



**PHYSICAL THERAPIST ASSISTANT
PROGRAM
POLICIES AND PROCEDURES HANDBOOK
2023-2024**

Accreditation Statement

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Southern Nazarene University is seeking accreditation of a new physical therapist assistant education program from CAPTE. The program is planning to submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage, on June 1, 2022. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the technical phase of the program; therefore, no students may be enrolled in PTA technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

Welcome to SNU's PTA Program

Welcome to the Physical Therapist Assistant Program at SNU. You have chosen a field that you will find challenging and rewarding. We are pleased that you have chosen the PTA Program at SNU to pursue your career.

The next two years will be busy and eventful as you embark on an exciting academic endeavor. This handbook has been designed to provide you information about the program and its specific policies and procedures. It will also be helpful to familiarize yourself with SNU Student policies and procedures, which can be found in the Student Tool Kit.

We are delighted to offer this mission-driven, quality physical therapy education program to meet your personal and professional goals. We trust the relationships you develop with faculty, staff, and other learners will enrich your experience.

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

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I. Academic Information and Standards

I-A Institutional History and Accreditation

Southern Nazarene University (SNU) in Bethany began serving students in 1899 under the name Bethany Nazarene College. BNC continued to grow and expand, going through several name changes throughout its history. As a university, SNU strives to teach students how to integrate faith and ethics in a professional setting, analyze concepts in global and culturally relevant context, and communicate clearly with all people. Southern Nazarene University is a private, Christian, liberal arts university – a service of the Church of the Nazarene. SNU grew out of several small colleges committed to training people for lives of service to God, leadership, and reconciliation toward their neighbors and within the global community. SNU is accredited by the Higher Learning Commission.

In 2019, SNU was awarded a Title III grant under the Strengthening Institutions Program, administered by the US Dept. of Education, designed to assist higher education institutions expand their capacity to serve economically disadvantaged students by providing funds to improve and strengthen an institution's academic quality, institutional management and fiscal stability. This initiative included developing a Physical Therapist Assistant pilot program.

Southern Nazarene University is seeking accreditation of a new physical therapist assistant education program from CAPTE. The program is planning to submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage, on June 1, 2022. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the technical phase of the program; therefore, no students may be enrolled in PTA technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

I-B Program Summary

The Physical Therapist Assistant (PTA) Program at Southern Nazarene is a 23-month program involving four terms. Graduates will receive an Associate of Science in Physical Therapist Assistant. The program curriculum includes courses in general education and basic science as well as technical physical therapy coursework. The program places a strong emphasis on integrating clinical education preparation and rotations throughout the curriculum. This includes the use of intensive-simulated

practice to prepare for direct patient care. Students will be involved in direct patient care through three full-time clinical education experiences in the third and fourth terms.

I-C Statement of Nondiscrimination

Southern Nazarene University policy prohibits discrimination on the basis of race, sex, age, color, creed, national or ethnic origin, marital status, disability, genetic information, veterans status or any other legally protected class in the recruitment and admission of students, in all personnel actions or decisions including, but not necessarily limited to, recruitment, hiring, training, upgrading, promotion, demotion, termination and salary, and in the operation of all university programs, activities, and services. Any concerns regarding discrimination on the basis of categories listed above should be addressed to the appropriate person:

Students contact:

Dean of Students
Southern Nazarene University
Webster Commons, Lower Level Suite 110A
6612 NW 42nd St.
Bethany, OK 73008
405-491-6209

Chief Diversity Officer

Vice-President for Intercultural Learning and Engagement
Southern Nazarene University
6727 NW 39th Expressway
Bresee Suite 200
Bethany, OK 73008
405-491-6600/ Email: lcrouso@mail.snu.edu

Employees contact:

Director of Human Resources (or immediate supervisor)
Southern Nazarene University
Bresee Hall, Room 306
6729 NW 39th Expressway,
Bethany, OK 73008
405-491-6333/ Email: gcollier@snu.edu

Anyone with questions or concerns regarding sex discrimination or the university's compliance with Title IX can contact the university's Title IX Coordinator:

Mike Redwine
Executive Vice President
Southern Nazarene University
6729 NW Expressway
Bresee Suite 202
Bethany, OK 73008
405-491-6306/ Email: mredwine@snu.edu

Title IX Disclosure

Under Title IX of the Education Amendments of 1972, Southern Nazarene University prohibits all unlawful discrimination on the basis of sex or gender in its educational programs and activities, except where the University has been granted exemptions from certain Title IX regulations on religious grounds, including the specific religious tenet of the University.

No individual will be subject to any form of retaliation, discipline, or other adverse action for reporting conduct in violation of the university's nondiscrimination/Equal Employment Opportunity Statement, assisting/cooperating in making a complaint, or assisting with the investigation of a complaint. Any individual who believes they have experienced or witnessed retaliation should immediately notify the appropriate member(s) of the administration as identified above. Those found to be engaging in any type of discrimination in violation of law or university policy will be subject to disciplinary action, up to and including dismissal or termination of employment.

I-D Program Mission Statement

The Southern Nazarene University Physical Therapist Assistant Program prepares competent, ethical, and self-directed health care practitioners who model professional core values. The program is committed to excellence in education and delivers a contemporary curriculum within a Christ-centered community. Graduates will be able to meet the diverse needs of the community by providing high quality patient care as a physical therapist assistant working under the direction and supervision of a physical therapist.

I-E Program Philosophy

The PTA Program is dedicated to fostering a quality learning environment through its partnerships with students, clinical education affiliates, and other educational institutions.

The PTA Program realizes the importance of utilizing a variety of instructional methods to meet the learning styles of all students. The curriculum is designed to advance students from initial exposure of material within classroom and laboratory settings to full integration within the clinical education environment.

The PTA Program values an integrated curriculum which allows students the opportunity to apply knowledge in clinical situations throughout the program.

The PTA Program understands the challenges of the healthcare environment and is committed to preparing graduates with the adaptability to succeed in a variety of physical therapy practice settings.

I-F Program Goals

1. Graduates will be prepared to work as entry-level physical therapist assistants who model professional core values and integrity while serving their community under the direction and supervision of a licensed physical therapist.
2. Students and graduates will demonstrate effective interprofessional and intraprofessional collaborative practices as a part of the healthcare team.
3. The program will provide students with excellent, contemporary, and diverse educational opportunities delivered in a Christ-centered community.
4. Program faculty will engage in activities to support diversity, equity, and inclusion.

I-G Program Curriculum

Spring Semester, Year 1 (12 credit hours)

PTA 1113 The Profession of PT

PTA 1124 Clinical Anatomy & Kinesiology

PTA 1134 Musculoskeletal for the PTA

PTA 1141 Clinical Procedures I

Fall Semester, Year 1 (14 credit hours)

PTA 1214 Pathophysiology

PTA 1223 Physical Agents

PTA 1233 Therapeutic Exercise

PTA 1241 Clinical Procedures II

GS 1113 Software Applications

Spring Semester, Year 2 (17 credit hours)

PTA 2113 Ethics in Physical Therapy

PTA 2122 Clinical Education I

PTA 2133 Conditions & Treatments Across the Lifespan

PTA 2143 Cardiopulmonary

PTA 2153 Neuroscience I

THEO 1513 Christian Faith & Life

Fall Semester, Year 2 (17 credit hours)

PTA 2213 Neuroscience II - Neurological Rehabilitation for the PTA

PTA 2233 Advanced Physical Therapy Interventions

PTA 2222 Clinical Education II

PTA 2243 Clinical Education III

BLT 20X3 Old or New Testament

XXX XXXX Artistic Expression elective

Total credit hours: 48 PTA Technical credit hours

24 General Education credit hours

Total credit hours: 60 credit hours

Total degree hours: 72 credit hours

I-H PTA Course Descriptions

PTA 1113 The Profession of Physical Therapy This course introduces the history of the PTA profession and common practice settings. Students will learn and perform fundamental physical therapy assessments, interventions, documentation, and procedures of patient care including transfer training, gait training, and fitting assistive devices. The scope of practice of the PTA and PT, HIPPA, and documentation will be emphasized. Delineation of professional roles and responsibility in physical therapy, development of a team approach to healthcare delivery, and the psychosocial and interpersonal skills needed to function as a healthcare team are

presented. Students will have laboratory time to apply, practice, and demonstrate the technical skills taught.

PTA 1124 Clinical Anatomy & Kinesiology This course will cover human anatomy specific to the biomechanics of the musculoskeletal system with an emphasis on kinesiology principles and an understanding of how structure determines function. Identification of anatomical structures and their relationship to normal biomechanical function will be explored. Laboratory time will be utilized to introduce surface anatomy, palpation, dermatomes, myotomes, peripheral reflexes.

PTA 1134 Musculoskeletal for the PTA This course will explore human motion specific to the musculoskeletal system through the identification of anatomical structures and their relationship to function, normal and abnormal biomechanical principles of joint patterns, and gait. Emphasis will be on the study of musculoskeletal pathologies, determination of appropriate physical therapy assessment, and a review of related anatomical structures. Laboratory time will be utilized to master skills and techniques including goniometry, manual muscle testing, joint play assessment, and joint mobilization.

PTA 1141 Clinical Procedures I This course provides exposure to simulated patients and scenarios for the student to develop clinical problem solving, and practice skills related to semester 1 course content with instructor guidance. This course is designed to demonstrate clinical readiness and will focus on simulated patient assessment and treatment scenarios to prepare students for clinical education, in which they will perform specific assessment techniques and treatment interventions in simulated patient scenarios. In addition, this course includes a weekly online assignment consisting of a class discussion or reflection on related topics. By the end of the course, the student will appropriately epitomize the role and responsibilities of the physical therapist assistant in a variety of physical therapy settings.

PTA 1214 Pathophysiology This course is a study of how the human body functions and the physiological effects of disease. Building a clear, foundational understanding of normal physiology aids in illuminating how abnormal physiological function leads to human disease. Physiological response to exercise, etiology, signs and symptoms, red flags, diagnosis and prognosis, pharmacological intervention, and implications for physical therapy will be discussed. Case studies will be provided for critical thinking and application of theory to practice for the physical therapist assistant.

PTA 1223 Physical Agents This course investigates the anatomy and physiology of the nervous system, with emphasis on the functional relationship between the nervous system and the presentation of pain in the musculoskeletal system. This course prepares the student for safe and effective application of a variety of rehabilitative agents and techniques for patient treatment. Procedures, mechanisms of action, theory, indications, precautions, and contraindications are discussed for the following: electrical stimulation, EMG, biofeedback, diathermy, aquatic therapy, laser, superficial heat, cryotherapy, traction, therapeutic ultrasound, therapeutic massage, mechanical compression, and soft tissue mobilization. The basic physics

of electromagnetic radiation and electricity are presented along with skin assessment and wound care using electrotherapy.

PTA 1233 Therapeutic Exercise This course is a study of general and specific exercises for conditions commonly treated in physical therapy. Principles will be discussed involving the theory and practical applications of specific therapeutic exercise as preventative treatment and for pathological conditions influencing strength, endurance, neuromuscular control, and flexibility of the human body. Emphasis is placed upon the body's physiological response to exercise, design and application of exercise, the developmental sequence of exercise, types of exercise, and the use of exercise equipment.

PTA 1241 Clinical Procedures II This course provides exposure to simulated patients and scenarios for the student to demonstrate competent performance of physical therapy procedures and behaviors for the semester level. This course is designed to show clinical readiness by performing skills listed below through the use of simulated patient scenarios. In addition, a weekly online assignment of a group discussion board or reflection on selected topics, emphasizing principles and techniques of basic physical therapy interventions, with emphasis on assessment skills including: identifying red flags, performing joint mobilizations, identifying fundamental physical therapy interventions, and demonstrating values based and professional behaviors. This course will also include several guest lectures, in which the students will reflect upon the information using research. The student will appropriately epitomize the role and responsibilities of the PTA in all physical therapy settings. This course is intended to strengthen clinical problem-solving and provide an opportunity for students to practice skills with instructor guidance and feedback through patient scenarios. Laboratory practice with emphasis on positioning, patient safety, and manual skills. The course included a comprehensive written examination.

PTA 2113 Ethics in Physical Therapy This course is a study of physical therapy ethics, physical therapist assistant roles and responsibilities, and diversity. Delineation of professional roles in physical therapy and the health care team, as well as psychosocial and interpersonal skills needed to function as a health care provider and team member will be discussed. Principles and ethics of patient care, medical documentation, and HIPPA are covered. Activities associated with preparing students for future clinical education will be included.

PTA 2122 Clinical Education I This course provides the student with experiences to apply, integrate, and perform learned clinical skills on patients under continuous supervision of a licensed physical therapist in a physical therapy clinical environment. Skills, knowledge, and attitudes learned in all first-year physical therapist assistant (PTA) courses will be applied to direct patient care in selected clinical settings over a full-time five-week period. Emphasis is placed on the clinical application and integration of the knowledge and skills learned during the first year of the PTA Program, with the objective of students providing quality care with uncomplicated to moderately complex patients, and a moderate degree of supervision and guidance that will vary with the complexity of the patient or the environment. In addition, a

weekly group discussion of selected topics, an individual weekly journal, and an in-service. This course is graded on a pass/fail basis.

PTA 2133 Conditions & Treatments Across the Lifespan Treatment of pediatric, pelvic health, and geriatric populations will be covered in this course. Theory and clinical application of normal and abnormal physical and cognitive development in the aging process as well as concepts of human growth and development will be covered in this course. Dysfunctions, interventions, common physical therapy treatments, and treatment progression will be the emphasis of content. Cultural diversity of older and younger populations and psychosocial impacts of aging will be discussed through a global perspective.

PTA 2143 Cardiopulmonary This course provides introduction to physical therapy assessment techniques and treatment interventions used in the management of cardiopulmonary conditions. Students will apply knowledge from this course and prior courses to both inpatient and outpatient care settings. Course content will include pulmonary hygiene, breathing techniques, cardiac rehabilitation, and principles of aerobic exercise. Information will be presented in lecture and laboratory settings.

PTA 2153 Neuroscience I This course provides information necessary for the physical therapist assistant to safely and competently treat patients with neurological diagnoses. This course will present the neuroanatomy of the CNS and PNS as it relates to physical therapy treatment, motor control, and motor learning. Neurological dysfunctions, neurological assessments, and the impact of neurological conditions on culturally relevant topics, such as gender, sexuality, communication, and socioeconomic factors will be explored.

Neuroscience II - Neurological Rehabilitation for the PTA This course is a continuation of Neuroscience I with emphasis on the application of exercise techniques, assessment, and the treatment of long-term disabilities and neurological conditions. This course will introduce common interventions and progressions used in neurological settings. The information, discussion, and treatment considerations for neurologically-based and other debilitating conditions will be applied in lab scenarios, in which the students will monitor the effectiveness of the exercise program.

PTA 2233 Advanced Physical Therapy Interventions This course focuses on the utilization of advanced physical therapy assessments and interventions. Topics covered include prosthetics and orthotic devices, rehabilitation techniques for amputations, wound care, and work hardening. Expected administration functions and activities of the physical therapist assistant will also be included.

PTA 2222 Clinical Education II This course provides the student with experiences to apply, integrate, and perform learned clinical skills on patients under the supervision of a licensed physical therapist in a physical therapy clinical environment. Skills, knowledge and attitudes learned in semesters 1, 2, and 3 physical therapist assistant (PTA) courses will be applied to direct patient care in selected clinical settings over a full-time five week period. Emphasis is

placed on the clinical application and integration of the knowledge and skills learned during semesters 1, 2, and 3 of the Physical Therapist Assistant (PTA) program, with the objective of students providing quality care with uncomplicated to complex patients, and a degree of supervision and guidance that will vary with the complexity of the patient or the environment. This course is graded on a pass/fail basis.

PTA 2243 Clinical Education III This course provides the student with experiences to apply, integrate, and perform learned clinical skills on patients with the expectation to be performing at the level of an entry-level physical therapist assistant prior to completion of the clinical experience. Skills, knowledge, and attitudes learned in all physical therapist assistant (PTA) courses will be applied to direct patient care in selected clinical settings over a full-time eight-week period. Emphasis is placed on the clinical application and integration of the knowledge and skills learned during the entire PTA Program, with the objective of students providing quality care with uncomplicated to highly complex patients, at the level of an entry-level physical therapist assistant. In addition, a weekly group discussion of selected topics and an individual weekly journal are required. This course is graded on a pass/fail basis.

I-I Knowledge of Program and College Policies and Procedures

The PTA Program abides by Southern Nazarene University Professions Studies policies. The most current college policies can be found at <https://www.snu.edu/policies-and-procedures/>. Many, but not all, of these policies can also be found in the SNU Academic Catalog at <https://www.snu.edu/catalog/>.

Students are expected to have a working knowledge of the content of the SNU PTA Program Policy and Procedure Handbook, which is provided annually at the start of the term during Orientation week. After reviewing the handbook, students will sign and date the “Student Policy and Procedure Handbook Agreement”, which is an agreement where the student states they understand the content of the handbook and agree to abide by the policies and procedures set forth during their tenure as a Physical Therapist Assistant student.

The PTA Program Policy and Procedure Handbook is reviewed and revised annually by program faculty. To ensure all program policies are consistent with those of the university, the handbook is reviewed annually by the chair of Rehabilitation of Sport Sciences. Program faculty will consider input for handbook revisions from students, university administration, PTA Program advisory committee members, and university staff. When changes are made after the initial publication of each year’s Policy and Procedure Handbook, PTA Program students and SNU administration will be notified of the updates. The handbook available on the program website will also be updated.

I-J Course Grading

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

A	100% – 91%
A-	90.9% – 89%
B+	88.9% – 87%
B	86.9% – 83%
B-	82.9% – 81%
C+	80.9% – 79%
C	78.9% – 75%
C-	74.9% – 73%
D+	72.9% – 71%
D	70.9% – 67%
D-	66.9% – 65%
F	64.9% & below

I-J-1 Evaluation Procedures

Objective material will be graded on the percentage of correct answers, according to the departmental grading scale listed below.

- “A” represents a mastery of the material presented. The work submitted is detailed and demonstrates a thorough understanding of the course content. The student is able to personalize and apply the information beyond ways it is presented in class or in the assigned readings. The tone of the assignment is academic/professional in nature. Spelling and grammar issues are not present. AMA Style is followed in the citation of sources.
- “B” work represents an appropriate understanding of the material presented. The work submitted demonstrates an above average understanding of the course content. The student is able to apply information appropriately, but struggles to personalize the information. The tone of the assignment is academic/professional in nature. Spelling and grammar issues are limited in nature (1 or 2 throughout the assignment). AMA Style is followed in the citation of sources.
- “C” work represents an average understanding of the material presented. The student is able to apply information as it is presented in class and the assigned reading. The tone of the assignment is academic/professional in nature. Spelling

and grammar issues are present (3 to 6 throughout the assignment). AMA Style is followed in the citation of sources.

- “D” represents the failure to meet the minimal expectations associated with a “C”.
- “I” an Incomplete represents the student’s good faith effort to complete the course when an unexpected emergency occurs. This is to be determined by the professor in conjunction with the program director.
- “F” is reserved for those students who, on the basis of either neglect or inadequate ability to engage in the assignment.

All lecture/lab and clinical education courses must be taken in sequence. A minimum grade of “C” is required in all general education and technical courses within the PTA Program Curriculum. For each PTA technical course, students must average a minimum of 75% for all lecture examinations to successfully pass the course, regardless of non-examination grades.

Clinical Education courses will be graded as Satisfactory (S) completion or Unsatisfactory (F) completion. “S” is designated for students who reach the indicated level on the Clinical Performance Inventory in order to demonstrate appropriate level of skills.

All course assignments must be turned in on time and must be college-level work. Faculty have the right to not accept late assignments and/or deduct points for late or unacceptable work per course syllabi.

I-K Satisfactory Academic Progress

Standards of academic progress are established to require students to progress satisfactorily and timely towards the completion of their degree. Students are responsible for their academic progress and for seeking assistance when experiencing academic difficulty. Students are encouraged to work closely with their advisor to ensure that they are successfully completing graduation requirements and maintaining satisfactory progress.

All PTA Program general education and technical courses must be completed with a grade of 75% or higher (or “pass” for pass/no credit courses). If students do not obtain a minimum grade of 75% in any course within the PTA Program curriculum, the student will be dismissed from the program.

Students must pass all skill checks and practicals to pass a course. Skill checks are

pass/fail which include required Critical Safety Elements. Students must pass all Critical Safety Elements to pass a Skill Check. In order to pass each course, students must achieve a minimum of a 75% competency on each practical examination and pass all skill checks within a course in order to achieve a passing grade in that course. Failure of any safety-related criteria results in an automatic failure and requires a re-take of the skill check or practical examination, as determined by the instructor. Students must successfully pass the retake within 3 academic weeks of receiving notification of their original score. If a student passes a re-taken skill check or practical examination, a maximum score of 75% will be used for final grade calculation. Students will be allowed a maximum of two re-takes for a failed skill check and practical examination.

For each PTA technical course, students must average a minimum of 75% for all lecture examinations to successfully pass the course, regardless of non-examination grades.

I-L Criteria for PTA Program Dismissal

PTA Program students may be subject to dismissal from the program for the following reasons:

1. Do not meet the satisfactory academic progress established by the policies in SNU PTA Handbooks.
2. Student attendance has not met the program attendance policy outlined in policy III-D.
3. Substandard, unethical, or inappropriate conduct at the discretion of the PTA Program Director in consultation with the PTA Program faculty.
4. Program dismissal may result for any of the following reasons:
 - a. Possession or use of alcohol or any mood altering chemical on the premises of SNU or clinical education sites. This includes attending class or clinical education while intoxicated.
 - b. Unexcused and/or excessive absenteeism and/or falsification of sick time. Please refer to the attendance policy in section III-D of this handbook.
 - c. Grossly unethical or unprofessional behavior
 - d. Gross carelessness in regard to safety of patients or colleagues
 - e. Dishonesty, cheating, plagiarism, or theft.
 - f. Release of confidential information regarding patients, and/or clinical education site personnel or activities
5. The Professional Behaviors reflect behaviors necessary for success as a physical therapist assistant in the clinical environment. Therefore, failure to demonstrate progress in the Professional Behaviors, or failure to meet the specific behavior levels by the defined target dates (outlined in section III-A) will

result in program probation or dismissal.

I-M Disciplinary Procedure

The student disciplinary procedure will be initiated for substandard, unethical, or inappropriate conduct at the discretion of the PTA Program Director in consultation with the PTA Program faculty.

1. The Program Director will meet with the student and PTA program faculty to discuss the inappropriate conduct or substandard performance.
2. Recommendations are made for a plan of action to remediate the problem(s), if possible. Actions may include, but are not limited to, one-on-one meetings, extensions or repeat of course or assignments, program readmission with the student joining the next cohort, or dismissal from the program.
3. The student will be reminded of SNU's policies regarding the student's right of academic appeal.
4. A plan of action will be developed, which could include removal from the program. The plan of action will be designed by the program faculty and will describe a plan for the deficient criteria to be improved. This will be signed by the student and Program Director. This may include meeting individually with program faculty and may include independent study and working with other students. The student must demonstrate competency in any deficits prior to remediation of the clinical experience.
5. If the individual plan of action is met and all deficiencies are corrected during this retake, the student may continue on with the program.

I-N Academic Integrity Policy

The PTA Program abides with the SNU Academic Integrity Policy. SNU seeks to support and promote qualities of academic honesty and personal integrity in all aspects of life. Serious offenses against the SNU community include cheating, plagiarism, and all forms of academic dishonesty. Cheating or academic dishonesty is defined as the deception to others about one's own work or about the work of another. Examples of cheating include, but are not limited to:

- Submitting another's work as one's own work or allowing another student to submit one's work as though it were his or hers.
- Failure to properly acknowledge authorities quoted, cited, or consulted in the preparation of written work (plagiarism).
- The use of a textbook, notes, information on the internet, etc. during an examination without permission of the instructor.
- The receiving or giving of unauthorized help on assignments.

- Tampering with experimental data to obtain a “desired” result or cheating results for experiments not done (dry labbing).
- Tampering with or destroying the work of others.
- Submitting substantial portions of the same academic work for credit or honors more than once without permission of the present instructor.
- Lying about these or other academic matters.
- Falsifying college records, forms, or other documents.
- Unauthorized access of computer systems or files.
- Copying from another student’s test paper and/or collaboration during a test with any other person by giving or receiving information without authority.
- using materials during a test not authorized by the instructor.
- Stealing, buying, or otherwise obtaining all or part of an unadministered test or information about said test.
- Selling, giving, or otherwise supplying to another student for use in fulfilling an academic requirement, any theme, report, term paper, or submitting as one’s own, in fulfillment of an academic requirement, any theme, report, term paper, essay, or other written work prepared totally or in part by another.

Academic dishonesty in a computer assignment will be suspected if an assignment that calls for independent work results in two or more solutions so similar that one can be converted to another by a mechanical transformation (Policy in the Undergraduate Catalog).

Plagiarism and cheating in any form is subject to disciplinary action, including but not limited to a failing grade for the test or assignment, a failing grade for the course, and/or dismissal from the PTA Program.

I-O Academic Integrity Enforcement

Students who are guilty of academic integrity violations such as these can expect to be penalized; any student who knowingly assists another student in dishonest behavior is equally responsible.

Faculty members are required to communicate with students involved in an integrity issue and are required to report all infractions of the integrity policy using the [Academic Integrity Violation Reporting Form](#) linked in the SNU Faculty Knowledge Base. Subsequent violations at any point in the student’s academic career will result in the involvement of the VPAA for Professional and Graduate Studies or the provost. Penalties up to, and including, dismissal from the university may be applied.

Any SNU personnel discovering violations of these policies should report to their direct

supervisor, who will report incidents to the Office of Academic Affairs.

Violations of these policies will be dealt with in the same manner as violations of other SNU policies and will result in disciplinary review. In such a review, the full range of disciplinary sanctions is available. This includes, but is not limited to, immediate dismissal from SNU.

I-P Academic Grievance/Petitions

It is the policy of the Southern Nazarene University's Physical Therapist Assistant program to work with students in finding a fair and just solution to problems that may arise, including grievances, questions, misunderstandings, or discrimination.

If a student believes a grade reported by the instructor is unfair or if there is a dispute between student and instructor over the assessment of work completed in a course, the student has the right to appeal the grade. The first step in attempting to resolve such a grade disagreement is for the student to meet directly with the instructor to review the student's performance in the course. In that setting, the student and instructor should make sure that the grade record accurately reflects work submitted, grades received for that work, accurate recording of the student's attendance, and any other clerical elements that comprise the final course grade.

Although a student may request that the instructor reconsider a grade for a particular assignment, such reconsideration is at the instructor's discretion and only if there is compelling reason to believe the original grade was a seriously inaccurate assessment of the level of performance on that assignment. If the instructor agrees to reconsider previously submitted work and the re-evaluation would result in a change of grade, the instructor may submit a change of grade form at that time. As noted, however, additional work is not to be considered after the term is complete or for purposes of raising a grade.

If the dispute remains unresolved after consultation with the course instructor, the student may appeal to the PTA Program Director. If no grade change is deemed appropriate after initial review with the course instructor and/or Program Director, the student may submit a formal grade appeal. This level of appeal is initiated with the Program Director. The Program Director notifies the VPAA for Professional and Graduate Studies, who convenes the appeals committee.

The appeals committee is comprised of the VPAA for Professional and Graduate Studies, the PTA Program Director, one impartial Program Director from another

program, one impartial faculty member, and a student representative. If the appeal is based on a decision made by a member of the committee, an appropriate substitute is appointed by the VPAA for Professional and Graduate Studies.

The learner must submit an appeal in writing and include sufficient documentation. The person responsible for the decision submits written documentation and rationale for the decision being appealed. The appeals committee is instructed to act only on the basis of the written materials submitted. The appeals committee will record the nature of the appeal, action taken, and rationale. The Program Director will give copies of the appeal record to the learner, the School of Professional and Studies person responsible for the decision, and the VPAA for Professional and Graduate Studies. This appeals committee is considered the highest formal level of appeal. The decision of the appeals committee is final.

I-Q Grievances and Complaints

It is the policy of the SNU Physical Therapist Assistant Program to work with students in finding a fair and just solution to problems that may arise, including grievances, questions, and misunderstandings. At all steps of the grievance procedure students should feel free to discuss the matters fully with the PTA Program Director and SNU administration.

Students are urged to first address their problems with their instructor or person involved in the grievance. If they are unable to come to an agreement, the student can then take their issues to the PTA Program Director. If the student and PTA Program Director are unable to come to an agreement, the student can write up their complaint/grievance on a [Grievance Form](#) found on the SNU website. The [Grievance Form](#) provides the mechanism to resolve a complaint or formal grievance that has not been satisfactorily resolved after attempting to do so within the framework of the university's dispute resolution process.

The [Grievance Form](#) is to be used to formally escalate a grievance or complaint when that process fails. Information submitted through this form will be sent to the appropriate university official with administrative oversight of the area in which your concerns arise. For example, academic complaints will be escalated to the provost, matters related to employment concerns will be escalated to the Vice President for Business and Finance, matters related to sexual misconduct will be sent directly to the Title IX Officer.

Student complaints regarding the program should be first addressed to the PTA Program Director. Unresolved complaints or complaints about the PTA Program Director

should be directed to the Vice President of Academic Affairs at MWinslow@snu.edu. All complaints will be documented, including the projected outcome, and kept on file at the program facility. Complaints regarding Accreditation of this program should be addressed to the Commission on Accreditation in Physical Therapy Education at accreditation@apta.org. This Commission is located at 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085.

I-R Withdrawal

Students considering withdrawal from the program should discuss the matter with the PTA Program Director and/or their academic advisor. Students need to follow SNU policies and procedures regarding program and course withdrawal, which can be found in the SNU Student Handbook.

I-S Conditions for Readmission to the PTA Program

Readmission will be considered on a case by case basis based on student standing, student prior performance, reason for withdrawal, justification for readmission, and program resources. The following conditions apply:

1. The student must meet all university and program admission requirements.
2. The student must request readmission to the program in writing via email to the Program Director.
3. Program faculty will determine the appropriateness for readmission on a case-by-case basis, considering factors such as the student's status at the time of exit from the program, reason for program withdrawal, justification for readmission, adequacy of program space, and staffing levels.
4. The student must follow the policies and procedures of the program which are consistent with the academic year they are readmitted.
5. All courses in the PTA curriculum must be completed within a three year period from date of entry into the program.
6. If the content of any course is different from when the student initially took the course prior to withdrawal from the program, the student will be required to complete all course syllabi objectives and goals, pass all skill checks, quizzes, and exams for the new information. PTA faculty will develop appropriate materials to meet the new or revised objectives.
7. The student is responsible for maintaining the ability to satisfactorily perform all previously-learned skills. Demonstration of satisfactory performance will be required prior to readmission into the program.
8. The student must retake and pass all faculty skill checks and practicals for

classes they previously passed prior to reentry to ensure maintained competency in skills.

9. A student is eligible for readmission into the PTA program one time only.

I-T Graduation Criteria

Upon successful completion of the following criteria, Southern Nazarene University will grant an Associate of Science Degree with a major in Physical Therapist Assistant.

1. Credit Courses: Students are required to complete all program general education and technical coursework with a minimum grade of “C” for each course.
2. Clinical Education: Students are required to pass all clinical education courses.
3. Skill Competency: Students must pass all required skill competency checks and practical examinations.
4. Professional Behaviors: Students must be assessed at “Entry-level” for all ten Professional Behaviors by program faculty.
5. Service Learning: Students are required to participate in a minimum of one service learning project.

The graduation date will be defined as the month of graduation commencement or the end of clinical experiences, whichever comes later. In order to qualify to participate in commencement, a student must have met all program requirements and be in good academic standing.

I-U Transfer into PTA Program

A student may transfer from a professional physical therapy program or another PTA program provided that the student meets the following criteria:

1. The SNU and PTA Program application and registration procedures are completed.
2. All SNU courses must be taken in their entirety even if students have successfully completed units of the course in another PT or PTA program.
3. A plan to introduce a student from a PT program to the PTA role will be developed by the PTA Program faculty and the student. This plan may include self-study or an on-site visit with a PTA in the community.

I-V Audit

A student may be able to audit a PTA program course which has been previously completed depending on availability of space in the course. A plan must be discussed and approved by the PTA Program Director before registering to audit the course. The

student must also follow the SNU Grading Policy, which can be found in the SNU Student Handbook. Program graduates and program clinical faculty who are PTAs will also be allowed to audit program courses depending on course enrollment.

I-W Licensure

Graduates of accredited PTA programs are eligible to sit for the National Physical Therapy Examination. In the state of Oklahoma, students are allowed to take the National Physical Therapy Examination prior to graduation, though it is not recommended. Licensure is required to work as a PTA. For specific information, refer to the state from which you are seeking licensure.

I-X Career Information

SNU Career Services are committed to providing resources and career information that will assist students in selecting and preparing for a career as a PTA. The goal is to connect students with employment agencies, teach job seeking skills, and provide online resources.

A bulletin board in the PTA lab will also post current PTA job openings that the program has received from employers.

I-Y Field Trips and Off-campus Laboratory Sessions

At times within the PTA Program, students and faculty may travel off campus for departmental related field trips and off-campus laboratory sessions. The following procedures apply for off-campus experiences:

1. The use of private vehicles for field trips and off-campus laboratory sessions is prohibited unless approved by college administration.
2. All SNU and PTA Program policies and procedures are applicable during the off-campus experience.
3. Students participating in field trips and off-campus laboratory sessions are required to sign the “Waiver of Liability, Assumption of Risk, and Indemnity Agreement – On/Off Campus Activities” form prior to the activity. This will be signed at the beginning of each semester for program activities. This waiver is located in the Appendix H.
4. PTA Program faculty will accompany and supervise students participating in all off-campus program experiences except for part-time and full-time clinical experiences.

I-Z Student Retention

Due to the number of program faculty and clinical education sites, it is necessary to limit the number of students accepted annually into the program to 28. If a PTA student is having difficulty academically, they are encouraged to talk to the PTA program faculty to seek guidance and assistance. Services for tutoring as well as academic and personal counseling are available on campus. The PTA program faculty want all students to succeed and are more than willing to help.

I-AA Program Costs

The following is the estimated cost of the program using the 2023-24 tuition/fee schedule. This estimate does not include room/board, meal plan, travel, clinical education expenses, and other costs that are the responsibility of the student.

Books	\$1,224.17
Tuition:	
PTA Credits	\$14,352
General Education	\$3,588
<u>Background Check</u>	<u>\$13.50</u>
	<u>\$19,177.67</u>

II. Facilities and Services

II-A Laboratory Instruction Space

There are two rooms utilized for lab work located on the third floor of the Sawyer Center. There are open lab times scheduled each week where faculty will and will not be in attendance. Open labs can be used for practicing PTA skills, for peer skill checks, and for skill checks with faculty. Open lab time hours will be posted each semester.

It is the PTA Program's expectation that the lab will be maintained in a safe and orderly fashion. Out of respect and as a professional responsibility to faculty and students who use the lab, everyone must:

1. Replace equipment in its proper location
2. Fold and put away linens and pillows
3. Put garbage in available receptacles

By taking a few minutes to do the above, the learning environment of the lab will be enhanced for all.

II-B Classroom/Lab Rooms

Classroom/Lab rooms will be assigned for PTA lecture and lab coursework each semester. When the room is used for lecture, students are expected to:

- Sit in the chairs, not on the tables
- Not place drinks on top of the tables
- Keep equipment stored unless instructed otherwise
- Treat the space as a professional learning environment

II-C Study Areas

The library is a quiet place for individual and/or group study. Group study rooms, located in the library, may be reserved by students. The Title III study room located on the 2nd floor in Beaver Science Building is also available for reservation. The PTA lab may be used for group study when classes are not being held or during open lab time. The School of Rehabilitation & Sport Sciences student lobby is also an open, shared study area.

II-D Student Records and Exam Copies

The PTA Program maintains files that include department/student forms, consent forms, waivers of liability, contracts, and correspondence. These files are maintained for all students and are stored in a locked file cabinet in the Clinical Education Coordinator's (CEC) office for clinical education information and the PTA Program Director's office for all other information. Students may review the contents of their file during the CEC or PTA Program Director's respective posted office hours. Information will be maintained for one year after graduation to assist faculty in providing employment references for students. After one year the files will be destroyed.

Copies of completed paper exams will be kept in locked file cabinets in faculty offices. Students will not be allowed to keep copies of completed midterm or final exams. Prior to final exams, faculty will schedule a review session for students during which student test files will be available for review. This review will be proctored by a faculty member and students will not be allowed to leave the room with their test file.

II-E Student Services

SNU Student Services serves as a resource for students who want to improve their academic performance. Student Services provide a variety of services including Disability Services, RENEW Counseling Services, Financial Aid & Services, Slingshot, Library Services, VETS Center, PGS Chaplain, and Information Technology Support. Students should not hesitate to contact Student Services offices if they feel they are having difficulty in any course.

Intercultural Learning and Student Engagement: (405) 491-6684

Disability Services: (405) 717-6272

RENEW Counseling Services: (405) 717-6200

Financial Aid & Services: (405) 491-6310

Slingshot: (405) 491-6366

Library: (405) 491-6351

VETS Center: (405) 717-6299

PGS Chaplain: (405) 812-9288

Information Technology Support (405) 491-6396

II-F Library

The SNU library has a variety of holdings appropriate for the PTA Program. Online access to many physical therapy and other medical journals is available through ProQuest. The library also has subscriptions to several physical therapy journals.

II-G Computer Use

Computer access is available in the library and in other computer labs throughout the university. Owning a laptop is not a requirement of the PTA Program. Please refer to the SNU Student Handbook for computer use ethics, computer network access, and computer etiquette.

II-H Disabilities

Students with documented disabilities may request reasonable accommodations. In order to receive accommodations, a student must contact Disability Services at (405) 717-6272 or email Tabitha Pope at TPope@snu.edu

II-I Equipment

Students are often given assignments that require the use of equipment or computers without direct faculty supervision. This use may occur in the PTA lab, the library, or in another location. Care of this equipment is essential and students are requested to leave the equipment in good condition. If problems arise during the use of equipment, it should be reported immediately to a PTA Program faculty member. Students may not remove equipment from PTA labs under any circumstances.

III. Program Policies and Procedures

III-A Professional Behaviors

Professional behavior by students is expected at all times. Students are expected to follow professional standards when in the classroom, laboratory, and clinical settings. Guidelines for these standards are as follows:

1. Professional Behaviors (Appendix B)

Ten specific “Professional Behaviors” are assessed throughout the PTA program curriculum. PTA program faculty will assess the Professional Behaviors once per semester with students also performing a self-assessment once per semester.

Expected Professional Behaviors levels are:

- End of Semester I: All Professional Behaviors at least at beginning level (Clinical Procedures I)
- End of Semester II: 50% of Professional Behaviors at least at intermediate level (Clinical Procedures II)
- End of Semester III: All Professional Behaviors at least at intermediate level (Neuroscience I)
- End of Semester IV: All Professional Behaviors at entry level (Clinical Education III)

Faculty will provide both oral and written feedback regarding Professional Behaviors each semester. Copies of this feedback will be placed in the student’s file. Students are expected to change unsatisfactory behaviors after receiving feedback from faculty, and

faculty will discuss any concerns about professionalism as soon as concerns arise. If a student is not demonstrating professional behaviors at an appropriate level, a plan of action will be established during the Professional Behavior Progress meetings that occur each term. If the student does not meet the requirements satisfactorily, they may be dismissed from the program.

2. American Physical Therapy Association (APTA) Standards of Ethical Conduct for the Physical Therapist Assistant (Appendix A)

III-B Professional Appearance

In the interest of safety and professionalism, students are expected to adopt the following professional appearance behaviors during lab, skill checks, practical exams, and field trips:

- a. No hats
- b. Trimmed, clean nails
- c. No excessive jewelry
- d. No excessive makeup
- e. No offensive body odor
- f. Neat, clean, appropriate clothing
- g. Hair neatly groomed and out of face

Exceptions to the PTA dress code may be made for religious, cultural, or medical reasons. Please refer to the PTA Clinical Education Handbook for information on professional appearance behaviors expected during clinical education.

III-C Food and Beverages

No food is allowed during labs or during open lab time. All drinks and liquids must have a closable lid.

III-D Attendance Policy

Program faculty members have a responsibility to assure that all PTA students have an adequate knowledge and competence in technical skills. The faculty must ensure that each student is able to utilize these skills and knowledge in a safe, competent, and professional manner. Learning experiences in the PTA Program are arranged sequentially to ensure that new information, knowledge, and skills are integrated with previously taught material. In addition, the curriculum includes opportunities for collaborative learning, where interaction among students and faculty are critical

components of student learning. Therefore, these learning experiences cannot be repeated and attendance is a professional responsibility.

SNU expects that students will participate in all scheduled classes, laboratories, and clinical education experiences. Students are expected to be in class on time and to attend all class sessions. Missing more than one (1) class session in a course will result in a non-passing grade requiring the student to take the course again.

No more than three (3) class sessions may be missed in a term. Absences could halt progression in the program, delay graduation, and/or cause issues with financial aid. Any changes in financial aid and the cost of repeating the course is the student's responsibility.

If absence is anticipated, it is the STUDENT'S responsibility to notify the instructor, in person or by phone/email prior to the scheduled class. It is also the student's responsibility to adjust their travel time to suit anticipated weather conditions, to ensure that the student arrives at school or to the clinical placement on time. The course instructor has the right to not approve the student's reason for being absent from class.

Students are responsible for making up the work missed during any absence. If it becomes necessary to add/drop a course or withdraw from a course, it is the student's responsibility to complete the university's approved withdrawal process as outlined in current SNU Professional Studies policy. Students must schedule general education courses so they do not conflict with required PTA classes, labs, and clinical education experiences.

If the student does not initiate course withdrawal with their academic advisor and instructor, the student will be considered an enrolled student in the course and will receive a grade appropriate for what grade was achieved while enrolled.

Students absent from an examination, laboratory practical, or other graded activity will receive a "0" grade for the examination unless other arrangements are made with the individual instructor **before** the graded activity is conducted. It is the responsibility of the student to contact the appropriate instructor to arrange possible make-up options. This arrangement should be performed in person or by telephone. If the instructor is not available, a message should be left with another member of the PTA faculty. The instructor will decide the time and method of make-up examinations on an individual basis. Examination make-ups are not guaranteed but at the determination of the instructor. Messages sent by other students are not acceptable. The student is responsible for notifying the instructor of the reason for the absence.

A student may request a leave of absence from the program, but must document their request in writing at least eight weeks ahead of time if possible and submit their request to the PTA Program Director. A leave of absence is limited to one year after which the student must petition to be readmitted to the program.

III-E Rescheduling of Classes

On occasion, classes may need to be rescheduled. Efforts will be made to reschedule at a time that the majority of students can attend.

In the event a faculty member must cancel a class session, it is the faculty member's responsibility to notify the Program Director and the faculty services coordinator. The staff member will post a class cancellation notification for students on the LMS. The Program Director or other faculty member will notify the class via email if there is sufficient time. If the class session is to be made up, it is the responsibility of the faculty member to schedule the make-up session in communication with the Program Director.

III-F Lab Protocol

1. All lab sessions will begin promptly at the scheduled start time. Students should be changed into lab attire before class starts.
2. Changing areas are the respective Men's/Women's restrooms located on the second floor.
3. Lab attire must be worn for lab classes. If lab attire does not need to be worn on a specific day, PTA faculty will let students know in advance. Appropriate lab attire consists of loose-fitting shorts and shirts for men; loose-fitting shorts and swimsuits (open back), sports bras, or open back halter top under shirts for women. Warmer clothes (sweat suits to wear over lab clothes) are also appropriate. Patient gowns will be available to students if they forget their lab clothes.
4. During lab sessions, students will role play either patients or PTAs during practice sessions. STUDENTS SHOULD BE PREPARED TO EXPOSE THE ENTIRE TREATMENT AREA. Privacy will be respected and modesty will be retained as appropriate using draping methods.
5. Students should be prepared for lab class by bringing appropriate texts, equipment, and course notes.
6. The lab should be kept clean at all times. Dirty linens and equipment used should be properly stored before leaving. Treatment tables and chairs should be cleaned and returned to their proper place.
7. Students who know that they will miss a lab section must contact the course

instructor in advance. The student should also make arrangements to make up work with a lab partner.

8. No food is allowed in the lab rooms during lab or during open lab time except for closeable beverage containers.

III-G Program Safety and Security

1. All classroom and lab equipment are property of SNU and are not for personal use. Students are expected to exercise safety and good judgment when using all university equipment.
2. Students are not allowed to give any person access to the classroom/lab spaces or to the equipment.
3. Students must immediately report a lost or stolen key card to the PTA Program Director.
4. Unsafe performance in any course, practical examination, or on any skill check may result in a failing grade in a course even if adequate points for passing the course, practical exam, or skill check were earned.
5. The use of program electrical equipment or the practice of skills involving electrical equipment can only be performed with faculty supervision. Electrical equipment can be used during unsupervised lab practice if the student has passed their faculty skill check with that piece of equipment.
6. All lab equipment and supplies must be cleaned and returned to their proper place of storage after use. No equipment may leave the lab without faculty approval.
7. PTA Program students must maintain up-to-date adult, child, and infant CPR certification prior to the start of the third term of the program. Students must submit a two-sided copy of their CPR certification card to the CEC. Program faculty will also maintain current adult, child, and infant CPR.
8. Students will follow university policies in the event of a building evacuation. These policies can be found at <https://www.snu.edu/life-at-snu/dps/>
9. PTA students are expected to notify academic faculty (and clinical faculty when participating in clinical education experiences) of any medical condition(s) and/or medication(s) taken that could potentially impair or alter the student's safe and effective performance or function of all program educational experiences. Students contracting an infectious disease during the time they are enrolled in the program must report that fact to program faculty and follow appropriate medical guidelines to minimize the risk of transmission.
10. Cost and liability of travel to and from off-campus clinical experiences, including, but not limited to field trips, off-campus lab sessions, clinical education

experiences, and service learning projects, are the responsibility of the student.
11. Equipment user manuals are kept in the respective PTA lab spaces.

III-H Skill Checks

A skill check is an assessment of a student's ability to demonstrate competence in a PTA skill. Skill check assessments are done in two different ways. First, a peer skill check must be completed with a lab partner. The results of the peer skill check must be documented on the skill check form. Students will then have the opportunity to work on any problem areas prior to being tested by a course instructor. Faculty skill checks performed by an instructor will be performed during open lab times or during scheduled course labs, if there is time.

Skill checks contain critical safety elements that must be completed in order to pass the skill check. If a student fails any critical safety element, they automatically fail the skill check and must retake it. A maximum of 2 retakes are permitted.

Students must successfully pass a skill check prior to taking the practical exam which contains the skill check content area. It is the student's responsibility to make sure all skill checks have been completed prior to practical exams. If skill checks are not completed prior to a practical exam, the student will receive a 0% on the practical exam, and will then receive two additional attempts to pass the exam.

Students who have successfully passed a skill check are considered to have demonstrated competence in that skill, and are expected to maintain their competence through regular review of the skill.

III-I Practical Exams

Practical exams are used to assess a student's ability to effectively and safely integrate course material and perform a patient treatment following a physical therapist's plan of care. Practical exams integrate content from current and prior program courses. Practical exams must be passed with a score of at least 75% and can be retaken up to two times if a 75% score is not achieved. If a student obtains a score above 75% on a re-taken practical examination, a maximum score of 75% will be used for final grade calculation. Two PTA faculty members will be present for the practical exam if a 2nd practical examination retake is required. Students must demonstrate a 75% on either the initial practical exam or during an exam retake to pass the course.

If a student does not have the skill check(s) related to a practical exam completed at the scheduled time of the practical exam, the student will receive a failing grade for the

student's first attempt at the practical exam. Once the related skill check(s) are completed, the student can then complete up to two retakes as stated above.

Students will receive detailed instructions and a score sheet at least one week prior to scheduled practical exams. Students will also be required to have been signed off on one peer skill check and one faculty skill check prior to taking the practical exam.

Unsafe behavior during a practical exam is, at the instructor's discretion, grounds for immediate failure of the practical exam. Sharing practical exam scenarios or information with classmates who have not yet taken the exam is considered academic dishonesty and will be treated as such.

III-J Insurance

SNU and clinical affiliation sites do not provide health insurance to students. It is expected that students carry their own health insurance during the program including all full-time clinical education experiences. Some clinical sites require students to carry health insurance while performing a clinical experience at their facility.

III-K Immunizations and Health Screening

Students enrolled in the PTA Program participate in clinical education experiences as an essential element of their studies. To protect the health of students, patients, employees, and others, and to comply with standards established by the affiliated healthcare providers, the program requires all students to provide dates of current immunization against certain vaccine preventable diseases, and the date and results of current tuberculosis (TB) screening before the student is eligible to participate in clinical experiences, unless an exception applies. Prior to the first clinical education course, students must provide information to the CEC for an online database showing proof of a negative TB (PPD) skin test and/or negative chest x-ray within the previous year, immunization records, and proof of Hepatitis B immunization, Tetanus-Diphtheria (Td or Tdap); Measles, Mumps, and Rubella (MMR); Varicella (chicken pox); and other site-specific vaccines, such as Influenza and COVID-19.

Students should be aware that some clinical sites will require the COVID-19 vaccine. If a student does not have proof of the vaccine, they cannot be placed at that site. This may delay graduation.

The program will follow procedures for maintaining these immunization and health screening records as private educational data in accordance with federal and state privacy laws.

III-L Equipment Testing

All electrical equipment owned and used by the SNU PTA Program will be annually inspected and labeled by qualified biomedical personnel. MD BioTek, Inc will provide this service.

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

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

Any real or potential equipment safety concerns discovered by faculty or students will be labeled and taken out of use until repaired or replaced.

III-M Personal Property and Valuables

SNU and the PTA Program do not accept responsibility for loss of personal items. Theft may occur on campus and students should secure their valuables accordingly. Lockers are available on campus in the Broadhurst Gymnasium for student use.

III-N Medical Emergency in the Classroom

Students are expected to respond quickly to an emergency. Universal methods of treatment common to most emergencies are listed:

1. If someone else is in the room, ask him/her to report the emergency to a faculty member or college staff. If appropriate, call for medical assistance (911) or have someone else call. Call campus security at (405) 491-6309 or through the SafeZone app so that they can coordinate emergency response teams.
2. Access vital signs and begin CPR if appropriate.
3. A first aid kit is located in the PTA Program Laboratory, Room E306.
4. An automated external defibrillator (AED) is located at the north end of the hallway near the elevator and student lounge.

III-O Financial Aid

The financial aid office can assist students with applying for financial aid. The financial aid office can help with estimating total costs, including hidden expenses like childcare, determine which documents are needed to apply for aid and help get them all in one place, and filling out FAFSA.

III-P Confidentiality/Data Privacy

SNU has designated that certain data is considered public or private data. Please see the SNU Undergraduate Catalog for details. The PTA Program will maintain privacy/confidentiality in the following manner:

1. Grades will be posted using the LMS, which requires students to sign in using an individual password.
2. All exams, quizzes, and assignments will be returned in a manner that does not expose the grade.
3. Feedback is provided after skill checks and practical exams with only the student and instructor(s) present. When necessary or helpful, instructors will obtain permission if they would like to provide feedback in front of other students.
4. Clinical faculty must follow the data privacy policies of SNU and the PTA Program.
5. Requests for student information from any government agency will be referred to the Registrar's Office.
6. Students will sign a confidentiality agreement which applies to maintaining the privacy and confidentiality of patients during all clinical experiences.
7. During the first semester of the PTA Program, students are instructed in basic HIPPA (Health Insurance Portability and Accountability Act) policies and procedures for proper use and handling of confidential patient/client information. They are also required to pass an online instructional module/knowledge test prior to their first clinical education course.

III-Q Standard Precautions

Information on "Standard Precautions" will be provided in the 1st term of the program in PTA 1113 The Profession of PT and during the 2nd term of the program in Physical Agents. Content includes but is not limited to:

- a. HIV
- b. Hepatitis B
- c. Universal Precautions/Infection Control
- d. Chain of Infection
- e. Proper Hand Washing Technique

All students must demonstrate satisfactory understanding of this information by passing an exam which includes content on standard precautions during PTA 1113 The Profession of PT.

III-R OSHA Regulations

MSDS forms for all hazardous substances used in the PTA lab are kept in a marked binder in Room E306. A listing of all hazardous substances found at SNU can be found in the same binder. This list will be updated every semester.

III-S Laundry Usage

To keep laundry costs at a minimum, students should conserve laundry by doing the following in lab courses:

1. Place towels, pillowcases, and sheets that have come in contact with hair and skin in the dirty laundry bin.
2. Towels, pillowcases, and sheets that were used for positioning may be folded and returned to the laundry cart to be used again.
3. Place any towels, pillowcases, or sheets that are soiled with dirt, sweat, or other body fluids, mineral oil, alcohol, ultrasound gel, or e-stim gel in the dirty laundry bin.
4. Towels used to wrap a paraffin hand which is enclosed in plastic wrap may be used again if clean.

III-T Electronic Devices

Cell phones and other electronic devices that may disrupt the classroom must be turned off (or silenced if students need to be contacted for child care purposes, etc.) during lecture and lab periods, unless otherwise directed by the instructor (may use phones for Kahoot or other educational purposes). Cell phones and other electronic devices must be turned off during off campus labs and during field trips. Students will have opportunities to check their phone for messages during scheduled breaks. If students have an emergency situation where they are waiting for a call, the instructor is to be notified before class. Calculators may be allowed for specific quizzes/tests/exams. Cell phones or other internet, recording, or messaging devices of any kind are not allowed during testing. Audio or video recording of lectures, laboratory sessions, etc. may only be performed with the expressed permission of the instructor.

III-U Informed Consent

Students within the PTA Program are expected to perform a variety of physical therapy procedures on each other in the classroom and laboratory for educational purposes. This participation is very important to the learning process. Students must sign a consent form and a General Waiver of Liability prior to practicing laboratory skills. Students will sign a consent form at the start of the program that will remain in effect during the student's tenure in the PTA Program. Students will sign a general waiver at the beginning of each term of the PTA Program. Consent forms will be kept on file in the PTA Program Director's office.

III-V Photography/Videotaping

Occasionally in classroom and laboratory settings, PTA students will be simulating a work environment and will practice on one another. During this time, students may be videotaped or have digital pictures taken of them, both of which will be used only for educational purposes. Students will be asked to sign a permission form to allow videotaping and digital photography at the start of the first term of the PTA Program. This form will remain in effect for the duration of the student's tenure in the program. If a student wishes to photograph or videotape a patient for educational purposes, they must follow the policies and procedures of the clinical education site for confidentiality and for obtaining consent.

III-W Background Check

The Oklahoma Medical Board requires that all applicants for licensure complete a biometric criminal background check. An individual who is disqualified from having direct patient contact as a result of a background check will not be permitted to participate in a clinical placement. Failure to participate in a clinical placement required by the academic program could result in ineligibility to qualify for a degree in this program and to obtain licensure. PTA students must pass both a national and state background study prior to admissions.

III-X Lab Infection Control

To ensure a clean laboratory environment and to facilitate infection control, the following policies will be in effect:

1. Plinths, mats, and other treatment surfaces will be cleaned using a bactericidal agent after each class session.
2. Soiled linen will be placed in the linen hamper located in the back of the lab. If a bag is full, place a new bag in the hamper.
3. The hydrocollator will be cleaned a minimum of every six months, per the

hydrocollator cleaning procedure located in the PTA Faculty Handbook.

4. PTA faculty members are responsible for assuring the infection control policies are enforced in their labs.

Appendix

Appendix A
American Physical Therapy Association (APTA)
Standards of Ethical Conduct for the Physical
Therapist Assistant

Preamble The Standards of Ethical Conduct for the Physical Therapist Assistant (Standards of Ethical Conduct) delineate the ethical obligations of all physical therapist assistants as determined by the House of Delegates of the American Physical Therapy Association (APTA). The Standards of Ethical Conduct provide a foundation for conduct to which all physical therapist assistants shall adhere. Fundamental to the Standards of Ethical Conduct is the special obligation of physical therapist assistants to enable patients/clients to achieve greater independence, health and wellness, and enhanced quality of life. No document that delineates ethical standards can address every situation. Physical therapist assistants are encouraged to seek additional advice or consultation in instances where the guidance of the Standards of Ethical Conduct may not be definitive.

Standards

Standard #1: Physical therapist assistants shall respect the inherent dignity, and rights, of all individuals.

- 1A. Physical therapist assistants shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapist assistants shall recognize their personal biases and shall not discriminate against others in the provision of physical therapy services.

Standard #2: Physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

- 2A. Physical therapist assistants shall act in the best interests of patients/clients over the interests of the physical therapist assistant.
- 2B. Physical therapist assistants shall provide physical therapy interventions with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.
- 2C. Physical therapist assistants shall provide patients/clients with information regarding the interventions they provide.
- 2D. Physical therapist assistants shall protect confidential patient/client information and, in collaboration with the physical therapist, may disclose confidential information to appropriate authorities only when allowed or as required by law.

Standard #3: Physical therapist assistants shall make sound decisions in collaboration with the physical therapist and within the boundaries established by laws and regulations.

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

- 3B. Physical therapist assistants shall be guided by information about best practice regarding physical therapy interventions.
- 3C. Physical therapist assistants shall make decisions based upon their level of competence and consistent with patient/client values.
- 3D. Physical therapist assistants shall not engage in conflicts of interest that interfere with making sound decisions.
- 3E. Physical therapist assistants shall provide physical therapy services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when patient/client status requires modifications to the established plan of care.

Standard #4: Physical therapist assistants shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, other health care providers, employers, payers, and the public.

- 4A. Physical therapist assistants shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapist assistants shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients/clients, students, supervisees, research participants, or employees).
- 4C. Physical therapist assistants shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.
- 4D. Physical therapist assistants shall report suspected cases of abuse involving children or vulnerable adults to the supervising physical therapist and the appropriate authority, subject to law.
- 4E. Physical therapist assistants shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
- 4F. Physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

Standard #5: Physical therapist assistants shall fulfill their legal and ethical obligations.

- 5A. Physical therapist assistants shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapist assistants shall support the supervisory role of the physical therapist to ensure quality care and promote patient/client safety.
- 5C. Physical therapist assistants involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapist assistants shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapist assistants who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

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

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

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

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

Standard #7: Physical therapist assistants shall support organizational behaviors and business practices that benefit patients/clients and society.

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

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

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

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

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

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

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

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

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

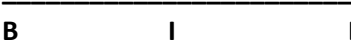
8D. Physical therapist assistants shall educate members of the public about the benefits of physical therapy

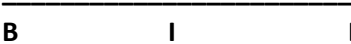
Appendix B
Professional Behaviors Assessment Tool

Student Name _____ Date: _____

Directions:

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

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

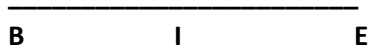
<p>2. Communication: The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.</p>		
<p>Beginning Level: Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression,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

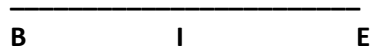
<p>3. <u>Problem Solving:</u> The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</p>		
<p>Beginning Level: Recognizes problems; States problems clearly; Describes known solutions to problems; Identifies resources needed to develop solutions; Uses technology to search for and locate resources; Identifies possible solutions and probable outcomes</p>	<p>Intermediate Level: Prioritizes problems; Identifies contributors to problems; Consults with others to clarify problems; Appropriately seeks input or guidance; Prioritizes resources (analysis and critique of resources); Considers consequences of possible solutions</p>	<p>Entry Level: Independently locates, prioritizes and uses resources to solve problems; Accepts responsibility for implementing solutions; Implements solutions; Reassesses solutions; Evaluates outcomes; Modifies solutions based on the outcome and current evidence; Evaluates generalizability of current evidence to a particular problem</p>
<p>Specific Example:</p>		<p>Place an “x” on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>

<p>4. <u>Interpersonal Skills:</u> The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.</p>		
<p>Beginning Level: Maintains professional demeanor in all interactions; Demonstrates interest in patients as individuals; Communicates with others in a respectful and confident manner; Respects differences in personality, lifestyle and learning styles during interactions with all persons; Maintains confidentiality in all interactions; Recognizes the emotions and bias that one brings to all professional interactions</p>	<p>Intermediate Level: Recognizes the non-verbal communication and emotions that others bring to professional interactions; Establishes trust; Seeks to gain input from others ; Respects role of others; Accommodates differences in learning styles as appropriate</p>	<p>Entry Level: Demonstrates active listening skills and reflects back to original concern to determine course of action; Responds effectively to unexpected situations; Demonstrates ability to build partnerships; Applies conflict management strategies when dealing with challenging interactions; Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them</p>
<p>Specific Example:</p>		<p>Place an “x” on the visual analog scale</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">B I E</p>
<p>5. <u>Responsibility:</u> The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.</p>		

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

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

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

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

<p>9. Stress Management: The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.</p>		
<p>Beginning Level: Recognizes own stressors; Recognizes distress or problems in others; Seeks assistance as needed; Maintains professional demeanor in all situations</p>	<p>Intermediate Level: Actively employs stress management techniques; Reconciles inconsistencies in the educational process; Maintains balance between professional and personal life; Accepts constructive feedback and clarifies expectations; Establishes outlets to cope with stressors</p>	<p>Entry Level: Demonstrates appropriate affective responses in all situations; Responds calmly to urgent situations with reflection and debriefing as needed; Prioritizes multiple commitments; Reconciles inconsistencies within professional, personal and work/life environments; Demonstrates ability to defuse potential stressors with self and others</p>
<p>Specific Example:</p>		<p>Place an "x" on the visual analog scale</p> <p>_____</p> <p>B I E</p>

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

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

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

Appendix C

Essential Functions of Physical Therapist Assistants/Students

There are several important factors for you to consider when you are determining your future career directions. To be successful in the PTA classroom and in your job following graduation, you should be able to meet all of the following expectations:

- Attend class and study approximately 10-29 hours a week or perform 40 hours a week of clinical education, depending on the stage of the program curriculum you are in.
- Complete all assignments on time.
- Participate in classroom discussions.
- Perform or instruct others in the following procedures (learned in class) in a timely manner: transfers, gait training, physical agents, activities of daily living, therapeutic exercises or activities, and data collection procedures.
- Use sound judgment and safety precautions (exposure to blood-borne pathogens and/or infectious disease may occur as part of the educational experience). Students are trained in safety/infection control and are expected to follow these guidelines to avoid contracting or transmitting disease.
- Meet class standards for successful course completion.
- Use critical thinking when making decisions.
- Follow standards stated in PTA Program Policy and Procedure Handbook and the PTA Program Clinical Education Handbook.
- Address problems or questions to the appropriate person at the appropriate time.
- Maintain classroom, work area, equipment, supplies, personal appearance and hygiene conducive to a professional setting as appropriate.
- Behave in a competent, professional manner.

Appendix D

Physical Requirements for the PTA Program

There are several important physical requirements for you to consider when you are determining your future career directions. To be successful in the PTA classroom and in your job following graduation, you should be able to meet all of the following expectations.

Physical Requirements for the PTA Program Include the Need to Occasionally, Frequently or Continually:

- Sit 4 hours per day with lecture blocks up to 4 hours.
- Stand 1-6 hours with lab time blocks up to 4 hours.
- Lift up to 60 pounds.
- Push/pull up to 50 pounds of force exerted at waist level.
- Squat or stoop.
- Use auditory, tactile, and visual senses to assess physiological status of an individual.
- Demonstrate good standing and unsupported sitting balance.
- Demonstrate good finger dexterity.
- Coordinate verbal and manual instructions.
- Communicate effectively with a variety of people through written verbal and nonverbal methods.
- Use hands repetitively.
- Shift weight in sitting or standing.
- Demonstrate the ability to use a firm grasp while using physical therapy equipment and while performing physical therapy interventions.
- Reach above shoulder level.
- Kneel, kneel-stand and half-kneel.
- Use equipment that emits electrical, ultrasonic and thermal energy.
- Physically move and transfer patients.
- Discriminate between right and left sides of the body and extremities.

Students who have concerns about the ability to perform any of these functions should contact the PTA program director at (405) 491-6630. Individuals with disabilities may request reasonable accommodations with the Director of Disability Services, Tabitha Pope.

Appendix E
SNU Physical Therapist Assistant Program
Essential Function Verification Form

This Student Signature Page is to be completed before Program entry.

____ Yes ____ No I have read and I understand the Essential Functions relative to the Physical Therapist Assistant Program.

____ Yes ____ No I am able to meet the Physical Requirements of the PTA Program as specified and do not require any reasonable accommodation to meet these requirements at this time.

____ (v) I require the following reasonable accommodation(s) to meet the Physical Requirement standard as specified:

Printed Name of Student

Signature of Student

Date

Signing this form also gives permission to the SNU PTA Program to release information regarding any needed reasonable accommodation to clinical education sites.

Statement of Nondiscrimination

Southern Nazarene University does not discriminate on the basis of race, sex, age, color, national or ethnic origin, marital status, or disability in the recruitment, admission, and treatment of students or access to university programs or activities including the operation of all university programs, activities, services and employment. The following person has been designated to handle inquiries regarding nondiscrimination policies including Title IX, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination:

University Provost Southern Nazarene University, Bresee Hall 6729 NW 39th Expressway
Bethany, OK 73008 405-491-6600

Inclusivity and Respect

Southern Nazarene University values each person created in the image of God, therefore, we also desire to be a community that reflects representation of diversity. We care about inclusion and equity through the refining of our character, the way we create culture and the way we serve Christ. Our University values reconciliation through God's love. In light of this commitment, we endeavor to foster a supportive environment of dignity and inclusivity in which all stakeholders, regardless of their perspectives and individual differences, are treated with respect and engage in charitable discourse.

Appendix F
SNU Physical Therapist Assistant Program
Video/Photograph Consent

I, _____ give Southern Nazarene University, PTA Program consent to video/photograph/record me during classroom, lab or off campus education experiences for educational and university purposes. This consent form will remain in effect for my tenure in the SNU PTA Program.

Student name – printed / date

Student Signature / date

Appendix G
SNU Physical Therapist Assistant Program
PTA Program Policy and Procedure Handbook Agreement

I have received and read the Policy and Procedure Handbook for the Physical Therapist Assistant Program at Southern Nazarene University. I understand its content and agree to abide by the policies and procedures set forth during my tenure as a Physical Therapist Assistant student. The Program or PTA Program Director reserves the right to alter policies, procedures, and content.

_____ Student Name (Please Print)

_____ Signature

_____ Date

Appendix H
SNU Physical Therapist Assistant Program
Student Statement of Understanding and Release

I, _____ (Print Name), am a student at Southern Nazarene University who is enrolled in the PTA program.

I acknowledge that I have been informed of the following and that I understand the following:

1. That the program I have enrolled in may involve exposure to human body fluids and cell and tissue cultures that may carry infections such as HIV (Human Immunodeficiency Virus) and Hepatitis B Virus (HBV) and Hepatitis C Virus (HCV).
2. That exposure to infectious blood and other body fluids and cultures by contact through eye, mouth, blood, non-intact skin, or other method may put me at risk of contracting a bloodborne infection.
3. That to protect myself from exposure to blood and other body fluid and cultures, I will wear protective apparel according to OSHA (Occupational Safety and Health Administration) standards and comply with applicable policies of the university and any hospital or clinical affiliate that I am attending.
4. That if I should become exposed by eye, mouth, blood, non-intact skin, or other method to blood or other human fluids or cultures, I will immediately report such incident to the program instructor or clinical affiliate supervisor.
5. That if such exposure should occur, I hereby authorize the College or the clinical affiliate to administer such immediate first aid as is deemed appropriate until medical help can be obtained.
6. That I hereby release and hold harmless Southern Nazarene University, its employees, officers, agents, and representatives, including all hospital and clinical affiliates, from any liability for any and all injury, illness, disability, or death, including all costs for medical care, resulting from my exposure to infectious blood or other human fluids or cultures or the administration of emergency first aid after such exposure, during the course of my participation in the PTA Program, whether caused by the negligence of the university or otherwise, except that which is the result of gross negligence or wanton misconduct by the university.

Student Name _____

Student Signature _____ Date _____

Appendix I
SNU Physical Therapist Assistant Program
Waiver of Liability, Assumption of Risk, and Indemnity Agreement - On/Off
Campus Activities

Waiver: In consideration of being permitted to participate in the _____
_____ (Program/Activity), I, for myself, my heirs, personal representatives or assigns,
do hereby release, waive, and discharge Southern Nazarene University and their officers, employees,
agents, successors and assigns from liability **for any and all claims, demands, actions, causes of action,**
judgments, damages, expenses and costs, (including attorney fees) due to negligence or accidentally
resulting in personal injury or illness (including death), and property loss which arise out of, result from,
occur during, or are connected in any manner with my participation in the Program/Activity.

Assumption of Risk: Participation in the Program/Activity carries with it certain risks that cannot be
eliminated regardless of the care taken to avoid injuries. The specific risks vary from one activity to another
and include but are not limited to 1) minor injuries such as scratches, bruises, and sprains; 2) major injuries
such as eye injury or loss of sight, joint or back injuries, heart attacks, and concussions; and 3) catastrophic
injuries including paralysis and death.

**I have read the previous paragraphs and I know, understand, and appreciate these and other
inherent risks. I hereby assert that my participation is voluntary and I knowingly assume all such
risks.**

Indemnification and Hold Harmless: I also agree to INDEMNIFY AND HOLD HARMLESS Southern
Nazarene University and their officers, employees, and agents from any and all claims, actions, suits,
procedures, costs, expenses, damages and liabilities, including attorney's fees which arise out of, result
from, occur during, or are connected in any manner with my participation in the Program/Activity.

Severability: The undersigned further expressly agrees that the foregoing waiver and assumed risk
agreement is intended to be as broad and inclusive as is permitted by the Laws of the State of Oklahoma
and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in
full legal force and effect.

Acknowledgment of Understanding: I have read this waiver of liability, assumption of risk and indemnity
agreement, fully understand its terms, and **understand that I am giving up my rights, including my right
to sue.** I acknowledge that I am signing the agreement freely and voluntarily, and **intend by my signature
to be a complete and unconditional release of liability** to the greatest extent allowed by law.

(Print Name)

(Student ID)

(Sign Name) (Date)