

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

Program Statistics

Acceptance Rate for PTA Class of 2023 JB: 30/60 = 50% MH: 12/17 = 71%

Graduation Rate (Jonesboro Cohort):

PTA Class of 2022: 13/17=76% (8 w/d due to personal issues)
 PTA Class of 2021: 30/30=100%
 2-year average: 43/47=91%

Graduation Rate (Mountain Home Cohort):

PTA Class of 2022: 6/7=86% (5 w/d due to personal issues)
PTA Class of 2021: 11/12=92%
2-year average: 17/19=89%

Licensure Pass Rate (Jonesboro Cohort):

	1st time pass rate	Ultimate pass rate
PTA Class of 2021	26/30=87%	27/30=90%
PTA Class of 2020	21/26=81%	25/26=96%
2-year average	47/56=84%	52/56=93%

Licensure Pass Rate (Mt Home Cohort):

	1st time pass rate	Ultimate pass rate
PTA Class of 2021	8/11=73%	9/11=82%
PTA Class of 2020	7/9=78%	9/9=100%
2-year average	15/20=75%	18/20=90%

Employment Rate (Jonesboro Cohort):

PTA Class of 2021: 27/27=100%
PTA Class of 2020: 25/25=100%
2-year average: 52/52=100%

Employment Rate (Mountain Home Cohort):

PTA Class of 2021: 9/9=100%
PTA Class of 2020: 9/9=100%
2-year average: 18/18=100%

Curriculum Plan

Complete course information can be found in the current edition of the A-State Undergraduate Bulletin. PTA courses must be taken in sequence and on a full-time basis. At times courses will be offered in modular fashion and will not meet according to the traditional University Schedule of Classes that is published prior to registration each semester. Students may also be obligated to meet in the evening or weekends either on or off campus for special learning experiences. PTA students are expected to be flexible once they begin PTA courses. The program will make every effort to avoid sudden changes and to provide students with sufficient notice to enable them to respond appropriately.

A-State Physical Therapist Assistant Program – Professional Coursework

10-Week Summer (8 credit hours)

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

Fall (15 credit hours)

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

Spring (15 credit hours)

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

Total for Professional Coursework = 38 credit hours

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

Total for AR Resident – \$15,064*

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

***Tuition / Fees** – Estimate is based on current A-STATE tuition / fee schedule located on the A-State website. Undergraduate students in the College of Nursing and Health Professions pay an additional 10% tuition. Cost per credit hour is \$218.00 (in-state).

Semester	Credit Hours	Cost per Credit Hour + Fees	Semester Subtotal
Summer	8	\$218 + \$101	\$2562
Fall	15	\$218 + \$126	\$4810
Spring	15	\$218 + \$126	\$4810
Graduation			\$45
Total			\$12,227

***Books:** A list of the books used in the program can be found on page 12. Estimated cost for books is **\$963**.

***Supplies**

***Required Lab Equipment – approximately \$130** - Students are required to purchase several pieces of equipment for use during the program. These items can be purchased separately at local medical suppliers or a local vendor will package a complete student kit for purchase. It is the responsibility of the student to acquire the needed supplies. Each student is required to have the following:

- *Gait Belt (60")
- *Bandage Scissors
- *Goniometers (6" & 12")
- *Reflex Hammer
- *Tape Measure
- *Pulse oximeter
- *Blood Pressure Cuff
- *Stethoscope

*Wristwatch that shows seconds (not included in equipment kit)

***Name Tags & Uniforms – approximately \$180** – An A-State PTA name tag will be provided to you at no cost. The PTA program does have a dress code. See page 14 for dress requirements. Students will need one pair of appropriate shoes and two clinical dress uniforms (**at least one of which must be khakis and an A-State polo shirt**).

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

PTA Program Book List

Title	
Summer	
Erickson. Procedures and Patient Care for the PTA . SLACK, 2019. ISBN: 978-1-63091-453-0	\$89.95
Finnegan. Medical Terminology in a Flash (4 th edition). FA Davis, 2020. ISBN: 978-0-8036-8953-4	\$94.95
Lippert. Clinical Kinesiology and Anatomy (6 th edition). FA Davis, 2017. ISBN: 978-0-8036-5823-3	\$81.95
Lippert. Kinesiology Flash Cards (4 th edition). FA Davis, 2017. ISBN: 978-0-8036-5824-0	\$42.95(optional)
Clarkson. Musculoskeletal Assessment (4th edition). Lippincott, 2020. ISBN: 978-1-9751-1242-4	\$74.97
Giles. PTAExam: The Complete Study Guide . Scorebuilders, (latest edition) (www.scorebuilders.com) (Must order from website; can be purchased end of summer)	\$85.00
Summer Subtotal (does not include sales tax)	\$469.77
Fall	
Goodman. Pathology for the PTA (2 nd edition). Elsevier, 2018. ISBN: 978-0-3233-9549-6	\$93.09
Manske. Fundamental Orthopedic Management (5 th edition). Elsevier, 2022. ISBN: 978-0-323-66171-3	\$59.49
Behrens. Biophysical Agents: Theory and Practice (4 th edition). FA Davis, 2021. ISBN: 978-0-8036-7667-1	\$94.95
Martin and Kessler. Neurologic Interventions for Physical Therapy (4 th edition). Elsevier, 2021. ISBN: 9780323661751	\$83.99
Erickson. Documentation Basics (3 rd edition). SLACK, 2018. ISBN: 978-1-63091-402-8	\$62.95
Fall Subtotal (does not include sales tax)	\$394.47
Spring	
Practice Exam & Assessment Tool (PEAT)	\$99.00
Spring Subtotal (does not include sales tax)	\$99.00
Total Estimate	\$963.24

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

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

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

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

Family Education Rights and Privacy Act (FERPA)

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

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

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

National Physical Therapy Exam (NPTE) Preparation

In preparation of the NPTE, all students will register for and take 2 PEAT exams (NPTE prep exam) during the spring semester of the PTA Program. The first exam will be administered during the final week of didactic curriculum. The students will take the second exam during their final day on campus in May prior to University Commencement. Areas in need of improvement will be addressed with each student on an individual basis to improve first attempt licensure examination success.

COMPLAINTS

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

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

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

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

1. Student has complaint regarding another student:
 - a. Student should first attempt to settle the matter with the other student in a prompt and professional manner.

- b. If satisfactory resolution of the issue cannot be achieved, the issue should be brought to the attention of the faculty advisor who will attempt to help resolve the issue.
 - c. If satisfactory resolution of the issue cannot be achieved, further intervention by the chain of command will be utilized to try and resolve the issue. If no resolution is possible, the student may need to utilize the formal grievance system of the university as outlined in the A-State Student Handbook.
 2. Student has complaint regarding faculty member:
 - a. Student should make an appointment to meet with faculty member and discuss the issue in a courteous manner. Student is expected to have a prepared presentation of the issue in question.
 - b. Faculty member will hear student complaint and consider its merit in an open-minded fashion.
 - c. Faculty and student will seek to resolve the issue together.
 - i. Should it become impossible for faculty and student to resolve issue, an appointment will be made to discuss the matter with the Department Chair.
 - ii. The Department Chair will attempt to mediate the problem. He/she will facilitate a resolution that follows the policies and procedures of the program, while protecting the rights and concerns of both parties.
 - iii. If the Department Chair's mediation efforts do not lead to resolution, the Dean of the College will be consulted and become involved in the mediation.
 - d. If no resolution is possible the formal grievance system of the university as outlined in the A-State Student Handbook will be used.
 3. These steps do not supersede the requirements for classroom/professional behavior on the part of the student as outlined in program and university student handbooks.
 4. All other persons who have a complaint regarding program or personnel:
 - a. Matter is referred to PTA Program Director or PT Department Chair who will develop a plan to address the complaint.
 - i. Should this process not resolve the complaint, or if the complaint is about the PTA Program Director or PT Department Chair, the issue will be referred to the Dean of CNHP for resolution.
 - ii. If no resolution is possible, the CNHP and/or University grievance systems will be used.
 - b. Any person unable to resolve a complaint using the departmental, college or university grievance process may file a complaint with Commission on Accreditation in Physical Therapy Education through their website (www.capteonline.org).
 5. Retaliation following any complaint submission is prohibited.

RISK MANAGEMENT

CPR Certification (Appendix A)

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

Physical Examination and Immunizations (Appendix A)

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

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

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

Health and Liability Insurance (Appendix A)

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

Communicable and Infectious Disease Policies (Appendix D)

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

Child Maltreatment Reporter Training (Appendix U)

All students must complete child maltreatment reporter training prior to graduation. This is a state mandated requirement for degree programs at institutions of higher education for professions that are

required to be a child maltreatment mandated reporter. This training will be completed in PTA 2233 NM I.

Student Acknowledgment and Waiver Forms (Appendix G)

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

Clinical Background Checks (Appendix V & W)

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

Drug Screens (Appendix H)

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

Student Field Trip Participation

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

Informed Consent (Appendix S)

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

1. Guests and patients provide consent by reading and signing the general consent form developed by the department which gives consent for treatment or class participation, and/or gives consent for photography. These forms are kept by the course instructor in a locked file cabinet.
2. Subjects involved in research sign a specific informed consent form, which has been approved, along with the research design, by the University Institutional Review Board, Human Subjects Committee.

3. Consent forms will remain on file in the faculty offices of the department of physical therapy for a minimum of one year, or for the life of any collected educational material.

4. All information obtained will be kept confidential according to Health Information Portability and Accountability Act (HIPAA) guidelines.

A-State Environmental Health and Safety Department

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

FACILITY PROTOCOLS

Exterior Doors (Jonesboro campus)

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

Exterior Doors (Mt Home campus)

Under normal circumstances the building is locked unless a scheduled activity is taking place. The front doors are unlocked between 7 AM and the time of the last scheduled activity in the building in the evening. These doors may also be unlocked on a weekend if a class is scheduled.

Vending Area (Jonesboro & Mt Home campus)

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

Smoking Policy (Jonesboro & Mt Home campus)

Arkansas State University is a smoke-free campus.

Classrooms

All classrooms are locked when not scheduled for use. This unfortunate necessity is due to recurrent episodes of theft. If you see any such suspicious activity at any time please bring it to the attention of a faculty member, staff member, the A-State campus police (870-972-2093) or the Mt Home campus police (870-508-6300).

Main Office - Room 102 (Jonesboro campus)

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

PT Conference Room - Room 103 (Jonesboro campus)

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

Faculty Offices – Rooms N 106, ES 111, ES 112 (Jonesboro campus)

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

Faculty Offices – Rooms H 304A and H 304B (Mt Home campus)

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

Student Lounge-Room 115 (Jonesboro campus)

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

Laboratories - Rooms 117-120 (Jonesboro campus)

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

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

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

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

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

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

Gross Anatomy Lab (Jonesboro campus)

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

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

Hazardous Substances

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

Latex Allergies / Sensitivities (Appendix J)

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

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

Practice of Lab Procedures

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

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

include a variety of clinical settings including a rehabilitation facility, an acute care facility, a skilled nursing facility, a pediatric facility, or another outpatient facility.

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

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

Cost of Clinical Education

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

Supervision of Clinical Education

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

Attendance Policy of Clinical Education

Timely attendance during all clinical experiences is mandatory. Each student is allowed one excused absence per clinical experience which must be approved by the DCE. An excused absence is considered a personal illness, illness of an immediate family member, death of a family member, or an absence that is arranged prior to the event with the clinical facility (e.g. doctors appointment). The CI and DCE must be notified to approve an excused absence. In case of illness, the student will notify the CI and DCE at

the beginning of the workday. Failure to do so will result in an unexcused absence. Tardiness and/or unexcused absences will not be tolerated. All clinical time beyond one excused absence will be made up in one of several ways. The student may remain at the clinical site for an extended period, the student may work additional hours during the week including weekends or the student may be placed in an additional clinical experience which could result in a delay in progression in the program and/or delay in graduation.

Clinical Hold Policy

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

Clinical Problems

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

Responsibilities of the University, Clinical Affiliates and Students

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

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

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

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

1. Survey Facility
2. Meet with Appropriate Staff Members

3. Discuss All Policies, Procedures and Curriculum

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

The DCE will:

1. Contact each student at least once during each clinical experience; discuss student's present status with student and clinical instructor; and counsel student regarding clinical behavioral problems. Review student evaluation of clinic and the clinic's evaluation of the student.
2. Promote effective communication between student and clinical faculty.
3. Review written assignments with students.
4. Provide opportunities for professional development for clinical instructors when specific needs arise.
5. Conduct a yearly review of course syllabus, various clinical forms, clinical policies and procedures and make necessary revisions.
6. Review all student files to ensure that each student complies with the requirements to have a current physical examination, proof of insurance, and CPR certification.
7. Conduct appropriate HIPAA education program and assess student competence prior to first affiliation.

RESPONSIBILITIES OF THE CLINICAL SITE AND STAFF

The clinical site and staff will complete the following forms for the University:

1. Clinical site contract (CEO)
2. Addendum to Affiliation Agreement
3. Clinical Site Informational Form (CSIF)

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

The following procedures should be implemented for clinical sites:

1. Review annually the A-State Clinical Education Policies and Procedures.
2. Provide students with the facility's policies/procedures regarding patients' rights.
3. The information contained in the Student Information Form is designed to be helpful in planning a meaningful and customized learning experience.
4. With the student, develop learning objectives for the clinical experience.

5. Supervise students who have been assigned appropriately for their level of clinical education and experience. Discuss and demonstrate treatments and procedures students may be unfamiliar with to broaden the learning experience, including allowing students "hands-on" experience as soon as possible.
6. Provide special experiences such as attendance at patient conferences, clinics, surgery, etc. if possible.
7. Discuss student's performance with him/her on each clinic day providing on-going pertinent and timely feedback. Confer weekly with student to update progress toward goals.
8. Each CI should ensure that he/she and student mutually understands the criteria for appropriate assessment which provides optimal feedback to DCE who ultimately assigns the course grade. Each clinical experience requires a specific level of performance that is outlined in the course syllabus.
9. Notify the DCE, if the facility is a "one-person" department, if the absence of the therapist necessitates rescheduling of a student's clinical time.
10. Notify the DCE if a student's overall performance is unsatisfactory prior to the midterm so that the program can generate the appropriate warnings.
11. Complete progress report at midterm and final. Meet with student to review the midterm and the final evaluation including the final overall assessment with supportive comments where appropriate.
12. Review the PTA Site Evaluation Form after the clinical experience for future consideration in working with students. It is recommended that the site maintain a copy of this form for its records.
13. Attend meetings on campus periodically, at which CIs from participating facilities meet with the faculty to discuss the program and to participate in continuing education.
14. Annually assess the facility's clinical education program. Notify the DCE of any clinical education development needs that the facility may have so that the DCE may assist the facility.
15. Notify the DCE of any facility changes that may affect the quality of the clinical experience as soon as possible. Examples of changes include inadequate staff, staff not prepared or willing to be a CI for the time frame the student is assigned, and / or any other situation that you believe would negatively affect the student's clinical experience.
16. The delineation of responsibility for patient care lies with the student under direct supervision of a licensed physical therapist and/or physical therapist assistant employed by the clinical affiliate.

RESPONSIBILITIES OF THE STUDENTS

The students will attend several pre-clinical education sessions with the DCE to review all aspects of the clinical experiences. The students must complete all clinical requirements and maintain updates as needed prior to the first day of the clinical experience. All students must be aware of the contents of the course syllabus for Clinical Education and the Clinical Education Policies and Procedures regarding student responsibilities. Students are responsible for providing their own transportation to and from the clinical affiliation site. Prior to beginning their clinical education, the student will:

1. be educated on how to effectively utilize PTA CPI for self-assessment.
2. contact the CCCE to arrange for first day in clinic.
3. arrive at clinic 10 minutes prior to assigned time.
4. dress appropriately for affiliation according to the institution's policy. Wear student nametag unless directed to do otherwise by the CI.

To maximize the student's learning experience, each student should ask appropriate questions and be alert to all aspects of clinical education. Students must not attempt to carry out a procedure that is unfamiliar. When in doubt, the student should ask for assistance to ensure patient's safety and comfort.

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

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

At the end of the clinical education, the student will:

1. complete self-assessment.
2. complete PTA Student Site Evaluation Form.
3. meet with CI to discuss final progress report and Site Evaluation Form.
4. electronically sign the final report of the PTA CPI.
5. meet with DCE as directed.
6. submit the original Site Evaluation Form to DCE.
7. complete an evaluation of the program to provide feedback to University faculty.
8. complete and return to the University any follow-up surveys or questionnaires received after graduation.
9. obtain prior written approval from the University and any involved affiliate before publishing any material related to the clinical education experience.
10. provide the program with current address and current employment status immediately after graduation and thereafter as changes occur so that the University file will be updated and continuously accurate.

SATISFACTORY PROGRESS IN CLINICAL EDUCATION

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

Musculoskeletal		
Metabolic/Endocrine		
Neuropsychiatry		
Skin		

Urinalysis (if indicated)	
• Sugar	
• Albumin	
• Micro	
Blood Test (if indicated)	
• Hematocrit	
• Hemoglobin	
Other Lab Tests (if indicated)	

Recommendations for physical activity (PE, Intramurals, ROTC)

Unlimited / Limited Explain:

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

Yes / No Explain:

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

Yes / No Explain:

Physician's Signature:

Print Name:

Date:

EXPOSURE (Laboratory and Clinical Settings)

Students and faculty in the College of Nursing and Health Professions may be exposed to blood borne pathogens such as HIV and HBV. In the clinical and classroom laboratory settings, students/faculty are expected to utilize Standard Precautions, hand washing and protective clothing/gear to prevent contact with blood and other potentially infectious materials.

Exposure incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious material that result from one's duties as a CNHP student or faculty member. An exposure incident involving a student/faculty/staff/visitor i.e. volunteer, invited guest in the CNHP, while in a clinical facility or campus laboratory is treated in a similar manner to any type of accident occurring within the agency.

On-Campus Laboratory or Clinical Setting: Blood Borne Pathogen Post Exposure Protocol

Should a student or faculty member be exposed to blood borne pathogen in an on-campus laboratory or clinical setting, the following post-exposure protocol is recommended:

1. The student will notify the faculty member supervising the learning experience. If the exposed individual is a faculty member, he/she will notify the chairperson of the specific program in the CNHP.
2. As soon as possible following the exposure, the college incident form will be completed by the faculty member/student.
3. The exposed individual will be referred to the Student Health Center for evaluation if the event occurs during operating hours. If the exposure occurs when the Health Center is closed, the faculty member will determine the individual's primary care options and refer the person to those resources.
4. It is suggested that the post-exposure protocol be managed by the individual's primary care provider at the individual's expense.
5. If there is a delay in reporting an exposure incident, it is recommended that the same protocol be followed.

Off-Campus Laboratory or Clinical Setting: Blood Borne Pathogen Post Exposure Protocol

If a student/faculty member is exposed to blood or other potentially infectious materials in the off campus setting, this Blood Borne Pathogen protocol is to be followed.

1. The student will notify the clinical faculty. If the exposed individual is a faculty member, s/he will notify the chairperson of the specific program at the CNHP.
2. The student, clinical faculty or chairperson will notify the supervisor of the area where the exposure occurred. Thereafter, post-exposure protocols for the clinical institution will be followed.
3. The infection control staff member/epidemiologist of the clinical facility will be notified of the exposure immediately by the student or if possible by the clinical faculty member. If a faculty member has been exposed, this individual will notify the infection control staff/epidemiologist.
4. As soon as possible following a report of an exposure incident the clinical faculty and infection control staff/epidemiologist should provide the student with counseling about an immediate confidential medical evaluation and follow-up at the student's expense. In the case of a faculty member's exposure, the individual is expected to communicate directly with the infection control staff/epidemiologist. The medical evaluation and follow-up should include, at a minimum, the following requirements:
 - (a) Documentation of the route(s) of exposure and the circumstances under which the exposure incident occurred.

(b) Identification and documentation of the source individual unless the clinical facility staff establishes that the identification is infeasible or prohibited by state or local law.

5. The source individual's blood shall be tested as soon as possible after consent is obtained in order to determine HBV and HIV infectivity. If consent is not obtained, the clinical facility shall establish that the source individual's consent cannot be obtained. When the source individual's consent is not required by law, the source individual's blood shall be tested and the results documented.

6. When the source individual is already known to be infected with HIV or HBV, testing for the source individual's HIV or HBV status need not be repeated.

7. Results of the source individual's testing shall be made available to the exposed individual who should also be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.

(a) The exposed student/faculty member's blood should be tested as soon as possible.

(b) It is suggested that the post-exposure protocol be managed by the student/faculty member's personal healthcare provider.

Student

Date

For Student Clinical File

prior to the time authorized by an instructor

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

PROCEDURES:

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

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

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

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

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

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

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

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

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

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

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

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

Student's Name

Student's Signature

Date

For Student Clinical File

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

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

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

Student Signature

Date

For Student Clinical File

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

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

Student Name (print): _____

Email Address: _____

Hometown: _____

Student Signature: _____

Date: _____

For Student File

**Arkansas State University
Physical Therapist Assistant Program
STUDENT LEARNING CONTRACT/Conference Form
Appendix P**

Student:

Date:

Purpose of meeting:

Course(s):

Specific Problem/Current Behavior (describe):

Expected behavior:

Intervention/remediation:

Timeline for completion of intervention/remediation:

Consequences:

Student remarks:

Student / Date

Faculty / Date

**Arkansas State University
Physical Therapist Assistant Program
STUDENT REPRESENTATION OF A-STATE WHILE ENGAGED IN CLINICAL EDUCATION
Appendix Q**

I hereby confirm that I am being assigned to _____, the “Institution,” for the purpose of participating in clinical training and experience required as a part of my course of study at Arkansas State University, the “University.” I recognize and agree that I am not the agent or employee of the University for any purposes whatsoever during my clinical studies at the Institution. I further acknowledge and confirm that I am a student only and have no authority to act on behalf of the University in any capacity.

Student Signature

Date

For Student Clinical File

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

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

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

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

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

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

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

6. Problem-Solving	Recognizes problems; States problems clearly; Describes known solutions to problem; Identifies resources needed to develop solutions; Begins to examine multiple solutions to problems.	Prioritizes problems; Identifies contributors to problem; Considers consequences of possible solutions; Consults with others to clarify problems.	Implements solutions; Reassesses solutions; Evaluates outcomes; Updates solutions to problems based on current research; Accepts responsibility for implementing solutions.	Weighs advantages; Participates in outcome studies; Contributes to formal quality assessment in work environment; Seeks solutions to community health-related problems.
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7. Professionalism	Abides by APTA Code of Ethics; Demonstrates awareness of state licensure regulations; Abides by facility policies and procedures; Projects professional image; Attends professional meetings; Demonstrates honesty, compassion, courage, and continuous regard for all.	Identifies positive professional role models; Discusses societal expectations of the profession; Acts on moral commitment; Involves other health care professionals in decision-making; Seeks informed consent from patients.	Demonstrates accountability for professional decisions; Treats patients within scope of expertise; Discusses role of physical therapy in health care; Keeps patient as priority.	Participates actively in professional organizations; Attends workshops; Actively promotes the profession; Acts in leadership role when needed; Supports research.
8. Responsibility	Demonstrates dependability; Demonstrates punctuality; Follows through on commitments; Recognizes own limits.	Accepts responsibility for actions and outcomes; Provides safe and secure environment for patients; Offers and accepts help; Completes project without prompting.	Directs patient to other health care professionals when needed; Delegates as needed; Encourages patient accountability.	Orients and instructs new employees/students; Promotes clinical education; Accepts role as team leader; Facilitates responsibility for program development and modification.
9. Critical Thinking	Raises relevant questions; Considers all available information; States the results of scientific literature; Recognizes Aholes@ in knowledge base; Articulates ideas.	Feels challenged to examine ideas; Understands scientific method; Formulates new ideas; Seeks alternative ideas; Formulates alternative hypotheses; Critiques hypotheses and ideas.	Exhibits openness to contradictory ideas; Assesses issues raised by contradictory ideas; Justifies solutions selected; Determines effectiveness of applied solutions.	Distinguishes relevant from irrelevant patient data; Identifies complex patterns of associations; Demonstrates beginning intuitive thinking; Distinguishes when to think intuitively vs. analytically; Recognizes own biases and suspends judgmental

				thinking; Challenges others to think critically.
10. Stress Management	Recognizes own stressors or problems; Recognizes distress or problems in others; Seeks assistance as needed; Maintains professional demeanor in all situations.	Maintains balance between professional and personal life; Demonstrates effective affective responses in all situations; Accepts constructive feedback; Establishes outlets to cope with stressors.	Prioritizes multiple commitments; Responds calmly to urgent situations; Tolerates inconsistency in health-care environment.	Recognizes when problems are unsolvable; Assists others in recognizing stressors; Demonstrates preventative approach to stress management; Establishes support network for self and clients; Offers solutions to the reduction of stress within the work environment.

PROFESSIONAL BEHAVIORS ASSESSMENT

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

Student Name: _____

Date: _____

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

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

5. Use of Constructive Feedback	B D E P	
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6. Problem-Solving	B D E P	
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7. Professionalism	B D E P	
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8. Responsibility	B D E P	
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9. Critical Thinking	B D E P	
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10. Stress Management	B D E P	
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**Arkansas State University
Physical Therapist Assistant Program
Voluntary Consent Form
Appendix S**

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

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

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

Date	Signature of Volunteer (Signature of parent/legal guardian)
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**Arkansas State University
Physical Therapist Assistant Program
COMPLAINT FORM
Appendix T**

Date:	
Complainant Name:	
Relationship to PTA program	
Contact Info: Phone : Email:	
A-State Email:	
Problem:	
Solution:	

**Arkansas State University
Physical Therapist Assistant Program
Child Maltreatment Reporter Training
Student Verification of Training Form
Appendix U**

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

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

Student Name (please print)

Student ID Number

Student Signature

Date

Advisor Signature or Designated School Official Signature

Date

Date of Child Maltreatment Reporter Training _____

For Student File

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

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

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

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

Student signature: _____

Date: _____

For Student File (prior to orientation)

Arkansas State University
College of Nursing & Health Professions
Student Background Checks-Affiliation Requirement
Appendix W

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

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

Please follow the directions below for submitting your application to Verified Credentials:

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

Upon completion of the background screening, you will be sent a notice that the report is complete. The report will apprise you of the findings as well as your final score of:

- **Red**—Convictions or Discrepancy found
- **Yellow**—Possible Discrepancy found
- **Green**—No Convictions or Discrepancies found

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

RELEASE OF SCREENING RESULTS

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

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

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

Printed name: _____

Signature: _____

Date: _____

For Student Clinical File

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

Required: Effective August 1, 2009 students must submit to and demonstrate a satisfactory criminal background check as a prerequisite for clinical practice for certain health care facilities. Students who fail to submit to a background check or to allow the Clinical facilities access to the report will be ineligible for clinical placement. Those who do not pass the background check are afforded the opportunity to explain the circumstances surrounding the situation and if the final determination is that the student is ineligible for clinical placement he/she will be given the opportunity to withdraw from the Program. Attendance in clinical practice is mandatory for successful completion of all the Nursing or Health Professions Program.

The criminal background check will include but is not limited to: ID Search Plus; Criminal Background; Sex Offender Search; Abuse Registry; OIG Medicare Sanctioned List;

Situations in which a student does not receive a satisfactory background check will be reviewed by the Clinical Facility on a case-by-case basis. Convictions involving the following crimes, but not limited to these crimes, may serve to disqualify a student from participating in the mandatory clinical learning experiences.

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

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

Process Guidelines:

*Arkansas State University College of Nursing and Health Professions has adopted Verified Credentials as the background screening vendor for those clinical sites that require a background check. This will become effective August 1, 2009. Students will be responsible for all associated costs.

*Students will be required to complete a background check screening with the Program's vendor. The background check is to be completed prior to participating at the health care facility where such a requirement is stipulated.

*At present, Verified Credentials completes screening through Criminal Search (County), FACIS (Level I – Individual), IDSearchPlus and the National Sex Offender Public Registry.

*Through Verified Credentials, students are assigned a GREEN, YELLOW or RED indicator in each of the screening areas listed above. A copy of each student's report will be sent directly to the clinical site for review and/or available for review per Verified Credentials' WEB site. Students will be required to provide all clinical affiliates open access to criminal background check reports.

*In the event the student receives a **GREEN** indicator(s), the student will be cleared to participate in clinical experiences.

*In the event the student receives any **YELLOW** indicator(s), the student's Verified Credentials Report will be reviewed by the clinical to determine if they will be permitted to participate in the clinical experience.

*In the event the student receives any **RED** indicator(s), the student's Verified Credentials Report will be reviewed by the clinical site to determine if the student will be permitted to participate in the clinical experience.

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

**Arkansas State University
Physical Therapist Assistant Program
Clinical Education Requirements
*Appendix X***

As part of the professional degree program, I will be required to enroll in clinical/field courses at various sites and locations prior to my graduation. My signature on this form acknowledges that I understand I will not be financially compensated for these field or clinical courses by either Arkansas State University or the entity who operates the site and location where these field or clinical courses will take place.

Student Name: _____

Student Signature: _____

Date: _____

For Student Clinical File

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

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

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

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

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

Arkansas State University
Physical Therapist Assistant Program
Flu Policy
Appendix Z

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

Student Name: _____

Student Signature: _____

Date: _____

For Student File

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

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

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

(specify)

to

(person or organization to whom authorization is given)

for the purpose of

(state purpose for which information may be disclosed)

Student Signature

Print Name

Date