personal health information (PHI as defined by HIPAA) of individuals and agree to:

A. Only use or disclose PHI as permitted Clinical Service under HIPAA statute(s);
B. Use appropriate available safeguards to prevent misuse of PHI;
C. Make PHI available to individuals as set forth under the HIPAA statute(s);

| _____ | _____ | _____ |
|---|---|---|
| Student‘s Name | Student’s Signature | Date |

**For Student Clinical File**

**Arkansas State University**
**Physical Therapist Assistant Program**
**CLINICAL EDUCATION CRITICAL BEHAVIORS**
**Appendix L**

Below are a few examples of “critical behaviors”. Failure of the student to exhibit certain "critical behaviors" may result in immediate dismissal from the clinical site and possible dismissal from the program.

A. Conducts all patient care activities with respect for the patient’s rights.
B. Follows clinical and administrative policies and procedures of the facility.
C. Accepts responsibility for patient care, recommends referral and/or discharge when necessary.
D. Manages personal affairs in a manner that does not interfere with professional responsibilities.
E. Respects the rights of those in authority to make decisions and complies with those decisions.
F. Provides a safe environment to prevent injury.
G. Provides appropriate level of supervision for patients.
H. Ask for assistance when unable to handle patients independently.
I. Becomes familiar with the risk management policy of the facility.
J. Demonstrate awareness of risk management issues, which may have legal ramifications.
K. Uses time constructively in the clinical setting for learning opportunities.
L. Seeks opportunities to gain knowledge.
M. Evaluates own performance.
N. Requests opportunities and/or patients to provide needed learning experiences.

_____ _____

Student Signature Date

**For Student Clinical File**

**Arkansas State University**
**Physical Therapist Assistant Program**
**Student Consent to Circulate Photo and Personal Information to Faculty & Classmates**
**Appendix M**

I give the A-State Physical Therapist Assistant Program permission to place my name, photograph, email address, and hometown on the department's hard drive and email to my class cohort. I understand that this information will be used for purposes of communication between my classmates and the faculty. My signature below indicates that I have read and agree to the information in this paragraph.

Student Name (print): _____

Email Address: _____

Hometown: _____

Student Signature: _____ Date: _____

**For Student File**

**Arkansas State University**
**Physical Therapist Assistant Program**

**STUDENT LEARNING CONTRACT**
**Appendix N**

Student:
Date:
Purpose of meeting:

Course(s):

Specific Problem/Current Behavior (describe):

Expected behavior:

Intervention/remediation:

Timeline for completion of intervention/remediation:

Consequences:

Student remarks:

_____ _____

Student / Date Faculty / Date

**Arkansas State University**
**Physical Therapist Assistant Program**
**Professional Behaviors Assessment**

**Appendix O**

Professional Behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Ten professional behaviors were identified through a study conducted at UW-Madison in 1991 - 1992. The ten behaviors and definitions developed are:

| | **Professional Behavior** | **Definition** |
|---|---|---|
| 1 | Commitment to Learning | The ability to self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding. |
| 2 | Interpersonal Skills | The ability to communicate effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues. |
| 3 | Communication Skills | The ability to communicate effectively (i.e. speaking, body language, reading, writing, listening) for varied audiences and purposes. |
| 4 | Effective Use of Time and Resources | The ability to obtain the maximum benefit from a minimum investment of time and resources. |
| 5 | Use of Constructive Feedback | The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction. |
| 6 | Problem-Solving | The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes. |
| 7 | Professionalism | The ability to exhibit appropriate professional conduct and to represent the profession effectively. |
| 8 | Responsibility | The ability to fulfill commitments and to be accountable for actions and outcomes. |
| 9 | Critical Thinking | The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant. |
| 10 | Stress Management | The ability to identify sources of stress and to develop effective coping behaviors. |

** Developed by the Physical Therapy Program, University of Wisconsin-Madison. May et al. Journal of Physical Therapy Education. 9:1; Spring 1995.

**INSTRUCTIONS:** For each professional behavior, underline or highlight the criteria that best describes your performance.

| PROFESSIONAL BEHAVIOR | BEGINNING LEVEL BEHAVIORAL CRITERIA | DEVELOPING LEVEL BEHAVIORAL CRITERIA (BUILDS ON PRECEDING LEVEL) | ENTRY LEVEL BEHAVIORAL CRITERIA (BUILDS ON PRECEDING LEVELS) | POST-ENTRY LEVEL BEHAVIORAL CRITERIA (BUILDS ON PRECEDING LEVELS) |
|---|---|---|---|---|
| 1. Commitment to Learning | Identifies problems; Formulates appropriate questions; Identifies and locates appropriate resources; Demonstrates a positive attitude (motivation) toward learning; Offers own thoughts and ideas; Identifies need for further information. | Prioritizes information needs; Analyses and subdivides large questions into components; Seeks out personal and professional goals; Identifies own learning needs based on previous experiences; Plans and presents an in service, or research or case study; Welcomes and/or seeks new learning opportunities. | Applies new information and reevaluates performance; Accepts that there may be more than one answer to a problem; Recognizes the need to and is able to verify solutions to problems; Reads articles critically and understands limits to application to professional practice; Researches and studies areas where knowledge base is lacking. | Questions conventional wisdom; Formulates and reevaluates position based on available evidence; Demonstrates confidence in sharing new knowledge with all staff levels; Modifies programs and treatments based on newly-learned skills and considerations; Consults with other allied health professionals and physical therapists for treatment ideas; Acts as mentor in area of specialty for other staff. |
| 2. Interpersonal Skills | Maintains professional demeanor in all clinical interactions; Demonstrates interest in patients as individuals; Respects cultural and personal differences of others; is non-judgmental about patients= lifestyles; Communicates with others in a respectful, confident manner; Respects personal space of patient and others; Maintains | Recognizes impact of non-verbal communication and modifies accordingly; Assumes responsibility for own actions; Motivates others to achieve; Establishes trust; Seeks to gain knowledge and input from others; Respects role of support staff. | Listens to patient but reflects back to original concern; Works effectively with challenging patients; Responds effectively to unexpected experiences; Talks about difficult issues with sensitivity and objectivity; Delegates to others as needed; Approaches others to discuss differences in opinion; | Recognizes role as a leader; Builds partnership with other professionals; Establishes mentor relationship. |

| | | | | |
|---|---|---|---|---|
| | confidentiality in all clinical interactions; Demonstrates acceptance of limited knowledge and experience. | | Accommodates differences in learning. | |

| | | | | |
|---|---|---|---|---|
| 3. Communication Skills | Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling, and expression; Writes legibly; Recognizes impact of non-verbal communication; Listens actively; Maintains eye contact. | Utilizes non-verbal communication to augment verbal message; Restates, reflects, and clarifies messages; Collects necessary information from the patient interview. | Modifies communication (verbal and written) to meet the needs of different audiences; Presents verbal or written message with logical organization and sequencing; Maintains open and constructive, communication; Utilizes communications technology, effectively; Dictates clearly and concisely. | Demonstrates ability to write scientific research papers and grants; Fulfills role as patient advocate; Communicates professional needs and concerns; Mediates conflict. |
| 4. Effective Use of Time and Resources | Focuses on task at hand without dwelling on past mistakes; Recognizes own resource limitations; Uses existing resources effectively; Uses unscheduled time efficiently; Completes assignments in a timely fashion. | Sets up own schedule; Coordinates schedule with others; Demonstrates flexibility; Plans ahead. | Sets priorities and reorganizes as needed; Considers patient=s goal in context of patient, clinic, and third party resources; Has ability to say ANo@; Performs multiple tasks simultaneously and delegates when appropriate; Uses scheduled time with each patient efficiently. | Uses limited resources creatively; Manages meeting time effectively; Takes initiative in covering for absent staff members; Develops programs and works on projects while maintaining case loads; Follows up on projects in a timely manner; Advances professional goals while maintaining expected workload |
| 5. Use of Constructive Feedback | Demonstrates active listening skills; Actively seeks feedback and help; Demonstrates a positive attitude toward feedback; Critiques | Assesses own performance accurately; Utilizes feedback when establishing pre-professional goals; Provides constructive and | Seeks feedback from client; Modifies feedback given according to their learning styles; Reconciles differences with sensitivity; | Engages in non-judgmental, constructive problem-solving discussions; Acts as conduit for feedback between multiple |

| | | | | |
|---|---|---|---|---|
| | own performance; Maintains two-way communication. | timely feedback when establishing pre-professional goals; Develops plan of action in response to feedback. | Considers multiple approaches when responding to feedback. | sources; Utilizes feedback when establishing professional goals; Utilizes self-assessment for professional growth. |
| 6. Problem-Solving | Recognizes problems; States problems clearly; Describes known solutions to problem; Identifies resources needed to develop solutions; Begins to examine multiple solutions to problems. | Prioritizes problems; Identifies contributors to problem; Considers consequences of possible solutions; Consults with others to clarify problems. | Implements solutions; Reassesses solutions; Evaluates outcomes; Updates solutions to problems based on current research; Accepts responsibility for implementing solutions. | Weighs advantages; Participates in outcome studies; Contributes to formal quality assessment in work environment; Seeks solutions to community health-related problems. |
| 7. Professionalism | Abides by APTA Code of Ethics; Demonstrates awareness of state licensure regulations; Abides by facility policies and procedures; Projects professional image; Attends professional meetings; Demonstrates honesty, compassion, courage, and continuous regard for all. | Identifies positive professional role models; Discusses societal expectations of the profession; Acts on moral commitment; Involves other health care professionals in decision-making; Seeks informed consent from patients. | Demonstrates accountability for professional decisions; Treats patients within scope of expertise; Discusses role of physical therapy in health care; Keeps patient as priority. | Participates actively in professional organizations; Attends workshops; Actively promotes the profession; Acts in leadership role when needed; Supports research. |
| 8. Responsibility | Demonstrates dependability; Demonstrates punctuality; Follows through on commitments; Recognizes own limits. | Accepts responsibility for actions and outcomes; Provides safe and secure environment for patients; Offers and accepts help; Completes project without prompting. | Directs patient to other health care professionals when needed; Delegates as needed; Encourages patient accountability. | Orients and instructs new employees/students; Promotes clinical education; Accepts role as team leader; Facilitates responsibility for program development and modification. |

| | | | | |
|---|---|---|---|---|
| 9. Critical Thinking | Raises relevant questions; Considers all available information; States the results of scientific literature; Recognizes Aholes@ in knowledge base; Articulates ideas. | Feels challenged to examine ideas; Understands scientific method; Formulates new ideas; Seeks alternative ideas; Formulates alternative hypotheses; Critiques hypotheses and ideas. | Exhibits openness to contradictory ideas; Assesses issues raised by contradictory ideas; Justifies solutions selected; Determines effectiveness of applied solutions. | Distinguishes relevant from irrelevant patient data; Identifies complex patterns of associations; Demonstrates beginning intuitive thinking; Distinguishes when to think intuitively vs. analytically; Recognizes own biases and suspends judgmental thinking; Challenges others to think critically. |
| 10. Stress Management | Recognizes own stressors or problems; Recognizes distress or problems in others; Seeks assistance as needed; Maintains professional demeanor in all situations. | Maintains balance between professional and personal life; Demonstrates effective affective responses in all situations; Accepts constructive feedback; Establishes outlets to cope with stressors. | Prioritizes multiple commitments; Responds calmly to urgent situations; Tolerates inconsistency in health-care environment. | Recognizes when problems are unsolvable; Assists others in recognizing stressors; Demonstrates preventative approach to stress management; Establishes support network for self and clients; Offers solutions to the reduction of stress within the work environment. |

## PROFESSIONAL BEHAVIORS ASSESSMENT

**Instructions:** Rate each behavior based on your self-assessment (underlined areas on previous pages) by circling the appropriate level. Include specific examples of each criterion to support your assessment.

Student Name: _____ Date: _____

B = Beginning Level D = Developing Level E = Entry-Level P = Post-Entry Level

| Professional Behavior | LEVEL OF PERFORMANCE | EXAMPLES OF BEHAVIOR AT LEVEL INDICATED |
|---|---|---|
| 1. Commitment to Learning | B D E P | |
| 2. Interpersonal Skills | B D E P | |
| 3. Communication Skills | B D E P | |
| 4. Effective Use of Time and Resources | B D E P | |

| | | |
|---|---|---|
| 5. Use of Constructive Feedback | B D E P | |

| | | |
|---|---|---|
| 6. Problem-Solving | B D E P | |
| 7. Professionalism | B D E P | |
| 8. Responsibility | B D E P | |
| 9. Critical Thinking | B D E P | |
| 10. Stress Management | B D E P | |

**Arkansas State University**
**Physical Therapist Assistant Program**
**Voluntary Consent Form**
**Appendix P**

I hereby acknowledge 1) that I am participating voluntarily and of my own free will in a classroom demonstration for physical therapy/physical therapist assistant students or that I am participating as a volunteer subject for physical therapy demonstration and/or laboratory practice under the supervision of the instructional staff; 2) that the instructional staff have informed me of the procedures which may be used and provided me with an opportunity to ask questions about these procedures; 3) that I have not been forced or coerced to participate in this demonstration and/or laboratory practice; and 4) that I understand that I may withdraw at any time.

I hereby voluntarily consent to participate in physical therapy classroom demonstrations and/or laboratory practice and with knowledge and understanding do release the attending students and their instructional staff, Arkansas State University, and the State of Arkansas from any and all claims which may arise from my participation.

_____ _____

Date Signature of Volunteer
(Signature of parent/legal guardian)

---

I hereby voluntarily agree to have photographs/videos taken of my person to be used for instructional purposes only. I understand there will be no financial remuneration involved and stipulate that the reproductions be used only for the sole purpose of education.

_____ _____

Date Signature of Volunteer
(Signature of parent/legal guardian)

**COMPLAINT FORM**
**Appendix Q**

| | |
|---|---|
| **Date:** | |
| **Complainant Name:** | |
| **Relationship to PTA program** | |
| **Contact Info:**<br>**Phone :**<br>**Email:** | |
| **A-State Email:** | |
| **Problem:** | |
| **Solution:** | |

## Student Verification of Training Form
## Appendix R

Act 703 of 2007 (Arkansas Code Annotated § 6-61-133) states that for each degree program at an institution of higher learning in this state that is a prerequisite for licensure or certification in a profession in which the professional is a child maltreatment mandated reporter under the Child Maltreatment Act, the Arkansas Department of Higher Education shall coordinate with all institutions to ensure that before receiving a degree, each graduate receives training in 1) recognizing the signs and symptoms of child abuse and neglect; 2) the legal requirements of the Child Maltreatment Act and the duties of mandated reporters under the act; and 3) methods for managing disclosures regarding child victims.

**I have been trained in 1) recognizing the signs and symptoms of child abuse and neglect; 2) the legal requirements of the Child Maltreatment Act and the duties of mandated reporters under the act; and 3) methods for managing disclosures regarding child victims.**

_____ _____

Student Name (please print) Student ID Number

_____

Student Signature Date

_____

Advisor Signature or Designated School Official Signature Date

**Date of Child Maltreatment Reporter Training _____**

**For Student File**

**Arkansas State University**
**Physical Therapist Assistant Program**
**Student Background Checks-Admission Requirement**
**Appendix S**

The state of Arkansas now requires all students admitted into college programs that have state licensure requirements upon graduation, to have a successful background check before entering school. The College has established a procedure with Verified Credentials and the current cost for this process is $92.80. Immediately following the PTA application process, those students selected for the next cohort of PTA students will be contacted with instructions, including the link, to complete this process. Results must be received by the Dean's office prior to PTA orientation.

I understand that a criminal background check will occur prior to being accepted into the PTA program. Evidence of a previous charge or conviction of a felony/misdemeanor on my record may affect my progress in this program. While the faculty cannot realistically determine whether this will have any future impact on my ability to work in my profession, I do understand that the following issues could arise during my time as a student or as a graduate of the program.

1. Certain rotation sites could deny me access for rotation.
2. Hospitals or other health care institutions could refuse to allow me access for a clinical experience.
3. The above two issues could make it impossible for me to complete the clinical portion of my education and therefore not graduate.
4. Upon graduation, a state licensing agency could refuse to grant me a license.
5. As a licensed professional, certain health care institutions could refuse to grant me privileges.
6. There could be other, unforeseen, impacts of this incident on my ability to practice as a professional.

Student signature: _____

Date: _____

**For Student File (prior to orientation)**

**Student Background Checks-Affiliation Requirement**
**Appendix T**

Arkansas State University College of Nursing and Health Professions requires background checks for students admitted to professional programs if the screening is required by an affiliate requirement. This is to ensure compliance with agreements between the College and Clinical Facilities.

Arkansas State University's College of Nursing and Health Professions has worked with Verified Credentials, Inc. to establish an acceptable screening procedure. This cost of the background check varies by state from $47 - $77. Applicants who fail to submit a background check will not be eligible to participate in the clinical experience.

Please follow the directions below for submitting your application to Verified Credentials:
1. Go to http://student.verifiedcredentials.com/?organization=arkansasstate
2. **Enter** your **10-character program code**.
Background Check – AR Clinical Rotation: KMFXH-63942
Background Check – MO Clinical Rotation: GFHCJ-43246
Background Check – TN Clinical Rotation: JKDDP-63378
Drug Test Only – All Clinical Rotations: HHGCT-44273
3. Create a profile and complete all information/application pages pressing DONE when finished with each one.
4. Make your payment selection and pay by credit card, debit card or PayPal.
5. Sign the Disclosure.
6. Submit your Order.
7. Check your **email** (inbox, junk & spam) for **2 separate emails** from QualifiedFirst@verifiedcredentials.com
1) Congratulations you have registered with Verified Credentials through QualifiedFirst.
2) A Track your Order receipt once you have completed payment.
3) If you have requested a Drug Test, you will receive a third email from clientservice@verifiedcredentials.com with your **Donor Registration** and an **Order Reference** number to initiate your Drug Screen.

Upon completion of the background screening, you will be sent a notice that the report is complete. The report will apprise you of the findings as well as your final score of:
• Red—Convictions or Discrepancy found
• Yellow—Possible Discrepancy found
• Green—No Convictions or Discrepancies found

You will be required to share the detailed report with the clinical site. If any information is found that would negatively affect your eligibility for clinical placement in the Program, you will be given an opportunity to challenge the information through the Adverse Action process associated with Verified Credentials. The clinical site will review any information concerning reports that are yellow or red and will determine your eligibility to participate in the clinical experience base on their criteria. If you have any questions, please contact Verified Credentials Client Services at 800.938.6090. It is important that you submit information in a timely fashion. Thank you for your prompt attention to this request.

**RELEASE OF SCREENING RESULTS**

I, _____, am currently enrolled in one of the Arkansas State University College of Nursing and Health Professions Programs below as indicated by the check mark:

_____ Nursing
_____ Clinical Laboratory Science
_____ Physical Therapy
_____ Medical Imaging and Radiation Science
_____ Communication Disorders
_____ Social Work
_____ Nutrition

I realize that the criminal background check policy/process may require that my results be shared with clinical affiliates and if a negative indicator is recorded, determine if I am permitted to participate in the clinical experience. My signature on this document serves as proof that I am granting permission for my criminal background check reports to be released as indicated.

Printed name: _____

Signature: _____

Date: _____

**For Student Clinical File**

**Objective:** To assist students in meeting requirements for placement in certain health care facilities through documentation of a satisfactory criminal background check.

**Required:** Effective August 1, 2009 students must submit to and demonstrate a satisfactory criminal background check as a prerequisite for clinical practice for certain health care facilities. Students who fail to submit to a background check or to allow the Clinical facilities access to the report will be ineligible for clinical placement. Those who do not pass the background check are afforded the opportunity to explain the circumstances surrounding the situation and if the final determination is that the student is ineligible for clinical placement he/she will be given the opportunity to withdraw from the Program. Attendance in clinical practice is mandatory for successful completion of all the Nursing or Health Professions Program. The criminal background check will include but is not limited to: ID Search Plus; Criminal Background; Sex Offender Search; Abuse Registry; OIG Medicare Sanctioned List;
Situations in which a student does not receive a satisfactory background check will be reviewed by the Clinical Facility on a case-by-case basis. Convictions involving the following crimes, but not limited to these crimes, may serve to disqualify a student from participating in the mandatory clinical learning experiences.

*Any felony, whether listed below or not
*Crimes involving drugs, including but not limited to unlawful possession or distribution
*Crimes of physical violence to include any type of abuse (child, spousal, or of the elderly), abduction such as kidnapping, manslaughter, murder, robbery, sexual crimes, possession of a restricted fire arm or any related weapons offenses, assault and battery
* Conviction of a misdemeanor related to abuse, neglect or exploitation

A private company approved to perform Criminal Background Checks will conduct the background check. The cost of the background check will be borne by the student.

**Process Guidelines:**

*Arkansas State University College of Nursing and Health Professions has adopted Verified Credentials as the background screening vendor for those clinical sites that require a background check. This will become effective August 1, 2009. Students will be responsible for all associated costs.
*Students will be required to complete a background check screening with the Program's vendor. The background check is to be completed prior to participating at the health care facility where such a requirement is stipulated.
*At present, Verified Credentials completes screening through Criminal Search (County), FACIS (Level I – Individual), IDSearchPlus and the National Sex Offender Public Registry.
*Through Verified Credentials, students are assigned a GREEN, YELLOW or RED indicator in each of the screening areas listed above. A copy of each student's report will be sent directly to the clinical site for review and/or available for review per Verified Credentials' WEB site. Students will be required to provide all clinical affiliates open access to criminal background check reports.
*In the event the student receives a **GREEN** indicator(s), the student will be cleared to participate in clinical experiences.
*In the event the student receives any **YELLOW** indicator(s), the student's Verified Credentials Report will be reviewed by the clinical to determine if they will be permitted to participate in the clinical experience.
*In the event the student receives any **RED** indicator(s), the student's Verified Credentials Report will be reviewed by the clinical site to determine if the student will be permitted to participate in the clinical experience.

*Additional background checks with other vendors may be stipulated by some clinical affiliates (e.g. mental/behavioral health). Clinical affiliates reserve the right to refuse entrance of any student based on background check information. In the event, a clinical affiliate declines a student for clinical experience the student may not be able continue in the program since program objectives cannot be met. Students will be provided a copy of the program policy regarding criminal background check screening. In the event changes are made to the background check screening process, students will receive the applicable updates.

**Arkansas State University**
**Physical Therapist Assistant Program**
**Guest Speaker Evaluation Tool**
***Appendix U***

| Guest Speaker Evaluation Tool | | | | | |
|---|---|---|---|---|---|
| Name of Speaker: | | | Topic: | | |
| Semester/Yr Class: | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| **Consider the following statements and check the appropriate box:** | | | | | |
| 1. The speaker was well-prepared | | | | | |
| 2. The speaker provided interesting and informative class(es) | | | | | |
| 3. The speaker was knowledgeable about the subject | | | | | |
| 4. The speaker could be clearly understood | | | | | |
| 5. The session met or exceeded my expectation | | | | | |
| 6. The topic(s) covered were relevant, interesting and timely | | | | | |
| 7. The handouts and materials were useful (if applicable) | | | | | |
| 8. Audio visual aids were used effectively (if applicable) | | | | | |
| 9. The speaker had a good rapport with the class | | | | | |
| 10. The speaker was receptive to the student's questions | | | | | |
| 11. The speaker stimulated discussion on the subject | | | | | |
| 12. The speaker taught at an appropriate pace | | | | | |

13. What in particular did you like or dislike about this lecture/course?

_____

_____

14. Would you recommend this speaker/topic for future class agendas and why?

_____

_____

**Thank you,**
**Arkansas State University PTA Program Faculty**

**Arkansas State University**
**Physical Therapist Assistant Program**
**Flu Policy**
***Appendix V***

Students with severe respiratory or flu-like illness will be denied admittance to class or clinic until 24 hours after their fever has subsided. Students with forced or voluntary absences related to severe respiratory or flu-like illness will be given an opportunity to make-up their assignments and class content without penalty. It is the responsibility of the student to notify the instructor/clinical coordinator, in advance, when absent due to illness. Faculty members are under no obligation to excuse absences related to concerns of acquiring an illness by coming to class. Pregnant students in clinical areas where there may be direct contact with patients positive for flu should work with their instructor to prevent exposure. All students should utilize the following precautions to prevent exposure: (1) Frequent hand washing --consider carrying a bottle of alcohol cleanser with them at all times; (2) Cough etiquette; 3) Place used tissues immediately in the waste basket followed by washing their hands; (4) Use approved disinfectants on shared surfaces --such as doorknobs, desk tops, etc.; and (5) Stay home if they have severe respiratory or flu-like illness. Students who are concerned they may have the flu or a flu like illness should notify student health. Students should plan for the possibility of absences and assure they have access to the Internet and Blackboard so that course participation can continue from home if necessary. Regardless of a student's health status, students must complete the requirements of the course to receive a passing grade. Students should plan for the possibility of absences and assure they have access to the Internet and Blackboard. Regardless of a student's flu status, students must complete the requirements of the course to receive a passing grade.

Student Name: _____

Student Signature: _____

Date: _____

**For Student File**

**Arkansas State University**
**Physical Therapist Assistant Program**
**Flu Declination Form**
***Appendix W***

**Student Information**

Name:

Student ID:

Program:

My clinical rotation site has recommended that I receive influenza vaccination to protect the patients I serve. I acknowledge that I am aware of the following facts:

- Influenza is a serious respiratory disease that kills thousands of people in the United States each year.
- Influenza vaccination is recommended for me and all other healthcare workers to protect patients at my clinical site from influenza, its complications, and death.
- If I contract influenza, I can shed the virus for 24 hours before influenza symptoms appear. My shedding the virus can spread influenza to patients in the facility.
- If I become infected with influenza, I can spread severe illness to others even when my symptoms are mild or non-existent.
- I understand that the strain of virus that causes influenza infection changes almost every year and, even if they don't change, my immunity declines over time. This is why vaccination against influenza is recommended each year.
- I understand that I cannot get influenza from the influenza vaccine.
- I understand that I might be denied clinical space due not meeting the requirements of a clinical site.
- I understand that I would need to comply with any safety precautions set forth by the facility if unvaccinated.

**Declination Statement**

I acknowledge that I have been provided with the information listed above. I understand that if requested by the clinical site, I may be required to provide documentation necessary to support my decision.

I decline the influenza vaccine at this time.

**Risk Acknowledgment**

By signing this form, I acknowledge that declining the flu vaccine may affect my participation in clinical placements or other activities where vaccination is required.

**Signature: _____**

**Date: _____**

**Arkansas State University**
**Physical Therapist Assistant Program**
**Educational Records Release Form**
**Appendix X**

Student's authorization to disclose information in education records pursuant to Family Educational Rights and Privacy Act (FERPA) of 1974, as amended

I, _____, hereby authorize Arkansas State University to disclose the following information, documents, etc., contained in my education record:

_____
(specify)

_____

to

_____
(person or organization to whom authorization is given)

for the purpose of
_____
(state purpose for which information may be disclosed)

_____
Student Signature

_____
Print Name

_____
Date