



# HOCKING COLLEGE

## PHYSICAL THERAPIST ASSISTANT HANDBOOK 2022-2023

## TABLE OF CONTENTS:

Content	Page	Content	Page
Welcome Letter from the Dean	<b>4</b>	Suspension, Dismissal, or Withdrawal	<b>22-23</b>
Welcome from Faculty	<b>5</b>	<b>Section II Clinical Education Information</b>	<b>24</b>
Success Stories	<b>6</b>	Clinical Education Introduction	<b>25</b>
Program Contact Information	<b>7</b>	Clinical Experiences	<b>25</b>
<b>Section I PTA Program Academics and Specifics, Goals</b>	<b>8</b>	Confidentiality	<b>26</b>
Physical Therapist Assistant Role	<b>9-11</b>	Attendance	<b>26-27</b>
Accreditation	<b>11</b>	Dress code	<b>28-29</b>
Physical Demands of the Job	<b>11</b>	Expenses	<b>29</b>
APTA	<b>12</b>	Finger Printing and BCI checks	<b>29-30</b>
Licensure	<b>13</b>	Health and Safety Considerations	<b>30-31</b>
Occupational Outlook	<b>13</b>	Hand Hygiene	<b>31</b>
Academics	<b>13</b>	Clinical Education Health/Requirements	<b>32-33</b>
Admissions	<b>13</b>	Health Insurance and HIPAA	<b>33</b>
Academic Responsibilities	<b>13-14</b>	Informed Consent	<b>34</b>
Attendance	<b>14</b>	Withdrawal	<b>34</b>
Grading Scale	<b>15</b>	<b>Section III Hocking College Information and Relevant Policies</b>	<b>35</b>
Lecture and Lab Structure	<b>16</b>	Hocking Institutional Outcomes	<b>35</b>
Progression Through the Program	<b>17</b>	Career and follow up/Advising	<b>36</b>
Professional Behavior	<b>17</b>	Student Success Center	<b>37</b>
Re-entry/Re-admission	<b>17-18</b>	Title IX, Netiquette, Accommodations	<b>38</b>
Remediation/Retention	<b>18</b>	Diversity and Inclusion	<b>39</b>
Health and Safety Practices	<b>18-20</b>	Grade appeals	<b>39</b>
Drug Testing	<b>19</b>	Honesty	<b>40</b>
Lab Simulations	<b>20</b>	Chain of Command	<b>41</b>
Skill Checks	<b>20-21</b>	Student complaints, form	<b>41</b>
Standards of Ethical Conduct/Value Based Behaviors for the PTA	<b>22</b>	Civility	<b>41</b>
Graduation/Evaluation of Faculty	<b>22</b>	Attendance, Misconduct, Eval of Faculty	<b>42</b>
Student Governance	<b>22</b>	Campus Security, Social Distancing, Children on campus, General HC Policies	<b>43-45</b>

<b>Appendices</b>	<b>Content</b>	<b>Page</b>
<b>A</b>	Student Resources Detail	<b>46</b>
<b>B</b>	Student complaints and Governance policy	<b>47-48</b>
<b>C</b>	Student Suspension and Dismissal	<b>49</b>
<b>D</b>	Wellbeing and Health Specifics	<b>50-52</b>
<b>E</b>	Lab Simulation Details	<b>52-57</b>
<b>F</b>	PTA Lab Remediation Procedure	<b>58</b>
<b>G</b>	PTA Progression	<b>59-60</b>
<b>H</b>	PTA Readmission Policy	<b>61-62</b>
<b>I</b>	Readmission Policy and Form for Clinical Year 2	<b>63-64</b>

<b>J</b>	PTA Student Appeals Procedure and Form	<b>65-66</b>
<b>K</b>	PTA Selective Admission Criteria	<b>67-71</b>
<b>L</b>	BCI criminal background checks detail	<b>72</b>
<b>M</b>	PTA Student Concerns and Complaint Form	<b>73</b>
<b>N</b>	Civility Statement and Complaint Form	<b>74-75</b>
<b>O</b>	Lab Simulation and Confidentiality statement and Video Consent	<b>76</b>
<b>P</b>	Lab Simulation Orientation and Conduct detail	<b>77-78</b>
<b>Q</b>	Student PTA Remediation/Monitoring Plan	<b>79-80</b>
<b>R</b>	The Physical Therapist Assistant Curriculum and links	<b>81</b>
<b>S</b>	Clinical Site Visit Form	<b>82-84</b>
<b>T</b>	Clinical Performance Standards	<b>85-90</b>
<b>U</b>	HC Attendance Procedure	<b>92</b>
<b>V</b>	PTA Skills Listing-revised in 2022	<b>93-94</b>
<b>W</b>	Procedure for practice exam failure and graduation	<b>95-96</b>
<b>X</b>	PTA Student Acknowledgement and Agreement Form for this Handbook	<b>97</b>



## **FROM THE DEAN**

Greetings from the School of Allied Health and Nursing and welcome to Hocking College!

It is my pleasure to welcome you as you embark upon your path to becoming a Physical Therapist Assistant. This is an exciting time; I encourage you to take advantage of all that Hocking College has to offer. I hope that your time here will be both academically productive and personally rewarding.

Hocking College provides a unique, innovative, and quality education in a supportive experience-based learning environment, preparing students for employment and transfer education opportunities, while teaching the value of lifelong learning, promoting diversity and developing citizens who are engaged in their local and global communities.

Our faculty members are experts in their field and bring a broad scope of experience to the classroom. They are easily accessible and devoted to helping students achieve success.

I wish you the very best on your journey to become a Physical Therapist Assistant. If I can be of assistance, please contact me in my office in Davidson Hall 217 or e-mail me at

Best wishes for a successful year,

Dean, School of Allied Health and Nursing

**HOCKING COLLEGE  
PHYSICAL THERAPIST ASSISTANT PROGRAM  
WELCOME FROM PROGRAM FACULTY**

***Congratulations!***

Welcome to the Hocking College Physical Therapist Assistant Program. You have a unique opportunity to be a part of an exciting and rewarding health care field. The goal of the Physical Therapist Assistant Program is to prepare graduates to work as physical therapist assistants under the supervision of a licensed physical therapist.

This program will provide you with a contemporary education that prepare you to successfully pass the licensing exam and enter the job market as an entry-level licensed physical therapist assistant. The program is time consuming, challenging, and rigorous, yet it is also extremely rewarding as you gain knowledge and learning new skills. As a physical therapist assistant, you will have the opportunity to meet and interact with people of all ages, cultures, and value systems. Listen; be open, and willing to learning from your professors and patients alike! Treat everyone with respect and behave with integrity. You are the future of our profession.

The program faculty are available to help you succeed. Please feel free to ask questions, schedule a study session or request additional help. We want you to succeed in the program, on the board exam, and in your career. Hard work is the foundation of our profession, so take your commitment seriously. Be positive, passionate, and always willing to learning. Life-long learning is an important aspect of our profession. Advances in medicine, research, and technology have changed the practice of physical therapy and will continue to do so in the future. This is only the beginning, as continuing education will ensure your future licensure renewals.

Take your commitment seriously. We do.

This handbook will provide you with program policies/procedures and other helpful information concerning the program. If you have questions about the information obtained in this handbook, feel free to ask. The program faculty is here to help you grown into a reflective practitioner with social and emotional intelligence. The college and PTA program reserve the right to modify policies to best achieve learning objectives.

Upon successful completion of the program, you will receive an Associate of Applied Science Degree in Physical Therapist Assistant.

Sincerely,  
Sam Coppoletti (Dr. C) PT, t-DPT, BS, CSCS  
PTA Program Manager  
(740) 753-6404

Terry Hill, BS, PTA  
Academic Coordinator of Clinical Education (ACCE)  
(740) 753-6420

## SUCCESS STORIES

Read on to learn what a PTA degree has done for some of our graduates.

After graduating from Ohio University (OU) in 1993 with a BFA in Dance, I went on to dance professionally and teach in North Carolina. I performed with and directed three dance companies and toured in Europe, Canada, and the United States. Desiring to make dance and the overall movement experience accessible to children, I went on to pursue my AAS and became a pediatric PTA. After graduating from Hocking College at the head of my class in 2003, Ohio University Therapy Associates hired me. As a PTA, I am treating children of all ages in both the outpatient clinic and the school system. I continue to teach dance, perform, and choreograph as I have for over 19 years. I have also been an AFFA certified aerobics instructor. I am an adjunct instructor for OU in the Division of Physical Therapy and Department Chair for the Department of Interdisciplinary Health Studies at OU. I feel fortunate that I can incorporate my movement experience with my PTA knowledge in hopes of making a difference in the lives of the clients I treat. Spending time with my son Jake and husband David are my most precious moments.

Tobe Gillogly, MS, PTA

I was a non-traditional student who had a family at home, so I wanted to do well in the PTA Program for myself and as an example for my kiddos. I knew that I might miss some valuable family time when I was in the program but wanted to make sure that it was worth the effort and did the best that I could. It is a tough program but with a little grit it is possible to do well even when raising a family. Our class even benefitted from having our toddler as a model for the pediatric lab! After graduating and getting my license, I worked PNURSING at skilled nursing facilities and an out-patient clinic, but quickly realized that my passion is working with the geriatric population in a skilled nursing setting. I now work full time at a local nursing facility. I love the challenge of working with patients that have complex problems and work toward getting them as independent as possible. Since my graduation in 2016 from Hocking College, I have had the opportunity to complete continuing education courses in balance, dementia, cardiac, and pulmonary. I look at every training and continuing education course to grow as a clinician. I have also had the opportunity to serve as a clinical instructor for Hocking College PTA students! I still live in the Athens area but moved out in the country with my husband, Brian, my ten-year-old son, my four-year-old daughter and my two dogs.

Kelly Forshey, PTA

## FACULTY PROFILES

### The Academic Faculty

**Sam Coppoletti, PT, t-DPT, CSCS, BS** has been involved in PT or PTA education for over 25 years, serving as the Program Coordinator or Director at two other Ohio PTA programs, most recently serving as Interim ACCE at Clermont College in Batavia, Ohio. He is a graduate of The University of Iowa and Shenandoah University with his MPT in 1987 and transitional DPT in 2008. He has served on the PT Section of the OTPTAT State Board and has continued to be active in the communities where he lived. His specialty is administration and orthopedics.

**Terry Hill, PTA, BS** is the Academic Coordinator of Clinical Education (ACCE) and joined the PTA faculty in 2015 and is also an instructor in the program. Terry has a Bachelors' Degree from Ohio University in Communications and graduated from the PTA Program at Washington State Community College. Terry has experience in business, and clinical experience in skilled nursing, outpatient, and

acute care. In his role as ACCE, Terry acts as a liaison between clinical sites and Hocking College. He is responsible for placing students at clinical sites and ensuring the chosen clinical environment is conducive to learning.

### ***The Clinical Instructors***

During clinical experiences, students practice their skills in a variety of clinical settings under the supervision of a licensed physical therapist or physical therapist assistant. These clinicians are not employees of Hocking College. They are employees of their facilities who have graciously agreed to participate in the education of students. Clinical instructor qualifications comply to standards set by CAPTE. These are reviewed by the academic faculty prior to placing students in a facility. In addition to licensure, clinical instructors must have a minimum of one year of clinical experience.

## **PROGRAM CONTACT INFORMATION**

Sam Coppoletti  
(740) 753-6404  
[coppolettis@hocking.edu](mailto:coppolettis@hocking.edu)

Terry Hill  
(740) 753-6420  
[hillt22835@hocking.edu](mailto:hillt22835@hocking.edu)

## **SECTION I THE PHYSICAL THERAPIST ASSISTANT PROGRAM**

The Physical Therapist Assistant Program prepares students to work under the supervision of a licensed physical therapist. It is a two-year program consisting of a year of general courses followed by a year of technical course work and clinical experience.

### **Mission**

It is the mission of the Physical Therapist Assistant Program to graduate competent physical therapist assistants who provide physical therapy services ethically, legally, safely, and effectively under the supervision and direction of the physical therapist. Graduates will demonstrate an understanding of the role of the physical therapist assistant and of the preferred relationship between the physical therapist and the physical therapist assistant. They will provide physical therapy services with respect and sensitivity for individual, cultural, and societal differences. The Hocking College graduate will uphold the profession's commitment to the delivery of high-quality, cost-effective physical therapy services. Lastly, the Program strives to be consistent with, and supportive of the College's mission: **"We serve as a pathway to prosperity, teaching and inspiring all who seek to learn, growing careers and changing lives."**

### **Program Goals:**

Through the use of learner-centered didactic and clinical education experiences, in fulfilling its mission, the program strives to:

1. Promote the graduate's ability to provide delegated physical therapy services ethically, legally, safely, and effectively under the supervision of the physical therapist.

2. Promote a clear understanding of the preferred relationship between the physical therapist and the physical therapist assistant in the delivery of high-quality, cost-effective physical therapy services.
3. Promote a clear understanding of when the direction to perform an intervention is beyond that which is appropriate for the physical therapist assistant.
4. Foster the development of effective and appropriate communication skills.
5. Foster integrity through the development of ethical and respectful behavior and conduct in all actions.
6. Foster the development of clinical problem-solving skills.
7. Promote sensitivity to and the valuing of individual, cultural, and societal differences in all aspects of physical therapy services.
8. Foster an awareness of the individual as a whole with multiple factors playing a role in the healing process.
9. Foster an understanding of and a commitment to health and the prevention of disease both personally and as a health care provider.
10. Promote a commitment to social responsibility, citizenship, advocacy, and service.
11. Promote a commitment to life-long learning for personal and professional growth by fostering self-awareness and introspection.

**PTA Faculty and Associated Faculty Goals:**

1. To develop and/or enhance the teaching, advising, career development, and technical content delivery skills for all faculty, according to each IDP (individualized development plan).
2. To enhance the skills or delivery of any course taught by associated faculty.

**Program Outcomes:**

Based upon the Director of Assessment recommendations, program outcomes were modified in 2018 and are as follows: The following outcomes are skills, behaviors, and attitudes cultivated in students seeking the Associate of Applied Science in Physical Therapist Assistant:

1. Within the scope of practice of the physical therapist assistant, safely and effectively collect patient data and perform selected interventions identified in the plan of care established by the supervising physical therapist;
2. Complete accurate and timely documentation that follows the guidelines of state practice acts, the clinical setting, and other regulatory agencies;
3. Effectively manage daily operations of physical therapy services including scheduling, billing/reimbursement, and quality assurance;
4. Implement individualize patient intervention(s) established by the physical therapist including modifications based upon patient status, pathophysiology, and plan of care reporting changes to the supervising physical therapist;



5. Under the direction and supervision of the physical therapist, participate in coordinating continuity of care with the patient, caregivers, and members of the health care team concerning education, discharge planning, and follow up care.

### **UNIQUE “Course” Opportunities**

*BIOS 2201 Advanced Anatomy* - Hocking College PTA students are provided an in-depth anatomy course designed specifically for the needs of the physical therapist assistant.

*PTA 2210 Cardiopulmonary Function* - As part of the laboratory component of *Cardiopulmonary Function*, all students participate in a personal strengthening and aerobic conditioning program. The goal is for the students to acquire first-hand experience in the performance of exercise and to foster a commitment to personal illness prevention, stress management and the maintenance of health. Percent body fat composition, blood pressure and heart rate are monitored at the beginning, middle and end of the term providing further incentives to exercise.

Various educational opportunities are provided to students in the program which include field trips and guest speakers. When these activities are scheduled, it is mandatory that students attend and demonstrate behavior that is reflective of the profession

### **ROLE OF THE PHYSICAL THERAPIST ASSISTANT**

The physical therapist assistant, or PTA, is a technically educated health care provider who works under the supervision and direction of a licensed physical therapist to restore function when disease or injury result in pain and/or limited movement abilities. Physical therapist assistants assist in the interventions for individuals of all ages, from newborns to geriatric patients.

Physical therapy intervention is used to manage a wide range of conditions including neck and back injuries, joint sprains, stroke, amputations, wounds and burns, birth defects, spinal cord injury, traumatic brain injury, joint replacements, fractures, heart attacks, work-related injuries, sports injuries and those recovering from illness.

When a patient seeks physical therapy services, the physical therapist performs an initial examination/evaluation then develops diagnosis, a plan of care which includes precautions, goals, prognosis, treatment plan, therapeutic interventions, frequency and duration of treatment. The physical therapist assistant carries out selected data collection techniques and interventions, completes documentation per the approved facility format, and reports the patient’s response to the supervising physical therapist. The responsibilities of the physical therapist assistant may include:

Per the Ohio PT Revised Code Section 4755.40 Physical therapist definitions. Effective: March 20, 2019, Legislation: House Bill 131 - 132nd General Assembly as used in sections 4755.40 to 4755.56 and 4755.99 of the Revised Code:

(A)(1) "Physical therapy" means the evaluation and treatment of a person by physical measures and the use of therapeutic exercises and rehabilitative procedures, with or without assistive devices, for the purpose of preventing, correcting, or alleviating physical impairments, functional limitations, and physical disabilities.

"Physical therapy" includes physiotherapy.

"Physical therapy" includes the establishment and modification of physical therapy programs, treatment planning, patient education and instruction, and consultative services.

With respect to the evaluation of a person, "physical therapy" includes determining a physical therapy diagnosis in order to treat the person's physical impairments, functional limitations, and physical disabilities; determining a prognosis; and determining a plan of therapeutic intervention.

If performed by a person who is adequately trained, "physical therapy" includes the design, fabrication, and revision of various assistive devices, and the provision of education and instruction in the use of those devices, including braces, splints, ambulatory or locomotion devices, wheelchairs, prosthetics, and orthotics.

"Physical therapy" includes the administration of topical drugs that have been prescribed by a licensed health professional authorized to prescribe drugs, as defined in section 4729.01 of the Revised Code.

(2) "Physical therapy" does not include either of the following: (a) The use of electricity for cauterization or other surgical purposes; (b) The use of Roentgen rays or radium for diagnostic or therapeutic purposes.

(B) "Physical therapy diagnosis" means a judgment that is made after examining the neuromusculoskeletal system or evaluating or studying its symptoms and that utilizes the techniques and science of physical therapy to establish a plan of therapeutic intervention.

"Physical therapy diagnosis" does not include a medical diagnosis.

(C) "Physical measures" include massage and other manual therapy techniques, heat, cold, air, light, water, electricity except as provided in division (A)(2)(a) of this section, sound, and the performance of tests of neuromuscular function as an aid to the provision of treatment.

(D) "Physical therapist" means a person who practices or provides patient education and instruction in physical therapy and includes a physiotherapist.

(E) "Physical therapist assistant" means a person who assists in the provision of physical therapy treatments, including the provision of patient education and instruction, under the supervision of a physical therapist.

(F) "Supervision" means the availability and responsibility of the supervisor for direction of the actions of the person supervised.

As a student physical therapist assistant, you will practice these and other skills using fellow students in a laboratory setting and progress to treating "real" patients in the clinic under the supervision of a licensed physical therapist or physical therapist assistant.

Physical therapist assistants may choose from a variety of employment environments including hospitals, privately owned practices, ambulatory outpatient clinics, rehabilitation centers, skilled nursing facilities, long-term care facilities, home health settings, school systems, sports facilities, educational and industrial settings. Examples of typical work tasks may be:

- \* Assisting the physical therapist in the provision of physical therapy services
- \* Performing data collection (test and measurement) techniques
- \* Administering interventions (treatments) utilizing heat, cold, ultrasound, electrical current, water, light, massage, and other hands-on techniques

- \* Assisting and supervising patients in performing therapeutic exercise programs for strength, balance, endurance, and functional activities
- \* Fitting and instructing patients in the use of assistive devices such as crutches, walkers, canes, and wheelchairs
- \* Instructing patients in activities of daily living
- \* Documenting relevant aspects of patient care
- \* Maintaining and setting up treatment equipment
- \* Maintaining department inventories
- \* Participating in quality assurance activities
- \* Scheduling patients

### **PHYSICAL DEMANDS OF THE JOB**

The job of a physical therapist assistant meets the U.S. Department of Labor classification for the medium demand level of work. At this level the physical therapist assistant/student will be required to:

- Lift 20#-50# frequently and 50# or more occasionally
- Lift and/or move a patient in bed and transfer patient bed to chair, chair to bed, or wheelchair to toilet, toilet to wheelchair, and wheelchair to car or car to wheelchair
- Stand, balance, walk, push, and pull equipment
- Climb occasionally
- Stoop, kneel, crouch, and squat frequently
- Observe and assess a patient who is close at hand or many feet away, read a stopwatch, set dials on equipment
- Manipulate small objects with their hands
- Hear normal conversations and vital signs in a moderately noisy environment

Additionally, physical therapist assistants must be able to communicate effectively both verbally and non-verbally and work as members of a team. Physical therapist assistants need to be empathetic yet motivate the individuals under their care. They need to be able to react quickly in an emergency and have the ability and knowledge base to critically think in all situations.

### **ACCREDITATION**

The Physical Therapist Assistant Program at Hocking College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia, 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. The program's current status is accreditation; for more information see <https://aptaapps.apta.org/accreditedschoolsdirectory/AllPrograms.aspx>

If needing to contact the program/institution directly, please call 740-753-6404 or email [coppolettis@hocking.edu](mailto:coppolettis@hocking.edu)

[The program is fully accredited until December of 2024 and the site visit is scheduled for the Spring of 2024. \(TBD\)](#)

## **COMMISSION ON ACCREDITATION OF PT EDUCATED PROGRAMS (CAPTE)**

The program adheres to all the standards for PTA programs as established by CAPTE. To comply with these standards, the program is required to maintain information from program graduates that includes a current address, phone number and e-mail. Information regarding employment, including name, address, and phone number of facility, and the name and contact information of direct supervisor in necessary as well. Following graduation, a prompt response to emails/texts from the PTA program is appreciated. It is the expectation that student's update contact information with the program.

## **AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA)**

Students enrolled in the clinical year are eligible for student membership to the American Physical Therapy Association (APTA). PTA students are eligible for membership as paid by the College, (\$90) when accepted into the program. They will have access to some assigned educational modules for free and may have access to discounted rates on many services and products. APTA membership is not mandatory for clinicians but provides many benefits to members. If students have more questions, please contact a program faculty member or the APTA website [www.apta.org](http://www.apta.org) for more information.

## **NATIONAL PHYSICAL THERAPY EXAM-PHYSICAL THERAPIST ASSISTANT (NPTE-PTA)**

In order to practice as a physical therapist assistant in any State or US territory, students must pass a national licensing exam. This exam is developed and administered by the Federation of State Boards of Physical Therapy (FSBPT). The exam is given four times in a year, in January, April, July, and October.

To ensure success on the NPTE-PTA exam, students must attend a mandatory board review course on campus, take practice licensing exams during PTA-2214 Rehab, as well as in PTA-2207 PTA Clinical Issues and Role Transitions and achieve appropriate scores. More information will be provided by the program faculty. This is included in the All-Inclusive Pricing.

## **OHIO JURISPRUDENCE EXAM**

To practice anywhere in the United States, graduates from an accredited PTA Program must apply to the state board in which they want to practice. Students graduating from Hocking College will take the Ohio Jurisprudence exam which is based upon the laws and rules governing the practice of physical therapy in the State of OHIO.

Based upon current regulations, a student taking the Laws and Rules (Jurisprudence) exam in Ohio must first graduate from the program, successfully pass the National Physical Therapist Exam-Physical Therapist Assisting (NPTE-PTA), complete a BCI, FBI background check, and apply to the OTPTAT Board. This is an online home exam, which is time limited to 96 hours after the payment by Hocking College of the exam.

Once approved the student will schedule the Jurisprudence Exam on the Federation of State Boards of Physical Therapy website [www.fsbpt.org](http://www.fsbpt.org), register, pay for the exam, and schedule the exam. This is included in the All-Inclusive Pricing.

## **OHIO OT/PT/AT BOARD**

The PT section of the Ohio OT/PT/AT Board regulates the practice of physical therapy within the State of Ohio. Each member of the PTA faculty at Hocking College is licensed to practice in the State of Ohio and follows these laws and rules. It is the expectation that students enrolled in the physical therapist assistant program familiarize themselves with these rules and review them throughout their career throughout their career. The most recent revision of the Laws and Rules Regulating the Practice of Physical Therapy can be found on [www.otptat.ohio.gov](http://www.otptat.ohio.gov). In the event a student is intending to get licensed in a different state, please schedule a meeting with the program manager. This is included in the All-Inclusive Pricing, along with the current criminal background check.

## **OCCUPATIONAL OUTLOOK**

According to the Occupational Outlook Handbook, the Job Outlook for is an estimated 23,800 openings for physical therapist assistants and aides are projected each year, on average, over the decade 2020-2030. The median annual wage for physical therapist assistants was \$59,770 in May 2020. OhioMeansJobs predicts 970 jobs per year:

<https://jobseeker.ohiomeansjobs.monster.com/ExploreIt/CareerDetails.aspx?user=mnm&Code=31202100>

Demands for physical therapy services are expected to increase in response to the healthcare needs of an older population and individuals with chronic conditions, such as diabetes and obesity.

## **ACADEMICS**

### **ADMISSION CRITERIA – SELECTED ADMISSION**

Beginning July 1, 2022, Students wishing to be admitted to the 3<sup>rd</sup> Semester or (Clinical Year two) of the Physical Therapist Assistant (PTA) Program must complete their files to be considered for admission. See the Appendix L for the specifics.

### **ACADEMIC RESPONSIBILITIES** \* Included in student fees

It is the expectation that students enrolled in the PTA program take responsibility for their academic development and progression through the program. The amount of material that is covered in a lecture or lab is significant. In order to be successful in the program, the student must:

- Develop and implement learning strategies to promote success –
  - Remember tutoring, use of student success center, group study sessions, more time on task and continual review are helpful.
- Address academic issues immediately with the course instructor
- Complete reading and assignments timely, and review, review, review
- Meet with course instructor(s) for remediation
- Attend open lab/study session(s)
- Notify instructors after contacting the Office of Disability Services about reasonable accommodation due to a documented disability.
- Notify instructor of any absence before course begins by the morning of the session, late assignments are reduced by 10% up to 50% loss.
- Meet financial obligations which include:
  - Academic (Tuition/Fees)
  - Complete the Free Application for Federal Student Aid (FAFSA) form

- Course related (travel to clinical sites, required dress for labs, clinicals, physical, immunizations, medical exam, CPR, drug testing\*, TB (or QuantiFERON) testing, background checks\*, name tags\* and travel to off-site learning experiences as required).
- Personal (Health insurance and costs associated with emergency treatment) \* covered by All-inclusive pricing
- Seek assistance as necessary (Hawks Center for Well Being, mental health appointments, and illness)
- Know his/her cumulative average for each course in the PTA Program and maintain the requisite minimum 80% to remain in the program-for courses with a lecture and lab component, the student must earn an 80% in lecture and lab independently to progress through the program
- Meet all deadlines associated with classes, registration, graduation, licensing, etc.,
- Understand PTA curriculum requirements
- Meet with academic advisor mid-semester and more frequently if on success monitoring plan
- Obtain and keep current CPR and First Aid certification throughout the program
- Attend Trio Center for tutoring, as needed and advised by faculty
- Follow the chain of command-see page 41

During the physical therapist assistant program, it is common for a student to participate in study or learning groups. While this may be a helpful way to study-it is easy to rely on other members of the group to do the work. All assignments must be your own! Do not copy and turn in work from another student.

## **ATTENDANCE**

Students are expected to attend all classes to ensure academic success. Instructors will report attendance in each class using the following categories: Present, Absent, Absent Excused, Absent Unexcused and Late. Attendance is reported and/or updated daily. **See Appendix V**

## **ATTENDANCE POLICY (PTA PROGRAM)**

The amount of material covered in lecture/lab or clinical education is significant. To foster student success, a student must attend all lectures, labs, and/or clinical education as scheduled. It is the expectation that student schedule work, appointments, and other activities to avoid missing class/labs.

As many courses have both a lecture and lab component, attendance is taken in both, and one missed day of class may result in two or more absences. During clinical education, if a student misses all or part of a scheduled day, all clinical hours must be made up with a day or time per the clinical educators' recommendation. Students are required to inform the Academic Coordinator of Clinical Education (ACCE) of scheduled make-up dates and times.

A student enrolled in the clinical year of the PTA program will receive an excused absence for lab, lecture, or clinical education only if the student contacts the course instructor, and if in clinical education, the facility and the Academic Coordinator of Clinical Education (ACCE) PRIOR to the beginning time of the scheduled course/clinical.

\*\*\*\*Excused absences include personal or immediate family illness or death with immediate family defined as spouse, significant other, child, parent, or grandparent. If a student exceeds one excused absence at any time during the program, the student must provide appropriate documentation (note signed by the medical practitioner, copy of obituary, etc.) upon returning to school and complete a make-up assignment as determined by the instructor. In-class assignments are to be made up but if points are assigned, the student who has exceeded the permitted number of excused absences will receive a "zero" for that assignment. In the event a student exceeds two excused absences during an eight-week course,

they are required to meet with the course instructor to ensure that educational objectives are met and will be required to develop a plan to avoid future occurrences.

In the event a student misses a quiz, test, skill check, or lab practical due to an excused absence, it must be made up by the close of the following business day in the testing center. If this is not completed by the deadline, the student will receive a zero. If a student misses a skill check or lab practical, it must be made up on the next scheduled day of class. If a student experiences extenuating circumstances, it is the expectation that the student will contact the instructor to make appropriate arrangements.

In the event a student misses a quiz, test, skill check, or lab practical and the absence is unexcused, the student will not be permitted to make up the material until appropriate documentation is received. If appropriate documentation is NOT received within 48 hours, the student will receive a “zero.”

### **Tardiness**

Students enrolled in the PTA program are expected to be on time for class, or lab, and remain in class until class is dismissed. In the event a student is late for class or lab more than 2x in an eight-week course- they will be marked as unexcused. This may impact their continuing in the course and progressing through the program.

**Students are expected to arrive on time and follow the schedule at clinic, as set by their clinical instructor.**

### **GRADING SCALE**

The Physical Therapist Assistant Program adheres to the Hocking College grade scale in all courses in the clinical year of the program.

The Hocking College Grading Scale is as follows:

93% - 100% = A	73% - 76% = C
90% - 92% = A-	70% - 72% = C-
87% - 89% = B+	68% - 69% = D+
83% - 86% = B	66% - 67% = D
<b>80% - 82% = B-</b>	65% = D-
77% - 79% = C+	0% - 64% = F

**If a student earns below an 80%**, in lecture or laboratory in the technical courses of the program, the student will receive the grade associated with the earned percentage but will not progress through the program. Clinical education courses are graded as Successful “S” or Unsuccessful “U.”

### **PTA PROGRAM GRADING POLICY; LECTURE/LAB GRADING**

In courses that consist of lecture only and have no lab component, grades will be based upon scores received on any combination of the following including but not limited to exams/tests, quizzes, assignments/homework, special projects, and or group activities.

In courses that contain a laboratory component, the laboratory grade is comprised of skill checks, lab practical exams, active participation in lab sessions, as well as homework, other assignments or lab quizzes as applicable. The responsibility for inclusion or exclusion of assignments in grading categories rests with the instructor assigned to that specific class. For PTA courses that have both a lecture and a laboratory component, the lecture grade will represent 80% of the grade and the laboratory grade will

represent 20% of the total grade. If a student fails to complete an assignment or does not receive the requisite 80% on any assignment/test, the student must receive remediation and re-complete. Assignment of points on these retakes, may or may not result in additional points or change the student's grade.

Grading in clinical education is based upon satisfactory performance in all aspects of the clinical in addition to satisfactory performance on all other assignments. The program utilizes the online Acadaware product, which tracks students' progress in nine areas of performance. This was developed with assistance of the OH Consortia of PTA Educators.

To progress through the program, the student must achieve a minimum of 80% in both the lecture and laboratory (if applicable) portions of the class independently. In some terms, the program may offer some courses in separate theory and lab formats. The same principle above applies, so in essence, a student should not progress in the program to from the foundational theory course to the lab course unless the student has mastered the content and theory of the procedures first.

In the event a student in the Physical Therapist Assistant Program earns less than 80% in any course in the clinical year the student will receive the grade associated with their earned percentage but will not be able to progress through the program. In the event a student is unsuccessful in any course in the curriculum, the course may be retaken once. Unsuccessful students may retake a course once but may not progress through the program until the course is completed. As courses are offered only once a year, this will likely delay clinical education placement and eligibility for graduation/board registration. A student may return to the program only once.

Professional behavior is an expectation throughout the program. In the event a student engages in unprofessional behavior in the classroom and/or the laboratory, the instructor or the Program Manager depending upon the severity of the offense, reserves the right to remove the student from the class. College policy will be followed and the student may be removed from the program.

## **OPEN LAB**

The PTA program at Hocking College supports the practice of providing open laboratories for students to practice and refine necessary skills. It is the expectation that students participate in these open labs to prepare for skill checks and clinical education. Open labs are scheduled at the discretion of the course instructor and will vary depending on the course schedule, yet typically are on Wednesday's or meeting day at the College.

- Open labs are student driven learning experiences. Instructors will answer questions and provide additional help as necessary but will not serve as "patients."
- Student remediation may occur during a scheduled open lab.
- All open lab sessions are to be supervised by PTA program faculty or staff members. Students must not turn on electrical equipment or practice a new skill if the instructor is not present.
- Students are responsible for assisting in lab clean up at all times. Lab must be clean, and all equipment cleaned and returned to its proper location.
- It is the expectation that any student participating in open lab adhere to all equipment safety precautions.
- In all labs students must adhere to indications and contraindications of all modalities, data collection techniques, and treatment techniques.



## **PROFESSIONAL BEHAVIOR**

It is the expectation that students enrolled in the PTA program conduct themselves in a professional manner in the classroom, labs, and in the clinical environment. Professional behavior is exhibited by respectful behavior which begins with a basic consideration of others' feelings. Be polite and use good manners. Be kind, don't discriminate, listen when someone is talking, think before you speak and if you disagree, do not verbally attack the person. Demonstrating empathy and compassion are also important in your dealings with others in the clinical environment. The program has adopted the Civility policy from the Nursing Program at Hocking College. (See Appendix N)

## **PROGRESSION THROUGH THE PROGRAM**

Students must satisfactorily complete both the laboratory and classroom sections of each technical course with a cumulative score of at least 80%. To be successful, the student must achieve a minimum of 80% in laboratory and lecture independently. If a student does not achieve the required score to pass a course, he/she will not progress through the program. In order to remediate the deficiency, the student will be required to retake the course and receive a grade of 80% or higher. Students in the PTA program will be permitted to retake a course one time but must complete the program requirements by the maximum allowable time frame. All courses in the curriculum must be completed within one- and one-half times of the original program length to ensure compliance with Federal Financial Aid Guidelines. If a student is unsuccessful in a second course in the curriculum-including clinical education, the student will be permanently withdrawn from the program.

In the event that the course is considered a pre-requisite for other courses in the curriculum, the student must retake the course in which he/she was unsuccessful prior to taking additional courses and progressing through the program and scheduling additional courses. Since courses in the PTA Program are offered sequentially, the student will need to wait until the course is offered again. This may necessitate the student withdraw from the college and may negatively impact financial aid. This will delay graduation and approval to sit for the NPTE-PTA.

Prior to participation in the scheduled clinical education component of the program, PTA students must fulfill all prerequisites, and satisfactorily complete skill checks and laboratory practical examinations as required. If during a skill check or lab practical a student compromises the safety of another student or does not perform items denoted as critical safety elements, the student will fail that portion of the examination. Students enrolled in the PTA Program must also satisfactorily complete each clinical education course in order to complete the program.

### **Hocking College PTA Program Progression- Effective Spring Term 2022**

This new procedure applies to students who are starting the PTA Program in the Spring term II or are readmitted to the program after sitting out for two semesters. A student is considered readmitted if the college catalog year is updated by the institution. Students who are not considered readmitted, refer to the previous progression process. Furthermore, PTA Programs will not implement changes to policies for student progression, or requirements for completion of the program, regarding students enrolled in the program at the time the changes are adopted pursuant to Ohio Administrative Code (OAC) 4723-5-12(B). Please see Appendix G for more information.

To successfully complete the clinical education also known as the clinical experience component, the student must complete all required hours, achieve appropriate scores based on Acadaware Evaluation

System, complete all assignments including those on the learning management systems and turn in all paperwork including time sheets by posted deadlines. See Appendix T for Performance Expectations.

## **RE-ENTRY/RE-ADMISSION – CLINICAL YEAR 2**

A student who has withdrawn because of academic or personal reasons in the second year may seek re-enrollment to the PTA program on a one- time basis. For optimal results, students should not attempt to return 2 years later, as memory and skill decay may be substantial.

Students will be able to reenroll in the program in the semester in which they withdrew. Prior to scheduling classes, it is the responsibility of the student to meet with program faculty and complete an academic/skill review. All remediation must be satisfactorily completed prior to assignment in clinical education. Students may be retested with prior course exams which they passed, skill checks, or interviews. Decisions about the type and amount of remediation is solely based upon the discretion of program faculty, in consultation with the special committee formed to evaluate allied health re-entering students.

It is the responsibility of the student to contact the Program Manager to initiate discussion about re-entry/re-admission no later than April 1. If the student fails to re-enroll in the year immediately following their withdrawal, they are required to meet with program faculty and admission will be determined on a case-by-case basis, and follow the committee’s recommendations, given that the student has prepared a written plan to succeed with evidence of meeting their goals, and if clinical slots are available.

All students must attend a reorientation meeting with faculty in order to re-sign forms of consent to treat, understanding of the most recent student handbook under which they are re-entering, etc. They also need to reapply to the College as a new student. They do not have to re-enter the selection process, however, but will join the current cohort at the point where they failed or withdrew from the program.

## **REMEDICATION/RETENTION**

Retention of students enrolled in the PTA program at Hocking College is a responsibility shared by program faculty and students. To be successful in the program, students must demonstrate competence in laboratory during the skill checks, achieve a minimum of 80% in each class, and demonstrate the ability to successfully complete clinical education assignments.

In the event a student is unsuccessful in any of the above areas, the student must receive remediation. Depending on the area of deficit, remediation may occur through individual tutoring and/or additional supervised practice in the lab or clinical education site. If remediation occurs on a test/quiz or assignment, the student may be assigned additional coursework to remediate the deficiency. The decision to assign points to a remediation assignment is at the sole discretion of the course instructor.

Remediation -required because of a clinical deficit, may occur at either or both the clinical education site or in the PTA laboratory based upon the recommendations of the clinical instructor and/or ACCE. The student is responsible for completing all requested remediation to successfully progress through the course. Depending upon the type of remediation required and the recommendation of the clinical educator the student may be removed from the clinical experience and be required to repeat that

## **HEALTH AND SAFETY PRACTICES**

Students in the Physical Therapist Assistant Technology are expected to be constantly aware of practices and measures that are essential to protect the safety and well-being of all students and ultimately their patients.

During all PTA laboratory courses, students are expected to adhere to the following practices: Hocking College PTA Program Student Drug Testing Procedure The purpose of this statement is to notify students of the Hocking College requirement that all students in the College who are enrolled in a clinical course submit to drug screen testing as outlined in this statement and test negative before engaging in clinical activity associated with a College of PTA Program.

Clinical agencies affiliated with the College also have drug and alcohol policies and are requiring that PTA students comply with their drug testing policies in a similar manner to their employees. Safety in the delivery of care to patient/client populations is the basis for drug testing. Clinical agencies have the right to refuse any student for clinical placement based on concerns about that student's ability to deliver safe practice.

Students testing positive will be administratively withdrawn from the current semester and will be responsible for the financial consequences resulting from the administrative withdrawal process. The student may be eligible and considered for admission to the PTA Program after one calendar year. If a second positive and/or adulterated drug screen occurs, the student will not be eligible to be considered for admission to any Hocking College PTA Program.

The student may file an appeal of the admission denial. The appeal will be reviewed, and a decision will be made if the student is eligible for admission at a later date. Any student seeking admission to the PTA Program who knowingly and intentionally attempts to provide a substitute or adulterated urine specimen will lose their admission seat and will not be permitted to reapply to any Hocking College PTA Program. PTA students already in the sequence of PTA courses: Any PTA instructor may request a drug screen given reasonable cause. "Reasonable cause" exists when a student exhibits behavior that suggests impairment from drug or alcohol use or when clinical performance or safety is affected.

These behaviors include but are not limited to: poor judgment, mood swings, overreaction, poor or inappropriate patient care, sleeping or inability to stay awake in a clinical, lab, or classroom setting, etc. In the clinical setting, the clinical instructors will follow that institution's policy. Students testing positive will be administratively withdrawn from the current semester, will not be permitted to return to the sequence of PTA courses, and will not be permitted to reapply to any Hocking College PTA Program.

Any student currently enrolled in the PTA Program who knowingly and intentionally attempts to provide a substitute or adulterated urine specimen is subject to immediate dismissal from the program and will not be permitted to reapply to any Hocking College PTA Program. Any student who fails to show for a scheduled drug screen, will be treated as a positive drug screen and follow the same policies as stated above.

All students will wash hands before and after laboratory sessions

- Students need to notify instructors of any latex allergies or seizure disorder, or the like before the first day of Autumn classes.
- Students shall not practice in an impaired state, e.g., on strong opioids or the like after surgery, recreational drug use, etc. Please see policy in Appendix-modeled for the department.
- Prior to leaving lab, each student is responsible for cleaning up lab, removal and disposal of linen and placing in appropriate place, wiping down table/mat with sanitizer, putting chairs away and ensuring that lab is tidy
- All students will adhere to universal precautions
- All back packs, book bags, purses, etc. will be placed such that no one can trip over or get a foot caught in straps and handles.
- All areas in which students are participating in activities will be kept clear of hazards.

- All students will have received instruction in the proper use and care of any equipment which includes precautions, and contraindications before use
- Gait belts must be used during transfer, gait, or other balance activities.
- The use of any modality in any way other than its intended purpose may result in dismissal from the PTA Program.
- Students will be aware of the hazards presented by electrical cords. When in use, electrical cords must be positioned such that no one will trip over them or be required to step over them.
- All electrical equipment will be unplugged by grasping the plug and not the cord.
- In the event equipment malfunctions or needs repair, the student should notify the lab instructor, and the equipment will be tagged and removed from service.
- All equipment will be cleaned and returned to its proper storage place after use
- Mat tables and plinths are to be wiped down after use.
- Students are responsible for the condition of the laboratory after use
- Caution must be exercised when handling hot items including hot packs, paraffin, etc.
- Students will utilize proper body mechanics in the moving of lab equipment or in practicing patient handling skills on classmates.
- In the event a student is injured during any lab during the program, they are required to notify course instructor immediately, and report to the Hawks Health Center next door or local ER.
- Any student who believes he or she may have a medical condition for which a treatment procedure is contraindicated must not allow that treatment to be performed on him or her and must notify the course instructor. This information is held in confidence
- Any student who knows or believes she may be pregnant must notify the instructor and obtain the written permission of her physician to participate in all course activities without restrictions.
- During unsupervised lab practice, students will simulate modality treatments including the use of ultrasound, electrotherapy, hot packs, diathermy, ultraviolet, infrared, and traction. Students may utilize the equipment in performing simulations but may not plug in or turn on the units.

## **SKILL CHECKS AND LAB PRACTICALS**

In courses with a laboratory component, students are taught skills essential to the profession of physical therapy. To ensure that a student is competent to progress through the program and attend clinical education/Clinical Experience, students are responsible for mastery of these skills. It is the responsibility of the student to practice skills until proficient during lab time. As with the acquisition of other motor skills, practice is required until the skill is able to be completed accurately and in a timely fashion.

- After demonstration and practice, students are required to “check off” each of the required skills.
- Each skill check has items identified with an \*asterisk\* which are considered critical safety elements (CSE). If not performed or performed incorrectly, items so denoted will result in automatic failure of the skill check.
- Rubrics for each skill check will be provided by the instructor prior to each skill check or practical lab exam
- Depending upon the course and the skill being evaluated, students may have to complete one or more activities to successfully complete the skill check.
- Faculty will not provide any commentary during a skill check with the exception of “verbal cue.”
- If a student receives a “verbal cue” a student has an opportunity to self-correct but must complete the skill check within the allotted time frame.
- In the event a student is unsuccessful on a skill check it must be repeated. A skill check may be repeated a total of 3 times.
- Time allotted for each skill check will vary and is dependent upon the specific skill. Instructor will provide information about the time provided to complete the skill check

- In order to be eligible to take lab practical exams, all skill checks must be completed no later than 48 hours before the scheduled lab practical. In the event a student misses a skill check due to an absence, the skill check must be made up on the day the student returns to class.
- If a student fails to demonstrate competence in any skill check, they must receive remediation from program faculty prior to retaking skill check.
- Several skills may be combined into a midterm or final lab practical; the same tenets and remediation efforts apply as with Skill Checks.
- Prior to placement in clinical education, the student must demonstrate proficiency in all skill checks and successfully complete lab practical exam to progress through the course and through the program

## **Nursing Simulation Lab**

This state-of-the-art simulation laboratory contains realistic adult, pediatric, infant and obstetrics high-fidelity manikins. Each manikin is computer controlled to present a wide array of physiological conditions to provide the student with as close to real life experiences. These scenarios will be recorded to allow faculty to debrief with the students, as well as to allow the students to self-analyze their performance. Each student is expected to participate and be engaged in all aspects of the laboratory experience.

### **Simulation Lab Mission**

The Hocking College PTA Program's mission is to provide and promote a safe environment for experiential learning utilizing simulation. The Simulation Lab will provide a dedicated environment for students to learn strategies that will enhance patient safety and the quality of health care through the use of simulation technology.

Simulation is used for practicing the application of appropriate skills; critical thinking/clinical reasoning; ethical decision making; clear communication skills; cultural sensitivity awareness; and professionalism at the student level in the program.

### **Simulation Lab Vision**

The goal is to provide cutting-edge, high quality clinical training in realistic settings to students, to ultimately improve future patient outcomes and safety through evidence-based practice and hands-on high-fidelity simulation. Secondly, to provide education that stimulates clinical reasoning, critical thinking, and psychomotor competence in an innovative setting.

What is Simulation? Simulation is an attempt at replicating reality. In healthcare education, simulation tries to replicate some or nearly all of the essential aspects of a clinical environment so that the situation may be more readily understood and managed when it occurs in clinical practice. The simulation lab environment allows students to participate in life-like situations. Simulation can also be used as a teaching method to help assess a student's skill acquisition. Simulating real-life experiences for students in a safe environment is conducive for developing critical thinking, clinical reasoning, and clinical judgment skills. Practicing in such an environment will increase the probability that those skills will be used in the real-world setting. Simulation Scenarios Simulating case scenarios involves active participation for all students.

All students and faculty will adhere to the simulation lab rules (See Appendices O and P). Manikins are to be used with respect and treated as if they were live patients. The simulation lab is a learning environment. Students involved in simulated scenarios should have everyone's respect and attention.

Situations simulated in the lab are to be used as a learning tool and no discussion of the actions of students should take place outside of the lab.

## **STANDARDS OF ETHICAL CONDUCT/VALUE BASED BEHAVIORS FOR THE PTA**

- It is the expectation of the PTA program at Hocking College that students enrolled in the program adhere to **Standards of Ethical Conduct for the Physical Therapist Assistant** (APTA, 2010) as well as the **Value Based Behaviors for the Physical Therapist Assistant** (APTA, 2010).
- More detailed information is available by accessing <https://www.apta.org/apta-and-you/leadership-and-governance/policies/core-values-for-the-physical-therapist-and-physical-therapist-assistant>

## **STUDENT GOVERNANCE**

### A. Purposes:

1. To identify and work to resolve problems.
2. To establish ideas for the advancement of classes, the PTA Program, and the school.
3. To participate in preparing guidelines which affect the PTA Program students.
4. To improve communication between students, faculty, staff, and administration.

### B. Composition:

1. One representative from the student cohort.
2. PTA Program Manager, Dean of the School of Allied Health and Nursing, ACCE, and Office Manager of the School of Allied Health and Nursing.

## **GRADUATION**

To successfully complete the program, all students must complete all the requirements of Hocking College including but not limited to grade point requirements, all courses in the PTA curriculum, satisfactory scores on practice licensing exams, payment of tuition/fees, and completion of a graduation application. Students must adhere to deadlines established by the Program and College.

Once a student completes the program and transcripts verified, the Program Manager will complete all applicable paperwork and return said paperwork for the student to upload to the OT/PT/AT Board.

Following graduation, the program must contact graduates occasionally. This necessitates all students provide current contact information including email, address as well as information on employment.

Graduation may be delayed in the event a student is unsuccessful or receives an Incomplete in any course, or fails to attend review courses, off-campus learning events, or fulfill other course obligations.

## **SUSPENSION, DISMISSAL, OR WITHDRAWAL FROM THE SCHOOL OF ALLIED HEALTH AND NURSING**

The Manager of the PTA Program, Assistant Dean or the Dean of the School of Allied Health and Nursing Department recommend suspension or dismissal. All recommendations for suspension or dismissal, along with copies of the necessary records, are reviewed by the Allied Health and Nursing Department forwarded to the Vice President of Academic Affairs for action. If appropriate, the Office of Student Rights and Responsibilities and Judicial Affairs will also be brought into the process. A student may be recommended for suspension or dismissed for any of the following: **See pages 18, 28 in the 2021-22 Student Catalogue:**

[https://f.hubspotusercontent10.net/hubfs/2446169/InteNursingal%20Docs%20\(Website\)/College%2](https://f.hubspotusercontent10.net/hubfs/2446169/InteNursingal%20Docs%20(Website)/College%2)

## [0Catalog/2021-2022%20Catalog-V1.pdf](#)

- Non-compliance with policies, rules, or regulations of Hocking College, School of Allied Health and Nursing or the Physical Therapist Assistant Program or cooperating clinical agency during Clinical Experiences.
- Behavior that jeopardizes the safety of health of him/herself or others in the classroom, lab, or clinical education/Clinical Experience.
- Academic dishonesty. Any reasons as stated above under Academic Suspension or Dismissal
- Infringements to the Hocking College Student Code of Conduct contained in the *Student Guide* available at: <https://www.hocking.edu/student-conduct>
- Conduct that is counter to the Code of Ethical Conduct for the Physical Therapist Assistant as developed by the APTA and the Laws and Rules Regulating the Practice of Physical Therapy as described in section 4755-55 of the Ohio Revised Code.

<https://otptat.ohio.gov/Portals/0/laws/PT%20Practice%20Act%20March%202022.pdf?ver=M-SY7xc2buJNqiguEfDyqA%3d%3d>

- Removal from a clinical site during Clinical Experiences due to work or conduct that is deemed to have a detrimental effect on any of the affiliating agency's clients or personnel.
- A probation period and/or suspension period need not necessarily precede any recommendation for dismissal.
- Through contractual agreement with the College, cooperating clinical facilities reserve the right to require the withdrawal from the clinical site of any student whose actions or presence may have detrimental effects on either patients or personnel.
- Breached the Drug Policy

### **PTA PROGRAM WITHDRAWAL**

A student must withdraw from the PTA Program at Hocking College in the event they are unable to sequentially complete the program due to unsuccessful academic or clinical performance, family or personal issue, illness, and/or military assignment. The student must adhere to the Hocking College policy regarding withdraw from the college which is found in the college catalog and states the "only way to completely and officially leave the college is to complete the withdrawal process."

- All paperwork must be completed and signed at the Registrar's office.
- The student is also required to notify financial aid. In the event a student does not complete all the required paperwork, and formally withdraw, the student will not be able to re-enroll or may adversely affect future financial aid.
- In the event a student fails to complete the formal withdrawal process, they will receive an "F" in classes and may be unable to re-enroll

**See Appendix C.**

## **SECTION II CLINICAL EDUCATION**



## **INTRODUCTION:**

Clinical education is scheduled at the beginning of Spring Semester for four weeks at the beginning of the semester in 2023. During the 5<sup>th</sup> semester of the program, clinical education is scheduled full-time 40 hours a week. Students are responsible for transportation to and from the assigned facility, uniforms, and **must follow the schedule of the clinical instructor**. While the program attempts to ensure that students are placed in their choice of sites, this is not always possible. The program faculty work hard to match students to available clinical site within a 90-mile radius.

Once a clinical site is assigned students are not permitted to request site changes, time off, or other modifications to the assignment. Make the best of each clinical experience regardless of where it is scheduled. Be professional, and remember attitude is everything! You get out of a clinical assignment what you put into it. It is not too early to think about plans for upcoming clinical experiences especially those scheduled for Summer Semester. Plan ahead! More information concerns clinical education will be provided.

## **CLINICAL EDUCATION EXPERIENCES**

During Clinical Experience, students practice their skills in a variety of clinical settings under the supervision of a licensed physical therapist or physical therapist assistant. Students participate in both part-time (integrated) and full-time (terminal) experiences. One goal of Clinical Experience/clinical education is providing each student with experiences that help prepare them to practice as entry-level clinicians. Students may complete Clinical Experience experiences in hospitals, long term care facilities, rehabilitation facilities, skilled nursing facilities, and/or out-patient clinics.

Assignments to Clinical Experience are made by the Academic Coordinator of Clinical Education (ACCE) or his/her designee based upon many factors including the availability of a site, willingness of a site to take students, the experience of clinical instructor, learning opportunities at a particular site as well as the strengths and weaknesses of each student.

Clinical Experiences will be arranged to provide each student with as much variety as possible. Semester four includes an integrated clinical experience which is scheduled for 4 weeks at the beginning of Spring Semester for 40 hours per week. During semester five students will be in the clinic full-time, 5.5 weeks for 40 hours per week, as well as for the second and third clinical experience (440 hours). Students must be prepared to travel for up to 90 miles (one way) from the college during part-time and full-time Clinical Experience experiences. Full-time Clinical Experiences will be available throughout the state of Ohio and can be arranged in other states as well. Transportation to the clinical site as well as other expenses associated with clinical education is the student's responsibility.

Each Clinical Experience site has requirements prior student placement which include but are not limited to FBI and BCI background checks, drug screens, TB skin tests, vaccinations (Influenza, COVID), as well as a variety of other requirements which may include form completion, orientation, videos, etc. It is the responsibility of the student to ensure completion before the clinical experience begins. Any student who does not provide all requirements prior to the beginning of the clinical rotation will not be permitted to start the rotation and progress towards graduation may be delayed. More information will be provided by the program and the ACCE.

## **GRADING DURING CLINICAL EDUCATION EXPERIENCES**

Grading in clinical education is based upon satisfactory performance in all aspects of the clinical. The program utilizes an on-line program (E.g., Acadaware or the Clinical Performance Instrument-CPI) the latter developed by the American Physical Therapy Association (APTA) in 2009.

All clinical education/Clinical Experience courses are graded using Satisfactory “S” or Unsatisfactory “U” are assigned by the Academic Coordinator of Clinical Education (ACCE) or his/her designee based upon information obtained from the on-line Acadaware developed by the American Physical Therapy Association (APTA, 2009), site visits, and other information obtained from the Clinical Instructor (CI). A grade of (S) is awarded if the student achieves the minimum requisite scores on each area of the CPI, completes all assignments, and adheres to all deadlines. In the event a student fails to complete all assignments including those on the learning management system they will receive a “U.” To be successful during the final clinical experience, it is the expectation that students achieve entry-level in each category listed in Appendices S and T, regardless of clinical setting.

If a student is not successful in Clinical Experience, and receives a “U,” the student must retake the Clinical Experience after appropriate remediation. A student may retake a Clinical Experience only one time. If a Clinical Experience must be repeated, the student will not progress through the program until successfully completing the clinical/Clinical Experience. In the event a student is unsuccessful when repeating a clinical education assignment, they will be academically dropped/suspended from the program. Additional information can be found in the current version of the Clinical Education Handbook.

### **Confidentiality/Clinical Site:**

PTA students are responsible for maintaining confidential patient information in the classroom, laboratory, and clinical education sites. Adherence to the Health Insurance Portability and Accountability Act (HIPAA) is mandatory for individuals associated with the program. Protected health information (PHI) includes but is not limited to, information on the patient’s age, name, medical diagnosis and/or prognosis, results of laboratory and surgical procedures, as well as response to treatment interventions.

Hocking College PTA students are required to adhere to the HIPAA standards established by the clinical education site. The standards are applicable to verbal or written communications involving patient related information. Any document that contains patient information must be shredded per the requirements established at the clinical education site. Student may not remove any documentation or portion of the patient’s medical record from the clinical education site.

In the event a student is required to use information from the clinical site to complete a classroom assignment, identifying patient information including but not limited to medical record number, patient name, and demographic information must be deleted. Students enrolled in the PTA program are informed of the HIPAA requirements during program orientation and the first technical education class of the PTA program.

### **ATTENDANCE POLICY – CLINICAL EDUCATION**

It is the expectation that students enrolled in Clinical Education are present at the clinical education site, on the dates and times scheduled. Students are not to schedule other events or activities during scheduled clinical education. In the event a student is late, leaves early or must be absent from scheduled clinical education, the student must notify the clinical instructor/facility and the Academic Coordinator of Clinical Education (ACCE) **BEFORE** the scheduled start time of the clinical experience. Students must make up

**all** of the time missed at the clinical site. If a student does not notify the appropriate individuals before the start time of the clinical, the student is considered no call/no show. **This is a serious offense and may result in the student being dropped from clinical education.**

Students are required to maintain an accurate log recording time in/out facility and total hours completed. This log which is to be updated daily by the student and signed weekly by the CI is to be turned in to the ACCE upon the completion of the clinical education assignment. The ACCE may review the time sheet at his/her discretion during the clinical rotation.

Clinical absences are the equivalent of missing work and are only excusable in the case of severe personal illness or a death in the student's immediate family. Students are required to follow the policies, procedures, and practices including attendance and timeliness. During assigned clinical education hours a student is not permitted to leave the clinical facility without permission. If this occurs, the CI is to notify the program immediately and the student may risk dismissal from the clinical site.

Students are expected to attend all clinical days as scheduled. The program does not permit early completion of any clinical education sequence in the event a student has accumulated more hours than necessary at a clinical site prior to the completion date. The total number of logged clinical hours is 600.

### **DRESS CODE**

Professional dress is important when creating a favorable impression of individuals involved in any patient care environment. Clothing and appearance must not be a distraction to patients, families, and other employees in the facility. Appearance in the clinical environment should convey an image of competence and professionalism that inspires confidence.

Students/Lab:

Appropriate attire is required in all labs

- It is the expectation that students wear clothing that is not tight or does not interfere with movement
- Shorts and tank or halter tops for women
- Shorts and tank tops for men
- Appropriate undergarments
- You may wear or bring sweats or jeans, but you must be able to expose area being studied on any given day

### **Lecture/Lab/ Clinical Education**

Please ensure that clothing allows movement and maintains modesty to allow you to bend, twist, reach and lift. Appropriate underclothing must be worn and must not be visible through outer clothing. During Clinical Education, student must adhere to the dress code of the facility. This may necessitate students purchasing scrubs, khakis, polos, or dress pants depending upon the facility.

### **General Grooming:**

Maintenance of good personal hygiene is required:

- Shower or bathe at least daily
- Use deodorant
- Oral hygiene is also important

- Perfumes/Cologne/After Shave is not permitted in the clinical environment as it can make a patient ill

#### Hair

- During labs or clinical experiences hair that is longer than shoulder length must be pulled or tied back off the face
- Non-natural hair colors like purple, green, blue, etc. should not be worn in clinical settings
- Facial hair must be clean and trimmed

#### Nails

- Fingernails must be clean and trimmed (not visible when looking at palms)
- Fingernail polish may be worn in the classroom/lab but not in the clinical environment
- No artificial nails or acrylic nails are permitted as these are infection control issues

#### Headwear

- No hats, head coverings, or ball hats are to be worn in lecture, lab, or clinical areas unless required for religious or medical purposes

#### Tattoos: at Campus PTA Labs

- If present before admission to the program, must be covered if risqué, obscene, controversial, or obnoxious or of a sexual nature must be completely covered
- All tattoos that are visible on the neck, chest, hands and mid forearm to shoulder must be covered by clothing or a commercial covering
- If considering a tattoo, please be aware that a tattoo may negatively impact opportunities for employment

#### Tattoos at Clinic:

- The student will follow the individual facility's policy and guidelines while attending clinical experiences, alerting the ACCE of their stance on tattoos.

#### Jewelry:

- Excessive jewelry (bracelets, necklaces, rings, or earrings) and/or visible body piercing (nose rings, eye studs, tongue piercing, face piercings, other than ears is prohibited. Ear "gauging" is not permitted if it interferes or shows the potential to compromise student or patient safety-e.g., if the above are in student to patient contact during a transfer, exercise, etc.
- Small, conservative stud or ½ inch hoop earrings are permitted
- Rings and watches may be worn but must be removed during handwashing. In lab and clinical setting, it is recommended that only one watch and one ring be worn. Large stones have a tendency to get caught in equipment/beds and may injure the patient
- Bracelets (in lab and clinical) are prohibited unless medically necessary
- Medical alert bracelets or necklaces are permitted but must not interfere with hand hygiene

#### Jewelry and piercings at Clinic:

- The student will follow the individual facility's policy and guidelines while attending clinical experiences, alerting the ACCE of their stance on the above.

#### Shoes:

- During gait, balance, or transfer activities students must wear athletic or tennis shoes. Flip flops, sandals, cowboy boots, and high heels are not permitted during these activities.

- During labs students must not complete transfer, gait, and/or balance activities if their “patient” does not have appropriate footwear (socks alone are not considered appropriate as they slide)
- During clinical education, students must follow the site-specific guidelines for shoes. Most clinical sites require socks and closed toe shoes. Boots, high heels, and sandals are not professional in a health care environment

Clinical:

Personal dress, cleanliness, conduct, and appearance are important in healthcare services. Appearance should convey an image of competence and professionalism.

- Dress Code for each facility will vary dependent upon the site and must be followed (It is the student’s responsibility to contact the site prior to clinical education to get dress code information when instructed)
- Sites may require khaki or dark colored slacks for both men and women and dress shirt or polo shirt for men; Or dependent upon the clinical site, scrubs may be worn
- No jeans or tee shirts
- Name tags must be worn
- No sandals, flip flops, or open toed shoes are permitted
- Athletic shoes may be worn depending on the requirements of the clinical site but must be clean and in good repair. Boots are not to be worn at the clinical site
- No bare feet –socks and hose are required
- No cologne, perfume, after shave, or other scents as they may cause the patient to become ill
- No facial or tongue piercing, no ear “gauges,” no nose rings
- Students are responsible for adherence to any policy (of the clinical site) concerning tattoos

## **EXPENSES**

Students are responsible for all tuition and course fees which are posted at the Hocking College website, [www.hocking.edu](http://www.hocking.edu). These costs are approximate and are subject to change. Textbooks, drug screens, name tags, and background checks are included in student fees. Additionally, fees for the NPTE-PTA exam, and jurisprudence exam for the State of Ohio are also included in student fees (provided the student completes all these examinations within **six** months of graduation and adheres to all programmatic and college requirements).

Students will be responsible for the cost of immunizations, as well as transportation costs to clinical site and off-campus learning opportunities. Approximate expenses to the student during Clinical Education are currently estimated range from \$500-\$700.

## **FINGERPRINTING/CRIMINAL RECORDS CHECK/DRUG SCREENING**

Prior to attending Clinical Experience, students will be required to submit their fingerprints to the Bureau of Criminal Identification and Investigation (BCII and FBI). Fingerprinting and criminal records checks must be completed by the end of Autumn Semester (for students enrolled in clinical education in Spring Semester). The Hocking College Police Department will complete the fingerprinting, and BCI/FBI criminal records check. This is included in student fees. In the event a student does have a “hit” or evidence on the background check, it may preclude the ability to obtain a license to practice as a PTA.

The ACCE at Hocking College is responsible for sending information to the clinical site about issues with any background check. In the event an issue arises from a background check, the student is required to

disclose the reason for their background issue. Clinical sites reserve the right to refuse a student who has a background issue.

A drug screen is also required for placement in clinical education. Additional information about drug screens will be provided by the ACCE. Depending upon the requirements of the clinical site, the drug screen may need to be repeated prior to each clinical experience. Costs incurred from the background checks and drug screens are **included in student fees**. In the event a student fails to complete these requirements, they will not be placed in clinical education. The Hawk's Nest on campus clinic provides the 10-panel drug screening. These are all available at our Hawks Medical Clinic in John Light Hall, 2<sup>nd</sup> floor. See Appendix L.

## **HEALTH AND SAFETY CONSIDERATIONS**

A student's health problems are his/her/their own responsibility (financial or other). Neither the college nor the cooperating agencies (clinical sites) will assume financial responsibility for emergency care, treatment, hospitalization, lab work, or follow up care after biohazard contamination. It is the responsibility of the student to maintain health coverage when enrolled in the program.

During labs, students will be practicing treatment techniques on classmates. Any student who believes she may be pregnant and any students who believe they may have a health condition for which certain treatments that have precautions or are contraindicated must inform the instructor immediately. If students are uncertain, they need to ask professors for guidance. Any information shared with program faculty will be kept confidential.

Health related conditions that may result in temporary limitations in a student's ability to function safely in the classroom, lab, or clinical situation will require a note from the student's health care provider. The note must include the required restrictions and the date the restrictions end. A student who believes she may be pregnant is required to notify instructor associated with the class. Examples of such situations include but are not limited to physical injury (casts, splints, neck, or back injuries or other injuries that interfere with lifting), hospitalization, contagious disease or other health related condition. (See physical demands above)

Pregnancy is considered a state of wellness. Students who have difficulties with their pregnancy will be required to obtain written permission from their health care provider to participate in/return to classroom, lab and Clinical Experience and to function without restrictions. A student who believes she may be pregnant is required to notify the instructor associated with each laboratory course. Students will be referred to the Title IX coordinator on campus.

Faculty reserve the right to send a student home from class or lab activities when the student is too ill to function safely, to include fever, vomiting, diarrhea, pain, inability to stay awake, or other similar health related problems. The faculty reserves the right to request a mental and/or physical exam to determine the student's capability to remain in class, lab and/or Clinical Experiences. Students must be able to participate in class, lab and/or Clinical Experiences without restrictions. The faculty reserves the right to require a health care provider's written statement concerning the student's ability to participate or return to class, lab and/or Clinical Experience experiences. If a student has tested positive for Covid-19, they are to immediately contact the College at [covid@hocking.edu](mailto:covid@hocking.edu), check with your local health care provider and State of OH website and alert their professors.

## HAND HYGIENE

Hand Hygiene plays an important role in the prevention of infection in the health care setting. Students enrolled in the PTA program at Hocking College are expected to adhere to hand hygiene in the lab and clinical education settings. The guidelines below are based upon the recommendations of the Center for Disease Control (CDC). <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5116a1.htm>

Indications for handwashing and hand antisepsis

- When hands are visibly dirty or contaminated with proteinaceous material or are visibly soiled with blood or other body fluids, wash hands with either a non-antimicrobial soap and water or an antimicrobial soap and water
- If hands are not visibly soiled, use an alcohol-based hand rub for routinely decontaminating hands in all other clinical situations described in items Alternatively, wash hands with an antimicrobial soap and water in all clinical situations described in items
- Decontaminate hands before having direct contact with patients.
- Decontaminate hands after contact with a patient's intact skin (e.g., when taking a pulse or blood pressure, and lifting a patient)
- Decontaminate hands after contact with body fluids or excretions, mucous membranes, non-intact skin, and wound dressings if hands are not visibly soiled
- Decontaminate hands if moving from a contaminated-body site to a clean-body site during patient care.
- Decontaminate hands after contact with inanimate objects (including medical equipment) in the immediate vicinity of the patient.
- Decontaminate hands after removing gloves.
- Before eating and after using a restroom, wash hands with a non-antimicrobial soap and water or with an antimicrobial soap and water.
- Antimicrobial-impregnated wipes may be considered as an alternative to washing hands with non-antimicrobial soap and water. Because they are not as effective as alcohol-based hand rubs or washing hands with an antimicrobial soap and water for reducing bacterial counts on the hands of HCWs, they are not a substitute for using an alcohol-based hand rub or antimicrobial soap.
- No recommendation can be made regarding the routine use of non-alcohol-based hand rubs for hand hygiene in health-care settings.

Hand Hygiene Technique

- When decontaminating hands with an alcohol-based hand rub, apply product to palm of one hand and rub hands together, covering all surfaces of hands and fingers, until hands are dry. Follow the manufacturer's recommendations regarding the volume of product to use.
- When washing hands with soap and water, wet hands first with water, apply an amount of product recommended by the manufacturer to hands, and rub hands together vigorously for at least 15 seconds, covering all surfaces of the hands and fingers. Rinse hands with water and dry thoroughly with a disposable towel. Use towel to turn off the faucet
- Avoid using hot water, because repeated exposure to hot water may increase the risk of dermatitis.
- Liquid, leaflet or powdered forms of plain soap are acceptable when washing hands with a non-antimicrobial soap and water. Multiple-use cloth towels of the hanging or roll type are not recommended for use in health-care settings Center for Disease Control (n.d.). *Hand Hygiene*. Retrieved from <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5116a1.htm>

## **CLINICAL EDUCATION-HEALTH:**

Students will provide each facility a copy of health records to include immunizations, physical forms, and results of the two-step Manteaux (or QuantiFERON test) and vaccinations or titers. This information is hand carried to each facility by the student and is maintained in the student's clinical binder at the clinical site. In the event a student does not complete or provide the requisite materials to the clinical site, they will not be permitted to attend clinical education. Acadaware will be maintaining clinical forms. The Program will provide additional information.

During clinical education, a student must notify their Clinical Instructor (CI) if ill or injured. The Clinical Instructor has the right to send a student home from clinical education if the student is too ill to function safely, to include: fever, vomiting, diarrhea, pain, inability to stay awake, or other similar health related issue. Pregnancy is considered a state of wellness. Students who have difficulties with a pregnancy are required to obtain written permission from their health care provider to participate in/return to classroom and clinical activities, and to function without restrictions.

Program faculty including the Academic Coordinator of Clinical Education (ACCE), Dean of the School of Allied Health and Nursing, CI's or the Site Coordinator for Clinical Education (SCCE) may request documentation from a health care provider which must include the limitations and the date in which the student may resume activity without restrictions. In order to participate in clinical education a student must be able to participate in clinical education with no restrictions.

In order to return to participation in class, lab and Clinical Experiences, students must have documentation from their health care provider stating that the student may participate in class, lab and/or Clinical Experiences without restrictions. Situations requiring such documentation include (but are not limited to): physical injury, hospitalization, casts, splints, back injuries, injuries that interfere with lifting, contagious disease, or other similar health-related conditions. The Program Coordinator, ACCE, Clinical instructors, or the Dean may request such documentation.

Faculty reserve the right to send a student home from class or lab activities when the student is too ill to function safely, to include: fever, vomiting, diarrhea, pain, inability to stay awake, or other similar health related problems. The faculty reserves the right to request a mental and/or physical exam to determine the student's capability to remain in class, lab and/or Clinical Experiences. Students must be able to participate in class, lab and/or Clinical Experiences without restrictions. The faculty reserves the right to require a health care provider's written statement concerning the student's ability to participate or return to class, lab and/or Clinical Experience experiences.

## **HEALTH REQUIREMENTS – CLINICAL EDUCATION**

To be eligible to be placed in Clinical Education/Clinical Experience students enrolled in the PTA program must complete the following:

- Physical Examination, immunizations (infant and adult), as well as all required lab tests.
- Physical Examination forms and completion instructions will be provided by the PTA Program faculty
- Examinations must be updated yearly while enrolled in the second year of the program.
- Completed Physical examination forms and all other required documentation are to be uploaded into Acadaware, per the ACCE's guidance and direction for use.
- Immunizations must be current and include: Rubella, Rubella, Mumps, Varicella (Chicken Pox) and Diphtheria/Tetanus Vaccine. The series of Hepatitis-B vaccines is also required by clinical



education sites. In the event a student does not have immunization records, they must have titers drawn and may need re-vaccination.

- The 2 Step MANTOUX Tuberculin Skin test (or QuantiFERON blood test) must also be completed. If reactive, the student must be followed up by a physician or the county TB clinic, undergo a chest x-ray, and be cleared by the physician before participating in clinical education. Appropriate documentation must be provided to the program for inclusion in the student's file.

Students are required to provide a copy of each of the above to the ACCE for inclusion in the clinical binder. This information is hand carried to each facility by the student and is either maintained in a locked cabinet in the clinical site or kept by the student. The student is required to maintain their binder at each clinical site and provide it to the appropriate staff member at the site. In the event a student does not complete or provide requisite materials to the clinical education site, they will not be permitted to attend clinical education.

In order to participate in clinical education a student must be able to participate in clinical education with no restrictions. Program faculty including the Academic Coordinator of Clinical Education (ACCE), Dean of the School of Allied Health and Nursing, CI's or the Site Coordinator for Clinical Education (SCCE) may request documentation from a health care provider which must include the limitations and the date in which the student may resume activity without restrictions.

During clinical education, a student must notify their Clinical Instructor (CI) if ill or injured. The Clinical Instructor has the right to send a student home from clinical education if the student is too ill to function safely, to include: fever, vomiting, diarrhea, pain, inability to stay awake, or other similar health related issue. Pregnancy is considered a state of wellness. Students who have difficulties with a pregnancy are required to obtain written permission from their health care provider to participate in/return to classroom and clinical activities, and to function without restrictions.

### **HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)**

HIPAA, enacted by the Federal Government in 1996 was designed to protect medical and other health information. As a student physical therapist assistant, you are responsible for adherence to HIPAA in all situations that require you to access any patient information, whether electronic, written, or oral. It is the responsibility of the student physical therapist assistant to maintain patient confidentiality, in all patient interactions and encounters. Breaching HIPAA is a serious offense and may result in dismissal from the clinical site.

During participation in Clinical Experience or any other class when patient information may be discussed, any information regarding patients is strictly confidential and is not to be shared with others outside that particular clinical setting.

- This includes patient names, diagnoses, and any other sensitive or identifying information a student may learn about someone as part of the Clinical Experience. Students are NOT to remove from the clinical setting any paperwork containing identifiable patient information.
- Patient information is not to be disclosed to anyone not directly involved with the care of the patient.
- Students are expected to be discrete when discussing patient information even with Clinical Instructors or other students. **Do not** discuss patients in front of other patients, in the hall, in elevators, in the cafeteria, in a restaurant, or in any other public area where others may overhear the conversation. Patient information is to be discussed only with another individual providing care to that particular patient. All items containing patient information (this includes but is not limited to computer screens, daily notes, "soft" charts, clipboards, etc.) must be covered at all times.

## **INFORMED CONSENT**

### ***Student:***

Students enrolled in the physical therapist assisting program at Hocking College are required to participate fully in the laboratory sessions. This requires that students work on classmates of the same and other genders. Students receive notification of this requirement during the orientation for the physical therapist assisting program and must acknowledge receipt of the above requirement.

To comply with regulations from the state licensing board and clinical education site, all students of the PTA program must agree to a background check and a drug screen.

### ***Laboratory:***

During each laboratory skill check or lab practical examination, the physical therapist assistant student must identify themselves and obtain consent to “treat” prior to initiating any contact with their classmate. Additionally, students must verify patient identity prior to treatment. Each student will sign the Consent to Treat and Be Treated, as reviewed by faculty for comments or exceptional requests.

### ***Clinical:***

During clinical education, PTA students must identify themselves to patients, families, and staff as a physical therapist assisting student from Hocking College. The student must then obtain verbal consent prior to treatment. In the event a patient chooses not to work with the PTA student, the student must notify his/her clinical instructor and will be re-assigned to another patient.

## **WITHDRAWAL OF STUDENT FROM CLINICAL EDUCATION**

It is the policy of Hocking College PTA Program based upon the recommendation of the Clinical Instructor (CI) or Site Coordinator for Clinical Education (SCCE) to immediately withdraw from the clinical setting any student deemed unsafe in either a singular event or a series of repeated offenses that are detrimental or jeopardizes the safety or health of himself/herself, an individual patient, and/or clinical personnel.

Students can also be asked to leave a clinical education site if the event they are a no call/no show, leave the clinical site without notifying the CI, or engage in conduct that is counter to the Laws and Rules Regulating the Practice of Physical Therapy as described in section 4755 of The Ohio Revised Code. Such action may be taken at any time during the clinical experience

In the event a student is asked to leave a clinical education site for any reason, the student will be required to meet with the Academic Coordinator Clinical Education and/or the Program Manager, sign a remediation plan and the student is required to repeat the clinical assignment at a different facility. Any student who fails Clinical Education due to safety or unprofessional behavior may be dismissed from the PTA Program

**Section III**  
**Hocking College Information**

## **Institutional Outcomes**

Hocking College is committed to helping you develop the outcomes in classes, labs, and field experiences as well as in co-curricular activities.

### **The Hocking College Institutional Learning Outcomes**

- Demonstrate sound critical thinking, information literacy, and technological competency in the production of academic writing and presentations.
- Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings.
- Demonstrate an awareness of the social, political, and economic forces which shape individuals, institutions, and communities in the modern world.
- Understand social justice and the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others.
- Demonstrate a foundation of knowledge in the natural sciences based on theory and laboratory skills.
- Cultivate ethical values, personal wellness, and personal learning strategies in development of the whole person, mind, body, and spirit.
- Integrate content material to application in the workforce and apply discipline-specific knowledge and skills to successfully transfer or effectively meet the expectations of internships, workplace, volunteerism and/or entrepreneurship endeavors.

The above outcomes are integrated into all of the courses you will be taking at Hocking College. These are incorporated into the curriculum in various activities in the classroom, lab, and clinical settings

**POST-GRADUATION FOLLOW-UP** All graduates will receive a post-graduation survey. Receiving feedback from recent graduates is one important way for Hocking College to keep its programs relevant, vital, and accredited. Please help by keeping the College informed about all contact information and responding to the survey when it is sent. Surveys may be online.

This information is essential to complete reports to federal and state governmental agencies. Future funding and accreditation of the PTA Programs may depend on the availability of this data.

Graduates should inform the PTA program faculty of their first employment as a PTA. The program likes to keep in touch with its Alumni for guest speaking and potential Advisory Board Members. Please let the program know about your success stories while building. Existing students in the PTA Program find them encouraging throughout their journey to achieving their goals and like to hear about the various possibilities that exist as a future clinician.

**CAREER DEVELOPMENT** The process of career development begins with the student's initial inquiry about Hocking College and continues beyond graduation. Whether you're a current student looking for an internship, a new graduate looking for your first professional job or an alumnus looking for a new opportunity or continuing education, Career Services and its "Handshake" program can help.

**Career and University Center:** The Career and University Center is here to help you get the career you want while you get the degree you need. Their goals are to help you to leave college with multiple job offers prior to graduation and a financial plan to become financially independent. By leveraging cutting-edge Artificial Intelligence (AI) to allow all students to get personal, on demand feedback on things like resumes, interview skills, LinkedIn profiles and elevator pitches, giving students a HUGE career advantage.

Our technology resources are listed below. Do NOT miss out on your opportunity to leave here with multiple job offers and a plan for financial independence. Let us help you get there! Using a structured format, we provide all new students with 24 hours of career, personal and financial planning development during their first term at college! All of the services and supports offered through the Career and University Center are available to you at any time during office hours. No appointment is necessary.

These services include but are not limited to interviewing strategies, mock interviews, as well as resume & cover letter review, job selection, career exploration, interview apparel, etiquette training as well as a variety of tutorials on professionalism, career fair preparation, business card creation and printing and elevator pitch practice. See [www.hocking.edu/careerservices](http://www.hocking.edu/careerservices) for additional information. Hocking College's Career and University Center Services will make all reasonable efforts to help assist in the job placement of graduates.

### **ADVISING**

Each student is assigned a faculty advisor who will meet with the student at mid-semester and as needed. Academic advisors are available to ensure your success. They can assist with registration, referrals for additional resources, and can provide tutoring for courses during the clinical year of the program. Meet with your advisors during scheduled office hours. Students can find the name of their faculty advisor by accessing their personal profile page on Web Advisor.

### **COMMITMENT TO DIVERSITY**

The mission of Hocking College is immeasurably enriched by the students, faculty and staff who bring diverse experiences and backgrounds to our campus. We believe that diversity comes in many flavors, not just those typically considered--race, religion, color, age, gender, national origin, sexual orientation, physical challenge, or marital status--but also in thought, political persuasion, physicality, and spirituality. See more details at: page 8 in the 2021-2022 Student Catalogue-  
[https://f.hubspotusercontent10.net/hubfs/2446169/InteNursingal%20Docs%20\(Website\)/College%20Catalog/2021-2022%20Catalog-V1.pdf](https://f.hubspotusercontent10.net/hubfs/2446169/InteNursingal%20Docs%20(Website)/College%20Catalog/2021-2022%20Catalog-V1.pdf)

Hocking College is committed to fostering an inclusive environment where the individual differences among us are understood, respected, recognized as a source of strength, and valued as qualities that enrich the environment in which we work. See [www.hocking.edu/mission](http://www.hocking.edu/mission)

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

This is a Federal law that protects the privacy of student educational records. FERPA governs the release of records maintained by an educational institution and access to these records. Additional information regarding this policy may be found on the Hocking College website. <https://www.hocking.edu/one-stop-registrar>

Students who believe that their educational records are inaccurate, misleading or in violation of their privacy rights may ask to have them corrected.

### **ACADEMIC SUCCESS CENTER**

The Academic Success Center is located on the first floor of Davidson Hall. The Academic Success Center houses the Testing Center, Library services, TRIO, The Access Center, tutoring services, and

guided study programs. It provides a space to form learning communities and also provides services to help students succeed.

[Hawks Center for Well-being](#)

[Mental health support](#)

## Netiquette

Hocking College delivers many courses online, whether wholly or in a blended format. Online communication is expected to be professional and respectful, just as it is in a traditional classroom.

## Accommodations Disabilities Notice

In conformance with the Americans with Disabilities Act of 1990, Hocking College will make reasonable accommodations to its practices to assure nondiscrimination on the basis of disability. The Access Center/Office of Disabilities Services in DVD 114 is dedicated to serving the various needs of individuals with documented disabilities and to promoting their full participation in college life.

## Title IX Statements

Title IX is a resource on sexual misconduct for students, faculty, staff, and visitors who are part of the Hocking College Community. Title IX of the Education Amendments of 1972 states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” Education programs and activities” include all of a school’s operations, including employment and school-sponsored athletics and activities (on or off campus).

Hocking College is committed to providing a learning, working, and living environment that promotes personal integrity, civility and mutual respect in an environment free of sexual misconduct and discrimination. Sexual discrimination violates an individual’s fundamental rights and personal dignity. Hocking College considers sexual discrimination in all its forms to be a serious offense. Hocking College considers sexual discrimination in all its forms to be a serious offense. This resource refers to all forms of sexual discrimination, including: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties. (Title 20 U.S.C. Sections 1681-1688). For additional resources and contact information please see: [www.hocking.edu/title-ix](http://www.hocking.edu/title-ix)

As instructors, we are committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, and stalking. There are college policies that may require me to report disclosures about sexual misconduct to the Title IX coordinator whose role is to coordinate the Hocking College response to sexual misconduct.

## Commitment to Diversity and Inclusion

Our mission is immeasurably enriched by the students, faculty and staff who bring diverse experiences and backgrounds to our campus. We believe that diversity comes in many flavors, not just those typically considered--race, religion, color, age, gender, national origin, sexual orientation, physical challenge, or marital status--but also in thought, political persuasion, physicality, and spirituality.

Hocking College is committed to fostering an inclusive environment where the individual differences among us are understood, respected, recognized as a source of strength, and valued as qualities that enrich the environment in which we work.

Hocking College believes that diversity is a matter of institutional integrity and plays an integral role in educational excellence. Students learning better in a diverse educational environment and are better prepared to become active participants in our pluralistic global society.

Our institutional commitment to diversity is made visible through celebration, through opportunities for introspection, and through artistic expression. It is a commitment that never ends, an open and ongoing dedication to creating an environment within which all individuals feel safe, valued and welcomed.

Hocking College expects the members of our campus community to promote this vision as fully and conscientiously as possible.

## Academic Grade Appeal Process

Academic grade appeals consist of complaints from students concerning final grades given. The Appeals Process is available only for final grades not for an individually graded assignment.

When a student believes that his or her academic performance has been unfairly or improperly graded, the first recourse will be communication with the faculty member in an attempt to resolve the complaint. A student appeal of a final grade must be formally initiated within two weeks of the grade being posted. Students should understand that the burden of proof is theirs to demonstrate. Please visit the College web site for more appeal information.

<http://www.hocking.edu/studentaffairs/academicappeal>

## Policy Regarding Honesty

Honesty and integrity are major elements in professional behavior and are expected of each student. This is part of the Success Skill "Maintains a Code of Ethics." All work is assumed to be your own unless special permission is granted from the instructor or sources are appropriately cited. It is expected that you will be honest in all endeavors related to the completion of this course, just as you must be in all activities at work. The definition of academic misconduct that is provided in the Hocking College Student Guide applies to this course and all other courses that you are taking at the College. It is a Code I Offense:

Academic Misconduct refers to dishonesty in examination (cheating); presenting the ideas or writing of someone else's as one's own (plagiarism); knowingly furnishing false information to the college by forgery, alteration, or misuse of college documents, records or identification. Academic dishonesty includes but is not limited to:

1. Permitting another student to plagiarize or cheat from your work,
2. Submitting an academic exercise, written work, project, or computer program that has been prepared totally or in part by another,
3. Improperly acquiring knowledge of the contents of an exam,
4. Using unauthorized material during an exam, to include notes, information, calculators, or other electronic devices or programs during exams or for assignments from which they have been expressly or implicitly prohibited,
5. Submitting the same paper in two different courses without knowledge and consent of all faculty members involved,
6. Obtaining academic material through stealing or other unauthorized means,
7. Falsification of research findings and methodology.

Academic Misconduct is unacceptable behavior in all Hocking College courses. A student observed or found to be engaged in academic misconduct on a test or assignment in this course will receive will be held accountable as described by the academic school policy in addition to the Hocking College student code of conduct. A written report of the incident, signed by the instructor and the student, will be submitted to the Campus Judiciaries Office. The Office of Student Rights and Responsibilities and Judicial Affairs will conduct a judicial proceeding with the accused student, resulting in a finding of "In Violation" or "Not In Violation" of the Hocking College Code of Conduct. The outcome of the judicial process will not be used to modify or validate the specific consequence as decided by the individual faculty/program or academic unit, but may be used to determine future Judicial consequences, in demonstrating a pattern of behavior on the part of the student.

Further information pertaining to Academic Misconduct can be found by contacting the Office of Student Rights and Responsibilities and Judicial Affairs, JL 269, or by referring to the Student Code of Conduct found on the Hocking College website ([www.hocking.edu](http://www.hocking.edu)).



## **CHAIN OF COMMAND**

Just as in a working environment, it is important to follow the chain of command when dealing with an academic issue. It is the expectation that students enrolled in the PTA program follow the chain of command which starts by contacting the following persons in the order listed below:

- Academic Instructor
- Program Manager for Academic or other Program Issues
- Associate Dean or Dean of Allied Health and Nursing, if the issue is with the Program Manager

If issue remains unresolved at either the instructor or Program Manager level, it is then appropriate to discuss the issue with the Associate Dean then the Dean. Most issues can be resolved at the faculty level. Be respectful of others' time and commitments.

**STUDENT CONCERN(S) AND/OR COMPLAINT(S)** A student complaint is an expression of dissatisfaction about the PTA program expressed in writing submitted to the PTA Program Manager, and resolution of student complaint is a written response from the School of Allied Health and Nursing to the written complaint, outlining activities to address the complaint, if warranted. (See Appendix M Student Concerns and/or Complaint Form). These may arise from the student ambassador meetings held monthly. For complaints outside of grade or course related issues such as Title IX, the student may record these at the College webpage dedicated for this at: <https://cm.maxient.com/reportingform.php?HockingCollege> or [Registrar's Office at Hocking College](#)

### **Hocking College PTA Program Civility Statement**

As Hocking College School of PTA students, you are held to the highest ethical standards in and out of the clinical setting. Any form of incivility is unacceptable at Hocking College's School of Allied Health and Nursing. Incivility is defined as disruptive, ill-mannered, or offensive behavior contrary to the wellbeing of the classroom community. This includes any and all forms of disrespect or disregard for instruction, the instructor, PTA administration or a fellow student.

The Hocking College School of PTA Civility Policy is to ensure that there is a respectful teaching, learning, and clinical practice environment that fosters a sense of community, it is expected that every student adheres to these guidelines and maintains a high standard of civil, respectful, and professional conduct in all academic and clinical interactions. As stated in the Hocking College Student Code of Conduct: "Hocking College is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life and thoughtful study and discourse. The College, through the Student Conduct program, is committed to an educational and developmental process that balances the interests of individual students with the interests of the College community.

Reference p. 4 for the Ethical code at:

[https://f.hubspotusercontent10.net/hubfs/2446169/InteNursingal%20Docs%20\(Website\)/Policies/Student%20Code%20of%20Conduct%20Handbook%20FINAL%20\(08-16-21\).pdf](https://f.hubspotusercontent10.net/hubfs/2446169/InteNursingal%20Docs%20(Website)/Policies/Student%20Code%20of%20Conduct%20Handbook%20FINAL%20(08-16-21).pdf)

See Appendix N for details on Civility associated with the above.

### **ATTENDANCE POLICY HOCKING COLLEGE**

In support of preparing Hocking College students for the world of work in the State of Ohio and beyond, the following policy has been developed to model work environments they will enter upon graduation.

**The expectation is that students attend all classes. In the event of illness or emergency, it may be necessary for a student to miss a class. To report an absence, a student must contact their faculty member in advance and make arrangements to complete all required coursework.**

## **Policy**

**In an 8-week course, students have 1 Unexcused Absence**

**In a 16-week course, students have 2 Unexcused Absences**

**Unexcused absences greater than the above may result in being administratively DROPPED from the course(s).** Students administratively DROPPED from a course(s) will not be re-admitted. They will be required to repeat the course to complete the program and are responsible for all associated charges.

The College is not responsible for the student's failure to follow the official withdraw policy. Students will be responsible for tuition and fees according to the refund policy.

## **ACADEMIC MISCONDUCT**

Academic Misconduct refers to dishonesty in examination (cheating); presenting the ideas or writing of someone else's as one's own (plagiarism); knowingly furnishing false information to the college by forgery, alteration, or misuse of college documents, records or identification. Academic dishonesty includes but is not limited to:

1. Permitting another student to plagiarize or cheat from your work,
2. Submitting an academic exercise, written work, project, or computer program that has been prepared totally or in part by another,
3. Acquiring improper knowledge of the contents of an exam,
4. Using unauthorized material during an exam, to include notes, information, calculators, or other electronic devices or programs during exams or for assignments from which they have been expressly or implicitly prohibited,
5. Submitting the same paper in two different courses without knowledge and consent of all faculty members involved,
6. Obtaining academic material through stealing or other unauthorized means,
7. Falsification of research findings and methodology

Academic Misconduct is unacceptable behavior in all Hocking College courses. A student observed or found to be engaged in academic misconduct on a test or assignment in this course will be held accountable as described by the academic school policy in addition to the Hocking College student code of conduct. A written report of the incident, signed by the instructor and the student, will be submitted to the Office of Student Conduct. The Office of Student Conduct will conduct a judicial proceeding with the accused student, resulting in a finding of "In Violation" or "Not in Violation" of the Hocking College Code of Conduct. The outcome of the judicial process will not be used to modify or validate the specific consequence as decided by the individual faculty/program or academic unit, but may be used to determine future judicial consequences, in demonstrating a pattern of behavior on the part of the student.

Further information pertaining to Academic Misconduct can be found by contacting the Office of Student Conduct, or by referring to the Student Code of Conduct found on the Hocking College website ([www.hocking.edu](http://www.hocking.edu)).

## **EVALUATION OF FACULTY**

Hocking College strives to provide outstanding instructors for student education. Therefore, students are responsible for providing requested feedback to the institution regarding the performance of instructors. Students should thoughtfully complete the instructor evaluation forms provided for each class. These forms are used by instructors to improve their performance. Each instructor is required to submit evaluations for one course per semester. If your course is not evaluated and you would like to provide your input, you may ask the Allied Health and Nursing Department for an evaluation form. Each faculty is now required to be evaluated by their supervisor once per year.

## **STUDENT SAFETY-CAMPUS:**

Hocking College has a full-service police agency that derives its authority from the Ohio Revised Code Section 3345.04. According to information obtained from the Hocking College website, the primary objective of the department is to provide a safe and healthy environment that enhances campus living and learning experiences and compliments the College's educational mission. It is the expectation that students enrolled in Hocking

College and the PTA program follow all State, Federal, and Local laws if on or off campus. If a student is injured on campus an incident form is to be completed. These forms can be found on the Hocking College website.

Student Safety during classroom and laboratory experiences is also of extreme importance to prevent injury to yourself or a classmate. (Refer to Safety Practices)

## **Student Services:**

The [Academic Success Center](#) (ASC) is located on the first floor of Davidson Hall. The ASC houses the Testing Center, Library, Accessibility Resource Office, and Tutoring services.

[The Testing Center](#) – Location Davidson Hall Room 108. Testing Center hours are Monday – Friday, 8:00 am – 5:00 pm. Make-up tests are arranged with your instructor and can be taken on a walk-in basis. Standardized tests such as TEAS and ACE, SCANTRON and NOCTI are scheduled through the testing firm or coordinating agency and can be taken in the Hocking Testing Center. Please allow adequate time to complete an exam by the 5:00 pm closing time.

[Library services](#) – The Hocking College Library is committed to the advancement of teaching and learning by providing resources and services that support the core values of the college and enriching the experience by creating a community of lifelong learners. The Hocking College Library is an OhioLINK member. All faculty, staff, and currently registered students can borrow books from the Library or from other OhioLINK member libraries through the OhioLINK Catalog, or on site at other OhioLINK libraries.

Library Hours:	Autumn/Spring Semester:	Summer Semester:
	Monday – Thursday 7:30 am – 10:00 pm	Monday – Friday 8:00 am – 5:00 pm
	Friday 7:30 am – 5:00 pm	

Saturday – Sunday 12:00 pm – 5:00 pm

[The Accessibility Resources Office](#) – In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990 and subsequent Amendments in 2008 (“ADA”), Hocking College will make reasonable modifications to its practices and will provide certain individualized services and accommodations as needed to assure nondiscrimination on the basis of disability. Students or applicants for admission who would like to request disability-related services and accommodations should contact the Director of Academic Support and Disability Services. The Accessibility Resources Office (Access Center) is located in Davidson Hall, Room 114. Accessibility Resources Office hours are Monday – Friday, 8:00 am – 5:00 pm.

Director of Academic Support and Disability Services – Erin Bowald

Contact Information: bowalde@hocking.edu

(740) 753-7103

[Tutoring](#) – The Academic Success Center offers free academic assistance to all Hocking College students. From tutoring to reinforcing good study habits, they help students overcome difficulties they might have with coursework and collaborate with them in managing the challenges of academic life. Studies show that students who seek academic assistance tend to perform better in their classes and retain more information. Tutoring schedules and locations are listed on the college website here: <https://www.hocking.edu/academic-support#tutoring>. Students are encouraged to make an appointment for tutoring, but walk-ins are welcome.

Students have access to additional services for both academic and non-academic issues.

Services available to students include but are not limited to:

- Academic Success Center (Library, Access Center, TRIO, Testing Center, Tutoring)
- Addiction Services/Counseling Services
- Admission Counselors
- Campus Ministry
- Campus Security
- Computer Help Desk
- Counseling
- Financial Aid
- Instructors/Faculty Advisors
- Military and Veterans Student Success Advocate

## **CHILDREN ON CAMPUS**

Children are not to be in class or laboratory settings. If a child is on campus, they must be supervised by an adult at all times.

## **SOCIAL DISTANCING**

Hocking College classes are delivered in a variety of methods including in-person, hybrid and remote to minimize the risk of COVID-19 to students, faculty and staff. Some classes require that students be in-person in order to learn and practice skills specific to their programs. This may include experiential courses in various external practicum sites. This is found in the College Procedures, under Campus Health & Safety Coronavirus Disease 2019 (COVID-19) under Quarantine Procedures, Manual Number: SS-409 Policy. The office of Primary Responsibility is the Vice President, Student Affairs & Campus Relations. The effective date was April 6, 2020, and its purpose is to provide a process for employees and students when an employee or a student living in campus housing experiences COVID-19 symptoms. It is aimed at limiting the survival of novel coronavirus in key environments. This procedure may be modified to reflect current research, CDC Guidelines, and state orders and regulations

Some students have expressed concerns with their ability to be successful remotely and choose to attend classes in-person.

For courses held in-person on campus, students and faculty will, to the best of their ability, practice social distancing as recommended by the Centers for Disease Control and Prevention and Ohio Department of Health. Precautions to be taken include:

- Students and faculty will remain six feet apart whenever possible.
- Masks or face coverings will be worn at all times in the classrooms. Exceptions will be put into place when this is a safety concern.
- In certain classes, where students must be closer and where there is a higher risk, additional personal protection equipment may be worn as required by the program.
- Large gatherings of more than 10 people or spaces that will not accommodate a minimum six feet social distance in a room is prohibited.

**All general college policies not listed here or referred to within this manual may be found at:**

<https://www.hocking.edu/administrative-policies>

**Records Retention-See:**

**[https://f.hubspotusercontent10.net/hubfs/2446169/InteNursingal%20Docs%20\(Web site\)/Fiscal%20Office/IUC%20Records%20Retention%20Manual.pdf](https://f.hubspotusercontent10.net/hubfs/2446169/InteNursingal%20Docs%20(Web%20site)/Fiscal%20Office/IUC%20Records%20Retention%20Manual.pdf)**

**Hocking College  
PTA Program  
Appendices**

## Appendix A

### STUDENT RESOURCES

Guidance personnel, advisors and faculty members are available for matters concerning both academic and nonacademic problems.

Resources available to students include, but are not limited to:

o Veteran and Military Resource Center: <https://www.hocking.edu/veteran-and-military-resource-center>

o International Students Resource Center: <https://www.hocking.edu/international-students-resource-center>

o Hawks Center for Well-being: <https://www.hocking.edu/campus-health-wellness>

o Academic Success Center: <https://www.hocking.edu/academic-support>

A. The Accessibility Resources Office

B. The Accessibility Resources Office is dedicated to serving the various needs of individuals with disabilities and is committed to promoting their full participation in college life. Accessibility services are provided for students with permanent, chronic or temporary conditions. Information can be found at: <https://www.hocking.edu/academic-support>

B. Tutoring

The Testing Center D. Library Services E. TRIO Student Support Services

A. o Financial Aid Counselors

B. o Hocking College Police Department (HCPD)

C. o Student Events and Activities

D. o Career and University Center

E. o Student Employment

F. o Faculty Advisors

C. Each student should meet with the assigned faculty advisor at least twice each semester by appointment. Office hours are posted on the faculty member's Google calendar. It is recommended that a student seek help at the earliest indication of a problem or grade concerns. Faculty are available by appointment for guidance. Office hours are posted in student courses.

## **Appendix B**

**STUDENT CONCERN(S) AND/OR COMPLAINT(S)** A student complaint is an expression of dissatisfaction about the PTA program expressed in writing submitted to the PTA Program Manager, and resolution of student complaint is a written response from the Allied Health Department to the written complaint, outlining activities to address the complaint, if warranted. (See Appendix M, Student Concerns and/or Complaint Form).

**Grades GRADE APPEAL PROCESS** The Grade Appeal Process provides students with the opportunity to voice their concerns about a classroom or academic experience. This process provides an unbiased forum to discuss your experience. Information can be found at:  
<http://www.hocking.edu/studentaffairs/academicappeal>. All Other Issues/Concerns

**STUDENT GRIEVANCE PROCEDURE** Please refer to the Hocking College Catalog located at:  
<https://www.hocking.edu/coursecatalog>

### **STUDENT GOVERNANCE**

#### **A. Purposes:**

1. To identify and work to resolve problems.
2. To establish ideas for the advancement of classes, the PTA Program, and the school.
3. To participate in preparing guidelines which affect the PTA Program students.
4. To improve communication between students, faculty, staff, and administration.

#### **B. Composition:**

1. One representative from the student cohort.
2. PTA Program Manager, Dean of the School of Allied Health and Nursing, Clinical Placement Manager and Office Manager of Allied Health and Nursing.

#### **C. Procedures:**

1. Selection of student governance representative:
  - a. Each semester representatives are elected from their cohort.
  - b. Alternates are also elected each semester to serve in the event that the representative cannot attend a meeting.
2. Term:
  - a. Student representatives and alternates will serve one semester.
  - b. Student representatives and alternates may be reelected.



3. The meeting will be facilitated by the PTA Program Manager, Dean of Allied Health and Nursing, Associate Dean of Allied Health and Nursing, and the Clinical Placement Manager and minutes of the meeting will be recorded by the Office Manager Allied Health and Nursing and posted on Blackboard.

4. PTA Program Manager, Dean of the School of Allied Health and Nursing, Associate Dean of the School Allied Health and Nursing, and ACCE will be:

a. Resources to provide additional information.

b. A liaison to report Student Governance ideas and suggestions to the faculty.

5. Attendance at Governance Meetings:

a. Representatives should attend all regularly scheduled meetings.

b. If a representative cannot attend a Governance meeting, she/he is responsible for seeing that the alternate attends the meeting.

6. Student Governance meetings shall:

a. Be held on a regular basis, once per semester.

b. Minutes of the meetings will be accessible to students on Blackboard, or the student representative will provide updates to the cohort.

PTA PROGRAMS ACADEMIC DISMISSAL Current Requirements (effective Spring Term 2022 for any newly admitted students or students being readmitted to the program\*)

The first time a student (withdraws or drops (after the 15th day) or is unsuccessful (receives less than 80% in any PTA technical (PTA) course or less than a C grade in a general education course), the student must meet with and make a written request to the PTA Program Manager to repeat the PTA course. (See Appendix H, Readmission Policy).

The second time a student withdraws or drops (after the 15th day) or is unsuccessful (receives less than 80% in any PTA technical (PTA) course or less than a C grade in a general education course), the student becomes ineligible to continue or for readmission in the PTA Program for which they were enrolled. Students wishing to apply for readmission to clinical, will need to submit the Readmission to Clinical Application form (See Appendix I Readmission to Clinical Application).

\*Students admitted or readmitted to a PTA Program prior to Spring 2022 should refer to the Handbook effective at the time of their admission.

## Appendix C

### SUSPENSION OR DISMISSAL FROM THE PTA PROGRAM

The PTA Program Manager may recommend a student be suspended or dismissed from the program for any of the following:

- a. Does not comply with this Handbook, or regulations specific to a cooperating clinical facility. Acts in a manner that jeopardizes the safety or health of patients or personnel in a clinical setting. Through our contractual agreements, cooperating clinical facilities reserve the right to require withdrawal from the clinical facility of any student whose actions may have detrimental effects on either patients or personnel.
- b. PTA leadership reserves the right to request a physical exam (including drug and alcohol screening) to determine the student's capability to remain in class and/or clinical.

The PTA Program Manager reserves the right to determine whether clinical competencies can be met with given restrictions. All recommendations for suspension or dismissal along with copies of the necessary records are reviewed by the Associate Dean and Dean of Allied Health and Nursing and submitted to judicial. For information related to Student Grievance procedure, see the Hocking College Catalog at: <https://www.hocking.edu/registrar#catalog>

**PROBATION AND ACADEMIC DISMISSAL FROM HOCKING COLLEGE** Satisfactory academic progress is maintained by meeting or exceeding the levels indicated in the College Catalog. Academic probation is determined by comparing the student's cumulative grade point average with the total registered course hours. For information related to Academic Probation and Suspension see the College Catalog at: <https://www.hocking.edu/registrar#catalog>

## Appendix D

### MAINTENANCE OF GOOD HEALTH Hawks Center for Well-Being (HCWB)

A. Students are financially responsible for seeking healthcare. Neither the college nor the clinical facilities will assume responsibility for:

1. Emergency care.
2. Treatment.
3. Hospitalization.
4. Lab work.
5. Follow-up care after a needle stick or biohazard contamination.

B. A physical exam is required every three years but may be required annually at the discretion of the clinical facility. Students will be required to have a new physical if it has expired. Expenses for immunizations and updated physicals are the responsibility of the student.

The following immunizations or positive titers showing immunity are required:

- o MMR (series of two).
- o TB is required yearly (this cannot be read by the instructor or anyone in the Hocking College PTA program). If this is the student's first TB testing, the two-step test is required or if it has been more than one year since the last TB test. A QuantiFERON blood test may replace the above.
- o TST or PPD - Those responding positively to a TST/PPD must have a negative chest x-ray prior to giving patient care. Chest x-rays need to be repeated every two years unless symptoms of tuberculosis develop. Students will not be eligible to attend the first day of classes without submitting a completed physical form.
- o Hepatitis B Vaccine (series of three) given over six (6) months.
- o Tdap (required every ten years) o Varicella - titer showing immunity or vaccination (series of two) are required.
- o FLU SHOT IS REQUIRED DURING FLU SEASON FOR ALL CLINICAL STUDENTS (the ONLY acceptable excuse for not having a flu shot is documentation from the student's physician or primary care practitioner indicating that the student is allergic to this type of immunization).
  - o COVID is a requirement of some clinical facilities, while others accept religious and medical exemptions. Students will not be eligible to attend the clinical without submitting a record of the completed series of vaccine choice, or a letter of exemption. It is the responsibility of the student to keep their immunizations current.

Additional immunizations may be required by individual facilities or when the CDC recommends seasonal immunizations due to infectious diseases.

C. Annual drug screen testing is a PTA Program requirement and clinical facility policy. Students of the PTA Program are required to have a negative urine drug screen prior to attending the first day of classes

and periodically during the program at the discretion of the faculty, instructor, and/or the facility partners. Students will forfeit their clinical/theory seat for any of the following reasons:

- A positive urine drug screen for controlled substances not disclosed at the time of the drug urine screen.
- If a student has a positive urine drug screen and disclosed prescribed medications to the Professional Collector, the result will be determined based on the information provided and the PTA Program Manager or the Clinical Coordinator will be notified.
- If the student refuses (failure to reply to a required test, failure to complete, or any alteration of the urine) the test will be recorded as a positive test.
- After two failed drug urine tests a student will no longer be eligible for the PTA Program. Students testing positive will be administratively withdrawn from the current semester and will be responsible for the financial consequences resulting from the administrative withdrawal process.

The student may be eligible and considered for admission to the PTA Program after one calendar year. If a second positive and/or adulterated drug screen occurs, the student will not be eligible to be considered for admission to the Hocking College PTA Program. Students already in the clinical/theory sequence may be required to submit to a random drug screen at the discretion of the faculty, instructors, and/or clinical facilities. Upon notification, students will have a specified amount of time to present to Hawks Center for Well-Being (HCWB) for collection of the sample.

In addition, any PTA instructor may request a urine drug screen given a reasonable cause. “Reasonable cause” exists when a student exhibits behavior that suggests impairment from drug use or when clinical performance or safety is affected. Students will forfeit their clinical/theory seat for any of the following reasons:

- o A positive urine drug screen for controlled substances not disclosed at the time of the drug urine screen.
- o If the student refuses (failure to reply to a required test, failure to complete, or any alteration of the urine) the test will be recorded as a positive test.
- o After two failed drug urine tests a student will no longer be eligible for the PTA Program. Students testing positive will be administratively withdrawn from the current semester and will be responsible for the financial consequences resulting from the administrative withdrawal process. The student is eligible to reapply for admission after one calendar year. If a second positive and/or adulterated drug screen occurs, the student will not be permitted to reapply to the Hocking College PTA Program.

#### D. Illness/injury/sudden disability:

1. During clinical hours, illness or injury must be reported at once to the clinical instructor. The clinical instructor is required to report an injury immediately to the PTA Program Manager and complete a Hocking College Incident Form.
2. At least one business day prior to returning to the clinical area following an illness/injury, the student must submit proof from a Health Care Provider they are cleared to return to the PTA Program (classroom, lab or clinical) The release must be submitted to the Dean of Allied Health and Nursing.
3. Faculty reserve the right to require a health care provider’s written statement concerning the student’s ability to return to clinical/lab/classroom. The health care provider statement must state that the student can participate in all clinical activities without lifting restrictions.

4. The PTA leadership reserves the right to request a physical exam (including drug and alcohol screening) to determine the student's capability to remain in class and/or clinical. The PTA Program Manager reserves the right to determine whether clinical competencies can be met with given restrictions.
5. The faculty and/or instructor reserves the right to send a student home from clinical at their discretion when the student is too ill to function safely. Situations include fever, vomiting, diarrhea, pain, inability to stay awake, mental distress, or other similar health-related problems.
6. Pregnancy is considered a state of wellness. Pregnant students who are not experiencing complications during their pregnancy do not need a health care provider's statement to participate in clinical. Pregnant students who have complications must have written permission from their health care provider to participate in clinical without restrictions. Students who are pregnant are encouraged to notify their clinical instructor.
7. Health related conditions that may result in temporary limitations in the student's ability to safely function in a clinical situation will require a note from the student's health care provider. The note should state that the student may return to clinical without restrictions.

Situations requiring additional documentation include (but are not limited to): physical injury, hospitalization, casts, splints, and back injuries, injuries that interfere with lifting, contagious disease, or other similar health-related conditions. Clinical instructors or the PTA Program Manager may request documentation.

Note some facilities may not allow a student to return to clinical with casts or splints. Hocking College is contractually required to follow the specific guidelines of each facility.

**STUDENT HEALTH INSURANCE/COVERAGE** Hocking College insurance does not cover a student in case of an accident or illness. Students are responsible for providing their own health and accident insurance.

**STUDENT LIABILITY INSURANCE** The college covers students with liability insurance per contractual agreement with clinical facilities.

## **Appendix E**

### **HOCKING COLLEGE PTA PROGRAMS SIMULATION LAB**

#### **Introduction**

This state-of-the-art simulation laboratory contains realistic adult, pediatric, infant and obstetrics high-fidelity manikins. Each manikin is computer controlled to present a wide array of physiological conditions to provide the student with as close to real life experiences. These scenarios will be recorded to allow faculty to debrief with the students, as well as to allow the students to self-analyze their performance. Each student is expected to participate and be engaged in all aspects of the laboratory experience.

#### **Simulation Lab Mission**

The Hocking College PTA Program's mission is to provide and promote a safe environment for experiential learning utilizing simulation. The Simulation Lab will provide a dedicated environment for students to learning strategies that will enhance patient safety and the quality of health care through the use of simulation technology. The students usually visit the lab twice per year in the Clinical year.

Simulation is used for practicing the application of appropriate skills; critical thinking/clinical reasoning; ethical decision making; clear communication skills; cultural sensitivity awareness; and professionalism at the student level in the program.

#### **Simulation Lab Vision**

The goal is to provide cutting-edge, high quality clinical training in realistic settings to students, to ultimately improve future patient outcomes and safety through evidence-based practice and hands-on high-fidelity simulation. Secondly, to provide education that stimulates clinical reasoning, critical thinking, and psychomotor competence in an innovative setting.

What is Simulation? Simulation is an attempt at replicating reality. In healthcare education, simulation tries to replicate some or nearly all of the essential aspects of a clinical environment so that the situation may be 30 more readily understood and managed when it occurs in clinical practice. The simulation lab environment allows students to participate in life-like situations. Simulation can also be used as a teaching method to help assess a student's skill acquisition. Simulating real-life experiences for students in a safe environment is conducive for developing critical thinking, clinical reasoning, and clinical judgment skills. Practicing in such an environment will increase the probability that those skills will be used in the real-world setting. Simulation Scenarios Simulating case scenarios involves active participation for all students.

All students and faculty will adhere to the simulation lab rules (see attached). Manikins are to be used with respect and treated as if they were live patients. The simulation lab is a learning environment. Students involved in simulated scenarios should have everyone's respect and attention. Situations simulated in the lab are to be used as a learning tool and no discussion of the actions of students should take place outside of the lab.

A pre-briefing and debriefing session will be provided for all simulation experiences. After the debriefing session, the student should fill out an evaluation form to give them the opportunity to reflect on the scenario and to provide constructive criticism for further enhancement of the simulation. Faculty Roles The simulated scenarios are designed so that students learn to think critically. Students should be allowed to complete their scenario regardless of the outcome with little to no direction from the faculty. It is

during the debriefing that faculty will provide input with regards to the students' performance and affective behavior.

#### Pre-briefing

Pre-briefing is an educator designed phase of simulation that is implemented at a designated time prior to the 'hands-on' scenario and includes both orientation tasks and learner engagement activities that will enhance learner satisfaction, participation, and effectiveness of the simulation experience

Debriefing The debriefing session involves immediate feedback and a reflective critical thinking analysis and communication tool for participants of the simulation exercise. The purpose of the debriefing assessment provides an intense post conference and active evaluation process driven by instructors and peers. The focus of the debriefing should be on positive aspects and should allow the student to answer critical thinking questions. The lead clinical instructor will conduct the debriefing using video review and other techniques to facilitate a favorable post-simulation exchange.

Scheduling of Laboratory Staff, Faculty, and Instructors shall contact via email the Simulation Lab Coordinator, two weeks prior to the requested dates. Requests via phone are discouraged. Every attempt shall be made to fulfill requests however those students that have a required hourly mandate and or skill validation shall receive priority. A log will be maintained for the purpose of review to better coordinate resources. Along with requesting time in the lab the faculty member may choose the appropriate scenario that covers the desired objectives.

It is imperative that the faculty member reviews the requested scenario and the required equipment list prior to the start of the lab session. Faculty should ensure the scenario meets course objectives and outcomes. Deviation from the standard list of equipment may be made at the time of request.

#### Simulation Lab Coordinator

The Simulation Lab Coordinator will facilitate the learning environment by setting up the scenarios and controlling the manikins remotely during the lab experience. This person may be used to troubleshoot any technical issues that may arise but is not intended to provide instruction to the student during simulation experiences.

Equipment Every effort has been made to provide each student with state-of-the-art equipment to be used in the occupational environment. It is imperative that faculty orient themselves to this equipment so that the scenario will run smoothly. In the event that a piece of equipment comes up missing or is broken it is the responsibility of the student to report it to the faculty.

Below is the list of rules each student must adhere to concerning equipment:

1. All students and faculty wanting to use the lab must have proper orientation to the equipment.
2. The doors of the simulation lab will be locked at all times.
3. Any student wishing to use the lab must notify the Simulation Lab Coordinator and sign in via SimCapture.
4. When working with the manikins, students must perform hand hygiene and wear gloves as with a live patient.
5. Supplies and equipment must not be taken out of the lab unless authorized by the Simulation Lab Coordinator and signed out by an instructor.

6. Equipment should be disposed of appropriately. (sharp's containers, biohazard trash containers)
7. Computers and video equipment are for class purposes only.
8. Students will have proper orientation to the crash cart and the defibrillator.
9. There may come a time that equipment might get broken or become missing. It is your responsibility, as a member of Hocking College, to report it to an instructor and or Simulation Lab Coordinator. If the equipment is maliciously damaged, the student will be responsible for replacement of said equipment and could be dismissed from the program.
10. At the end of the scenario, students must return all equipment and supplies to the proper locations. Any soiled linens will be switched out for clean ones by the students. The students will then clean the simulator's skin with water and a soap solution approved by the manufacturer.
11. Beds should be remade and left in the lowest position with the bed rails up.

### Confidentiality

In order to preserve the realism of the scenarios used in the simulation lab and to provide an equitable learning experience for each student, all persons using the lab will be required to sign a confidentiality agreement (see attached copy of confidentiality agreement). The scenarios are not to be discussed outside of the simulation and debriefing sessions. This is to protect the value of the experience for those who will eventually take part in the clinical scenarios. If the student does so, it is considered cheating, and the student will face disciplinary action outlined in Hocking College PTA Student Handbook.

Because every simulation has the possibility of being recorded, manikin accessibility will be treated like a real patient. Students are expected to uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws requiring confidentiality.

Students agree to report any violations to the faculty or instructor. Conduct Students shall approach all simulators and standardized patients as if they were in a clinical setting. Students will not only be measured on their clinical judgment and application of required skills but also on their ability to show empathy, respect, integrity, professionalism, therapeutic communication and diplomacy towards everyone involved in the learning environment.

At no time shall a student behave in a manner that disrupts the other students' learning environment. It is imperative that participants remember that all interactions with the manikin and other participants are being recorded for further review by your faculty and fellow students. Any viewing or publication outside of the classroom, such as posting on YouTube or other social media sites, is unacceptable and unethical and will result in disciplinary action from the individual's program.

### Student Conduct/Behavior

1. All users of the simulation lab's space must act in a manner that does not disturb the academic activities occurring in the lab.
2. No lab user shall infringe upon the privacy, rights, privileges, health, or safety of other lab users.
3. All faculty, staff and students must complete orientation prior to using the equipment.
4. No eating or drinking is allowed in the Lab.
5. Use of the computers is restricted to assigned classroom work and not for personal use.



6. Do not use the equipment for any purpose other than specified; anyone who fails to comply with this request will be asked to leave the lab.
7. Any equipment malfunction or abuse must be reported to the Simulation Lab Coordinator immediately.
8. Adherence to the dress code is expected. You must be in proper uniform to participate in any activity in the simulation lab.
9. All beds should be lowered to the ground with the bed rails down after each use. Linens should be properly placed back on the manikin after each use as if caring for a real patient.
10. Do not remove the manikin from the bed unless instructed to do so.
11. Smoking is prohibited in the simulation lab.
12. All electronics including cell phones, tablets, cameras, camera phones, and voice/video recordings are prohibited during simulations.
13. Do not disconnect or move the patient simulators.
14. All patient simulators are operated by trained faculty or staff. Students cannot operate the patient simulators.
15. Remember that even though you are in a simulated environment you are to conduct yourself as if you were at a clinical site.
16. All patient simulators are to be treated as actual patients at all times.

### **Infection Control**

Participants in simulated scenarios need to be mindful of all standard precautions and transmission specific precautions (contact, droplet, airborne). Any piece of equipment that comes in contact with simulated patient body fluids are considered contaminated and need to be handled appropriately. Gloves will be worn with all manikin interaction and non-sterile gloves should be disposed of in non-biohazard trash cans. If a sharps container is full, please inform the simulation lab manager so that it may be replaced.

**Latex Warnings:** Students and faculty need to know that some of the equipment in the Simulation Lab contains latex. Those with a known sensitivity/allergy to latex need to contact the Simulation Lab Coordinator. Every effort will be made to replace equipment with latex-free substitutions. **All users who suffer from latex allergies should take precautions while using or handling the latex parts by wearing non-latex gloves.**

### **“Clean” Needle Stick Guidelines**

In accordance with the Center for Disease Control (CDC) all sharps are to be handled safely and disposed of properly. In the event of a “clean” needle stick, the lab faculty should be notified immediately, so first aid can be provided. The Simulation Lab Coordinator should be notified so that an incident report form can be filled out and reported to Hawks Clinic. Complications from a “clean” needle stick may include: tenderness, minor bleeding or bruising, and infection.

Security and Emergencies

All faculty members are to ensure that lab rooms are secure and safe when using the rooms. Doors should be locked at all times. The Public Safety Department should be notified if the lab rooms will be in use outside of normal campus business hours. It is the responsibility of the faculty and students to be aware of the location of emergency exits on each floor of Davidson Hall.

In case of a fire, all persons are expected to evacuate the building and Public Safety needs to be notified immediately at ext. 6591. Fire extinguishers are located throughout each hallway and close to the stairwells of each floor.

#### CONFIDENTIALITY AGREEMENT for the Simulation Lab

As a student who will use the Simulation Lab, I understand the significance of confidentiality with respect to information concerning simulated patients and fellow students. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality. I agree to report any violations of confidentiality that I become aware of to my facilitator or instructor. I agree to adhere to the following guidelines:

- All patient information is confidential, and any inappropriate viewing, discussion, or disclosure of this information is a violation of Simulation Lab guidelines.
- This information is privileged and confidential regardless of format: electronic, written, overheard or observed.
- I may view, use, disclose, or copy information only as it relates to the performance of my educational duties. Any inappropriate viewing, discussion, or disclosure of this information is a violation of Simulation Lab guidelines and may be a violation of HIPAA and other state and federal laws.
- The simulation lab is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner. The student running the scenario should have everyone's respect and attention. Situations simulated in the lab are to be used as a learning tool. Specific discipline Code of Ethics must be observed.
- The simulation manikins are to be used with respect and be treated as if they were live patients.
- No Betadine, no Chlorhexidine, no ink pens (near the manikin), use only 20G IV or smaller for IV starts.

**Appendix F**

Hocking College PTA Program Lab Remediation Procedure

Purpose: To improve completion rates, patient safety, and student success. (Safety) Procedure: When a student fails a check off, the instructor will write the skill on the Lab Remediation Sheet. The student will bring this form to an Open Lab for remediation prior to their next lab day. The instructor in the Open Lab will complete the form and return it to the student's lab instructor. The lab instructor will file the Lab Remediation Sheet in the student's file.

\_\_\_\_\_ I have read and understand the Hocking College PTA Program Lab Remediation Process.

\_\_\_\_\_ I understand that it is my responsibility to attend an open lab prior to my next scheduled lab day.

\_\_\_\_\_ I understand that it is my responsibility to master the skill in which I am to remediate and have an understanding of the knowledge regarding safe patient care.

Student Printed Name \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_

Faculty member review \_\_\_\_\_ Date \_\_\_\_\_

## Appendix G

### Hocking College PTA Program Progression Procedure: Effective Spring Term 2022

This new policy applies to students who are re-starting the PTA Program in the Spring term II or are readmitted to the program after sitting out two semesters. A student is considered readmitted if the college catalog year is updated by the institution. Students who are not considered readmitted, refer to the previous progression process. Furthermore, PTA Programs will not implement changes to policies for student progression, or requirements for completion of the program, regarding students enrolled in the program at the time the changes are adopted pursuant to Ohio Administrative Code (OAC) 4723-5-12(B).

It is important for the student to focus on coursework to be successful in the program. Requirements for advancement in the PTA Programs are as follows:

1. All course prerequisites must be met before admission to a course. Waivers will not be granted.
2. All courses on the plan of study must be successfully completed in the order posted. General education courses may be taken prior to the semester posted, not after. (Exception is GS-1010 Pathways to Prosperity I which must be completed during the program, but prior to GS-2010 Pathways to Prosperity II in the final semester).
3. All PTA Programs require a grade of “B-” (80%) or better in all PTA technical (PTA) courses, as well as a “C” in all support courses (non-technical course) listed on the plan of study.
4. Students who do not successfully complete all of the first semester PTA courses will go back on the file completion list with their file completion date being the final date of the semester.
5. Once the student has successfully completed the first semester PTA technical class, progression through the program is dependent upon successful completion of the PTA technical courses as well as pre-clinical and co-requisites. The first time a student is unsuccessful (fails), withdraws, or drops any PTA technical (PTA) course (after the 15th day of the semester) or general education course with less than a ‘C’, the student must meet with and make a written request to the PTA Program Manager to repeat the PTA course (see Readmission Policy). The second time a student is unsuccessful (fails), withdraws, or drops any PTA technical (PTA) course or general education course (after the 15th day of the semester), the student becomes ineligible to continue in the PTA Program and ineligible to reapply.
6. The PTA faculty realize that students often face personal challenges throughout the course of the PTA Program, sometimes resulting in a need for the student to modify their progress. In the event a student is unsuccessful due to unforeseen circumstances, the student may file a 49 “PTA Programs Appeal Form” for consideration of eligibility to return. (See Appendix J, PTA Programs Appeal Form).
7. If a student withdraws after the 15th day of the semester, it will be considered a failure for the purpose of readmission, the student is then placed on a space available waiting list to return (See Appendix F, Readmission Policy).

Any student who withdraws from the PTA Program must do each of the following:

- a. Meet with their faculty academic advisor.
- b. Meet with the PTA Program Manager, or the Dean of Allied Health and Nursing and/or Associate Dean of Allied Health and Nursing.
- c. Submit a school withdrawal form through the Registrar’s office

8. In accordance with the Readmission Policy, the individual's case will be reviewed for a final decision regarding re-entry. These policies do not state or imply that every student will be readmitted to the program.

8. A student who withdraws from any PTA technical or general education course must re-enter that course within 12 months of withdrawal.

9. A satisfactory grade is required in clinical experience and/or laboratory skill demonstrations. Students must meet the clinical and laboratory requirements in all PTA courses.

10. The student must adhere to all college/program policies/procedures and have no outstanding fees or unreturned borrowed equipment to be eligible for graduation.

11. It is important for the student to remain aware of their progress through each course. Early recognition of difficulties is important for the student's success. The student should immediately discuss any concerns with the course instructor and should utilize other campus resources such as the student's advisor, TRIO or tutoring services

## Appendix H

### Hocking College PTA Program Readmission Procedure

For consideration of readmission into a PTA technical course, a student must submit a written request and meet with the PTA Program Manager. The decision for readmission depends on space availability, changes in the curriculum, individual qualifications including grade point average, and any other factors that may be related to the student's ability to succeed.

The student's performance to date in the PTA Program will be reviewed carefully. The following procedures apply:

1. Students who do not successfully complete all first semester PTA courses must apply as a new applicant. \*
2. The student will submit a written request to the PTA Program Manager including desired Semester of return, course(s) desired, any specific supportive information about reason for the break in education, and student plans for ongoing success. (See the current readmission form)
3. The student will arrange to meet with the PTA Program Manager.
4. A student seeking readmission to clinical courses must have a minimum 3.00 cumulative grade point average.
5. If a student does not accept the available course space for return to the sequence of PTA courses, the student must make a written request for future consideration.
6. Associate Degree PTA students who enroll in a PTA course but do not follow the procedure for requesting readmission will be de-registered from the class in which they enrolled.
7. Students who are out of sequence for any reason, and who are successfully re-seated in the PTA Program, will be held to the plan of study and applicable policies of the cohort into which they are re-seated. \*

Catalog/Curriculum in Force Policy Requirements for a student to complete a degree are based initially on the Hocking College catalog/curriculum which is in force at the time of the student's first term of credit enrollment. When a student stops attending, he/she is no longer considered an active student. Once a student is inactive for one academic calendar year or two consecutive semesters, upon re-admission to the College, the student will begin the program under the most current Hocking College catalog/curriculum. When a student changes his/her program of study, the student will be placed into current catalog year at the time of the program change. For the purposes of this policy, an academic calendar year is considered two semesters Autumn & Spring.

#### Guidelines:

- Out-of-sequence students must complete and submit a "Readmission to Clinical Year" form to the Program Manager. These forms are available in the PTA Office (DVD 325). "Readmission to Clinical" forms are dated the last day of the current semester.
- Students accepted back into the next year's cohort will begin the term where they exited the program, taking only the courses which, they failed. Faculty will retest and lab skill check critical skills in order to determine their current skill level. If they fail at the above, then they may not re-enter the program.

- It is the responsibility of the student to complete and submit a “Readmission to Clinical” form if the previous form has expired (expires at the end of the semester of which the student applied for).
- When an out-of-sequence student is offered a clinical spot, the offer is based on the available clinical site location.
- If a student is offered a clinical spot and does not accept/attend, he or she will be removed from the out-of-sequence list.
- Out-of-sequence students are not guaranteed automatic re-entry into the next semester.
- If the student submits the application later (after the term ends), the student may not qualify for re-entry into the next semester. If the student does not qualify for the applied semester the student must submit a new return to clinical form.
- The student must meet with the PTA Program Manager and ACCE.

Sequencing: Students will be rank ordered for readmission using the last day of the term and cumulative GPA. All clinical rotation requirements must be current. If clinical rotation required health documentation has expired and needs to be updated, this may affect the student’s eligibility to accept course/clinical placement opportunity. Once accepted into the PTA Program, your FBI/BCI and drug screen will be arranged during your clinical orientation.

After grades have been posted for the semester, the number of available seats will be determined, and students will be notified as soon as possible. In certain circumstances, available seats may be known prior to the end of the semester. In this case, students may be notified earlier than the end of the semester. It is up to students waiting to get into the program to keep all immunization records and CPR up to date. Students will be directed when it is time for background check and drug urine screen is to be done. Once a seat becomes available, students are notified by phone or Hocking College student email. From the time of notification, students have 72 hours (exception is summer semester - 48 hours) to accept or decline the clinical seat for the SEMESTER OF RE ENTRY.

If a student declines, they are removed from the list for the semester requested and may be put back on the list a second time. If a student declines the offer a second time, they will no longer be eligible to continue with the program. Students should keep their contact information up to date and their voicemail box set up and available to take messages to ensure they do not miss the notification. See Appendix G, for the “Readmission to clinical Application”. Medical exceptions and extenuating circumstances may apply and in such a circumstance, review and decision will be made by the PTA Program Manager and the Associate and Dean of Allied Health and Nursing.

## Appendix I

### Hocking College PTA Program Readmission to Clinical Application Year

Students who withdraw, drop or fail a PTA course are permitted one opportunity to request readmission to the program. Readmission is on a space available basis. Students are readmitted based on their position on the return to clinical list and the number of seats available. Students wishing to apply for readmission to clinical, will need to submit this form. If a student fails, we recommend submitting the form as soon as possible, since the readmission to clinical list is determined by the date the form is submitted and the student's /grade point average for that semester as a group.

After grades have been posted for the semester, the number of available seats will be determined, and students will be notified as soon as possible. In certain circumstances, available seats may be known prior to the end of the semester. In this case, students may be notified earlier than the end of the semester.

It is up to students waiting to get into the program to keep all immunization records and CPR up to date. Students will be directed when it is time for background check and drug urine screen is to be done. Once a seat becomes available, students are notified by phone or Hocking College student email. From the time of notification, students have 72 hours (exception is summer semester - 48 hours) to accept or decline the clinical seat for the SEMESTER OF RE ENTRY.

If a student declines, they are removed from the list for the semester requested and may be put back on the list a second time. If a student declines the offer a second time, they will no longer be eligible to continue with the program. The students must keep their contact information up to date and their voicemail box set up and available to take messages. Students are allowed only one completed re-entry opportunity, best done at one year after their initial training and entry when their exit occurred.

#### **Please fill out this form and return it to:**

PTA PROGRAM MANAGER 3301 HOCKING PARKWAY, DVD 325 NELSONVILLE, OH 45764.

Students are readmitted based on their position on the return to clinical list and the number of seats available. The readmission to clinical list is determined by the form submission date and grade point average for that semester by a nonbiased faculty committee.

Name: \_\_\_\_\_ Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Preferred telephone #: \_\_\_\_\_ Messages/Voicemail #: \_\_\_\_\_

Hocking Email Address: \_\_\_\_\_

CUMULATIVE GPA: \_\_\_\_\_ Student ID: \_\_\_\_\_

- No student will be readmitted to clinical unless this application is completed and returned to the Program Manager.
- It is the student's responsibility to keep her/his contact information updated with the Registrar's Office and to reapply as a regular student, as your account may have been deactivated.



- All email communication will be sent to the Hocking College email address only. It is the student's responsibility to check their Hocking email frequently. Initial each line below, indicating you have read and fully understand each statement:

\_\_\_\_\_ I understand that if accepted by the special committee, that I will begin the PTA program starting the Semester that I withdrew or did not complete. I understand that I must have a CURRENT (as defined by the PTA Student Handbook) background check, immunizations, and health records.

(NOTE: Do NOT update your health records or background check until you have been notified that a seat is available and given the direction to complete.) \_\_\_\_\_ I understand that this form expires at the end of the requested semester I am applying for.

Date \_\_\_\_\_ Student Signature: \_\_\_\_\_

\*\*\*\*\*FOR OFFICE USE ONLY\*\*\*\*\*

received: \_\_\_\_\_ Date seat offered \_\_\_\_\_

Notes \_\_\_\_\_

**Appendix J**

Hocking College PTA Program PTA Programs Appeal Form

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Student ID Number: \_\_\_\_\_ Phone: \_\_\_\_\_

Hocking College Email: \_\_\_\_\_

Students who feel there are extenuating circumstances that should be considered when reviewing their selective admission program admission or progression status, suspension, or dismissal may file this appeal form (with supporting documentation) for consideration. Appeals are not automatic, and the student should not assume an appeal will be granted. Extenuating circumstances are considered anything beyond the reasonable control of the student (medical situations, natural disaster, severe external problems not of the student’s creation, etc.).

The Process:

A complete letter of explanation from you stating the nature and time frame of the extenuating circumstance(s) which you feel should be reviewed and considered. In your letter include appropriate dates, semesters effected and details outlining what was unusual about your situation.

1. Submit documentation from official sources (i.e., doctors, hospital, court, law enforcement agency, etc.) which verify your extenuating circumstance(s) as presented in your letter of explanation. Note: Documentation for medically related appeals must be specific as to the length of time you were under the doctor’s care (including dates, places and details) and, if appropriate, a doctor’s release with effective dates. These verification documents should be on letterhead and signed by appropriate officials.
  
2. The Admission/Acceptance/Progression Appeal Committee meets twice a month, as needed, to review appeals submitted. Notification indicating the outcome of the review will be mailed to the student. Describe your situation and reason for appeal: (Attach additional paper as needed)

---



---



---



---



---

Please complete both sides of this form

---



---



---



---



---

List the documents you have attached for reference:

---



---



---

---

---

---

---

---

---

---

---

---

---

Student Signature \_\_\_\_\_

Printed \_\_\_\_\_

Date \_\_\_\_\_

Submit this completed form, with documentation attached to; coppolettis@hocking.edu or mail to Hocking College, 3301 Hocking Parkway, Nelsonville OH 45764 (Attention PTA Manager).

\*\*\*\*\*

For Office Use Only: Rcvd \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_ Response Mailed

Notes: \_\_\_\_\_

---

---

## Appendix K

### Hocking College PTA Program Selective Admissions Policy

Beginning in the Summer to Fall of 2022-3 cycle of Admissions, students desiring to be admitted into the third semester or Clinical Year of the PTA program must complete the following in order to be considered for admission:

## Hocking College Physical Therapist Assistant Program 2023 Checklist for Admission File Completion

All Physical Therapist Assistant program applicants are accepted into the Associate of Science (ASP) program and may begin taking general classes. The AS program is a pathway to the Physical Therapist Assistant program and allows you to complete general education requirements for Physical Therapist Assistant. Upon successful completion of all PTA admission requirements, your academic program will be changed to Physical Therapist Assistant.

The second year of the program follows a selective admission process and has additional admission requirements. Students with complete admission files by June 1 will automatically be considered for admission to the second year of the program. Files will be reviewed in June of each year with students notified of acceptance for the upcoming autumn term by July 1. Those not accepted will be considered for the following autumn term(s). Please monitor your file completion progression, as described below.

It is your responsibility to monitor your admission file completion status. Physical Therapist Assistant program admission file completion requirements can be viewed in WebAdvisor (student menu) by clicking on the My Documents link under the Communications tab. If you have questions regarding file completion requirements, please contact your PTA advisor or the Allied Health Office (by phone at [740-753-6350](tel:740-753-6350) or in person in DVD second floor NURSING Office).

#### 1. **High School Transcript or GED**

Submit an official high school transcript indicating graduation from an accredited high school or proof of successful completion of the General Education Development (GED) test. Official transcripts must be mailed directly from your high school to the Hocking College Registrar's Office, Hocking College, 3301 Hocking Parkway, Nelsonville OH 45764 or emailed to [admissionfile@hocking.edu](mailto:admissionfile@hocking.edu). GED certificates must be submitted to the Registrar's Office in the official format of the state in which you completed the GED. Faxed or hand carried transcripts are not accepted.

- If you are/were home schooled, submit a notarized homeschool transcript showing graduation from an approved homeschooling curriculum. The transcript must be submitted to the Registrar's Office. If you did not complete an approved homeschool curriculum, you may be asked to submit General Education Development (GED) scores.
- If you completed high school outside of the United States, submit original transcripts (translated to English by a formal translation service if necessary) for schooling equivalent to a United States high school. Once received your transcript will be reviewed to determine if it meets the transcript requirement. It is recommended that you submit official documents in person. Original documents will be copied and returned to you. If you are unable to obtain an

official transcript, it is recommended that you complete the General Education Development (GED) test.

□ 2. **Observation/Volunteer Hours**

Complete 50 observation/volunteer hours in a physical therapy department or clinic, under the direction and supervision of a PT or PTA. **Eight (8) hours** must be in an acute care or skilled nursing setting and **eight (8) hours** must be in a non-acute care setting such as a clinic, rehab. center **OR** the equivalent in full-time or part-time employment of at least 16 hours in a physical therapy department that covers the above mentioned, in two different settings.

Observation/volunteer hours must be performed no more than two (2) years prior to the date of application deadline of June 1<sup>st</sup> to the Hocking College Physical Therapist Assistant program.

- Completion of these hours must be submitted on the Hocking College observation/volunteer log found on the Hocking College website. <https://www.hocking.edu/physical-therapist-assistant>
  - Hours for acute care and non-acute care should be recorded in separate columns
  - The supervising physical therapist/physical therapist assistant must sign each day's entry on the time sheet
- Completed time sheets should be mailed to the Hocking College Admissions Processing Office, 3301 Hocking Parkway, Nelsonville OH 45764 or scanned and emailed to [admissionfile@hocking.edu](mailto:admissionfile@hocking.edu).
- An alternate form of observation with scenarios of filmed patients is available upon request, along with questions and documentation of an ethical statement, if Covid or influenza restricts residential facility access. This may be accessed by contacting the PTA program faculty.

□ 3. **Recommendations**

- Obtain two (2) positive recommendations from the physical therapist or physical therapist assistant, not related to the applicant or living with the applicant, but under whom you observed/volunteered or were employed. Recommendations must be completed on the Hocking College PTA recommendation form available on the Hocking College website. <https://www.hocking.edu/physical-therapist-assistant>
- Completed recommendations should be submitted to the Hocking College Admissions Processing Office, 3301 Hocking Parkway, Nelsonville OH 45764 or scanned and emailed to [admissionfile@hocking.edu](mailto:admissionfile@hocking.edu).

□ 4. **Completion of Semester 1 and Semester 2 Courses**

Successfully complete all Semester 1 and Semester 2 courses with a grade of “**B**” or higher. (If you completed course work under the quarter calendar, you must complete all Quarter 1, 2 and 3 course work with a grade of “**B**” or better and an overall **GPA of 3.0** or greater).

- Incomplete (I) grades do not qualify for successful completion of a course.
- The only PTA course that may be transferred from another institution is Introduction to PT or PTA.
- You may take a class no more than two (2) times to earn the “**B**” or higher grade. If you do not achieve the required grade in two attempts, you are not eligible for the PTA program.
- **Earning a B (-)** grade does not qualify as successful completion of a course and must be

repeated.

- Obtain an overall minimum grade point average (GPA) of 3.0.
- If you are not consecutively enrolled (excluding summer), you must submit a readmission application and follow the course of study for the academic year in which you are readmitted.
- If you earned credits at another institution that you would like to have evaluated for transfer, request that each institution forward an official transcript to the Hocking College Registrar's Office (Hocking College, Attention Registrar's Office, 3301 Hocking Parkway, Nelsonville OH 45764). Faxed and hand carried transcripts are not accepted.
- GS-1010 is not a course is used in your admissions selection at a B level, but must be passed in order to qualify.

□ 5. **TEAS VII Exam**

Complete the TEAS VII Exam. Testing is offered at the Hocking College testing center (DVD 108), but you must first register for a testing date and pay (the current non-refundable fee) for the exam on-line at [www.atitesting.com](http://www.atitesting.com).

- There are a limited number of seats available for each testing date and test registration closes 24 hours before each scheduled date. Once you register and pay for the exam, you will be emailed an authorization number that you must bring to the testing center on the day of your test with an approved ID. This must be either a driver's license or state issued ID - not a Hocking or other college ID.
- This is a timed exam: 4 hours to complete the exam which consists of reading, math, English and science.
- You may take the exam a total of **three times** and test scores and must be completed within the **12 months prior** to the application deadline.
- You are **not** required to have all other admission file completion requirements completed before taking the exam.
- Scores from TEAS exams taken **elsewhere** are **not** accepted.
- Review is **HIGHLY** recommended. Study materials are available in the Hocking College Student Success Center, on-line, and in many libraries and bookstores.
- It is recommended that you have some college course work completed **prior** to taking the TEAS exam. Typically, English Composition, Anatomy and Physiology are recommended.
- A minimum TEAS composite score ranked at **"proficient"** is required for potential admission to the PTA program.
- A study manual is available in the Library of Davidson Hall, on a reserve check out basis. Online study guides, along with practice exams are found at: <https://www.atitesting.com/>

<b>Selection Criteria</b>
---------------------------

Only students with a complete admission file by June 1st will be considered for admission to the second year of the PTA program.

Students with complete admission files will be rank ordered and admitted based upon their grade point average and TEAS score using the following calculations:

- **Cumulative Hocking College GPA**  $\div 4.0 = \% \times 100$  (For example: GPA 3.2  $\div 4.0 = .80 \times 100 = 80$  points)

- **TEAS scores:** composite score. (For example, 70% translates into 70 points)
- Repeated TEAS exam scores will be **super scored**: meaning that the highest score is the one used in the rankings
- Students who score less than the current TEAS proficient score will not be eligible to move forward in the process
- **Total GPA points + TEAS points = Ranking score**
- Up to 30 candidates may be selected once per year, **per accreditation guidelines.**

Notification:

- Applicants will be notified of selection via their Hocking College e-mail address by July 1 each academic year. **Please do not call Hocking College faculty or Admissions for information regarding the selection results.** Those not selected will be rank ordered on a temporary alternate list of up to 2 seats.
- If a selected student declines their seat in writing before August 1, the first student on the alternates list will be offered that seat. The process will continue until all seats are filled.
- Students who remain on the alternates list after August 1 will need to reapply, along with other applicants, for the next year. Alternate list placement does not guarantee a seat for the following year.

Updated: 7 15 2022

## **ALTERNATE LIST**

In the event the PTA program has more applicants than open seats, an alternate list of 2-3 applicants will be temporarily created if the program has 30 qualified applicants with completed files and someone withdraws during the start back week, one week prior to Autumn classes. In the event a student is placed on the alternate list, they will notified be if an accepted applicant declines their seat. Students will be placed on the alternate list if all of the following criteria are met:

- Student is permitted to re-apply one time the following year after being placed on the alternate list
- Student has a complete file consisting of all required pre-requisites including submission of high school transcripts, courses, observation hours, letters of recommendations, and TEAS test
- Observation hours must be logged within 2 years of application. In the event the student's observation hours were completed greater than 2 years prior to application, the student is responsible for timely completion of observation hours in another facility.
- Student has met all deadlines for submission of required materials
- Student has a declared major of Arts and Sciences-P (ASP)
- Student must schedule appointment with academic advisor
- Student has responsibility to contact financial aid and payment of all course and other fees prior to registration. A deposit is typically required.
- Grade point average and TEAS score will again be used for admission to clinical year
- Student who re-applies will be rank ordered with all applicants who are applying for that academic year

Students accepted into the program from the alternate list must adhere to all deadlines concerning registration, physicals, and must attend programmatic orientation.

## **ADMISSION CRITERIA/TRANSFER STUDENT**

In the event a student completes all pre-requisites at another college or university and wishes to apply to the clinical year of the PTA program, the student must submit their official transcript from all colleges and universities attended directly to the office of the Registrar at Hocking College.

A transfer student must have the minimum of a 3.0 cumulative grade point average in all program prerequisites to apply to the program. The transfer student also must complete all other admission requirements including the TEAS test, observation hours, and letters of recommendation prior to submitting the application.

PTA 1100 is the only PTA prefixed course that may be transferred into the program, and that with at least an earned grade of “B”.



**Appendix L**

PTA Program Background Check Process: Background Check Advising Form

I, \_\_\_\_\_ (student name) understand that I have a positive finding on my background check. I further understand that this finding is not necessarily a bar to clinical or employment upon graduation. I acknowledge the following: Please initial each line:

\_\_\_\_\_ It may not be possible to place me in required clinical. I understand that we are required to disclose positive background checks to each hospital or agency and that they have sole discretion on whether or not I am allowed to attend a student clinical.

\_\_\_\_\_ I understand that if I am able to complete the program, the college cannot guarantee that I will be permitted to be licensed in the State of Ohio as a PTA.

\_\_\_\_\_ I understand that I will need to discuss my situation with the Ohio State Board PT Section AFTER graduation and that they will not render a decision until AFTER I graduate.

\_\_\_\_\_ I have been counseled on the date below and by the names listed below and I understand my options.

Additional advising notes:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature Date \_\_\_\_\_

Witnesses: \_\_\_\_\_

Printed Name Signature Date \_\_\_\_\_/\_\_\_\_\_

Printed Name Signature/ Date \_\_\_\_\_/\_\_\_\_\_

**Appendix M**

Hocking College PTA Program Student Concerns and/or Complaint Form

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Student submitting complaint: \_\_\_\_\_

Student summary of complaint:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Faculty Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Chain of Command:

Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Resolved: Y or N

Date: \_\_\_\_\_ Forwarded to the PTA Degree Program Manager/Assistant Dean:

Date: \_\_\_\_\_

Program Manager/ Assistant Dean: \_\_\_\_\_ Date: \_\_\_\_\_

Resolved: Y or N Date: \_\_\_\_\_

Dean: \_\_\_\_\_ Date: \_\_\_\_\_

Resolved by the Dean of Allied Health and Nursing: Y or N Date: \_\_\_\_\_

Signatures of Agreement:

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Manager/Assistant Dean Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dean signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix N

### Hocking College PTA Program Civility Statement

As Hocking College School of PTA students, you are held to the highest ethical standards in and out of the clinical setting. Any form of incivility is unacceptable at Hocking College's School of Nursing and Allied Health. Incivility is defined as disruptive, ill-mannered, or offensive behavior contrary to the wellbeing of the classroom community. This includes any and all forms of disrespect or disregard for instruction, the instructor, PTA administration or a fellow student.

The Hocking College School of PTA Civility Policy is to ensure that there is a respectful teaching, learning, and clinical practice environment that fosters a sense of community, it is expected that every student adheres to these guidelines and maintains a high standard of civil, respectful, and professional conduct in all academic and clinical interactions. As stated in the Hocking College Student Code of Conduct: "Hocking College is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life and thoughtful study and discourse. The College, through the Student Conduct program, is committed to an educational and developmental process that balances the interests of individual students with the interests of the College community.

To this end, every Hocking College student must commit themselves to communicating and acting with integrity and respect for others" In order to carry out this mission, we strive to:

- Provide outreach, educational materials and advisement to students, faculty and staff;
- Demonstrate care for individual students, their educational aspirations and personal development;
- Hold students accountable for Code of Conduct violations;
- Increase retention by encouraging students to make appropriate, ethical and positive choices;
- Decrease risk behaviors through intervention and appropriate sanctions; and
- Ensure that students' due process rights are protected.

A report of student misconduct or infringement with regard to the Hocking College Student Code of Conduct may initiate a grievance process that could lead to further action as determined by the Office of Student Conduct.

Blatant disregard and insolence for others or actions that create an atmosphere of disrespect, conflict, and stress will not be tolerated. If you would like to report as a witness or a victim of incivility, please fill out the form below and the PTA Program will be in contact with you immediately.

Resources: <https://www.hocking.edu/student-conduct>

Incivility Incident Report Student's Name: \_\_\_\_\_

School Email: \_\_\_\_\_

Contact number: \_\_\_\_\_

Date of Incident Report: \_\_\_\_\_



## Appendix O

### Hocking College PTA Programs Simulation Lab Confidentiality Agreement and Consent to Video

As a participant or observer in simulated clinical experiences I understand and agree that information regarding simulated patients is to be treated as actual patients' information in the clinical setting.

Therefore, I will adhere to the Health Insurance Portability and Accountability Act (HIPAA). I will also report any violations of confidentiality to my simulation facilitator or course faculty. I understand that this is a learning environment, and that disclosure of confidential information is a breach in the professional Ohio PT code of conduct, and it impacts the learning of further students. I have been provided the procedures for the Simulation Lab and further acknowledge that failure to comply with its rules will result in disciplinary actions up to and including being dismissed from the program.

\_\_\_\_\_ I agree to maintain strict confidentiality about details of the scenarios, participants, and performance of any participant.

\_\_\_\_\_ I authorize the use of A/V to record my performance during simulated clinical experiences.

\_\_\_\_\_ I authorize Hocking College PTA Programs, faculty and/or staff to use the video recordings for faculty review, public relations, advertisement, promotional, and/or fundraising activities.

\_\_\_\_\_  
Signature Date \_\_\_\_\_

Printed Name Course of Study:  
\_\_\_\_\_

## Appendix P

### Hocking College PTA Programs Simulation Lab Orientation & Conduct Agreement

Initial next to all points below.

\_\_\_\_ • All patient information is confidential, and any inappropriate viewing, discussion, or disclosure of this information is a violation of the Simulation Lab guidelines.

\_\_\_\_ • This information is privileged and confidential regardless of format: electronic, written, overheard or observed.

\_\_\_\_ • I may view, use, disclose, or copy information only as it relates to the performance of my educational duties. Any inappropriate viewing, discussion, or disclosure of this information is a violation of the Simulation Lab guidelines and may be a violation of HIPAA and other state and federal laws.

\_\_\_\_ • The simulation lab is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner. The student running the scenario should have everyone's respect and attention. Situations simulated in the lab are to be used as a learning tool. PTA and Healthcare Professional Code of Ethics must be observed.

\_\_\_\_ • The simulation manikins are to be used with respect and be treated as if they were live patients.

\_\_\_\_ • No Betadine, no Chlorhexidine, no ink pens (near the manikin), use only 20G IV or smaller for IV starts.

\_\_\_\_ • All users of the sim lab space must act in a manner that does not disturb the academic activities occurring in the lab.

\_\_\_\_ • No lab user shall infringe upon the privacy, rights, privileges, health, or safety of other lab users.

\_\_\_\_ • All faculty, staff and students must complete the orientation prior to using the equipment.

\_\_\_\_ • No eating or drinking is allowed in the Lab.

\_\_\_\_ • Use of the computers is restricted to assigned classroom work and not for personal use.

\_\_\_\_ • Do not use the equipment for any purpose other than specified; anyone who fails to comply with this request will be asked to leave the lab.

\_\_\_\_ • Any equipment malfunction or abuse must be reported to the Simulation Lab Coordinator immediately.

\_\_\_\_ • Adherence to the dress code is expected. You must be in proper uniform to participate in any activity in the center.

\_\_\_\_ • All beds should be lowered to the ground with the bed rails down after each use. Linens should be properly placed back on the manikin after each use as if caring for a real patient.

\_\_\_\_ • Do not remove the manikin from the bed unless instructed to do so.

\_\_\_\_ • Smoking is prohibited in the Simulation Lab.

\_\_\_\_ • All electronics including cell phones, tablets, cameras, camera phones, and voice/video recordings are prohibited during simulations.

\_\_\_\_ • Do not disconnect or move the patient simulators.

\_\_\_\_ • All patient simulators are operated by trained faculty or staff. Students cannot operate the patient simulators.

\_\_\_\_ • Remember that even though you are in a simulated environment you are to conduct yourself as if you were at a clinical site.

\_\_\_\_ • All patient simulators are to be treated as actual patients at all times.

\_\_\_\_ • All students and faculty wanting to use the lab must have proper orientation to the equipment.

\_\_\_\_ • The doors of the lab will be locked at all times.

\_\_\_\_ • Any student wishing to use the lab must notify the Simulation Lab Coordinator and sign in on the attendance log.

\_\_\_\_ • When working with the manikins, students must perform hand hygiene and wear gloves as with a live patient.

\_\_\_\_ • Supplies and equipment must not be taken out of the lab unless requested and signed out by an instructor.

\_\_\_\_ • Equipment should be disposed of appropriately. (sharp's containers, biohazard trash containers)

\_\_\_\_ • I agree to maintain strict confidentiality about details of the scenarios, participants, and performance of any participant.

\_\_\_\_ • I authorize the use of A/V to record my performance during simulated clinical experiences.

\_\_\_\_ • I authorize Hocking College PTA Program's faculty and/or staff to use the video recordings for faculty review, public relations, advertisement, promotional, and/or fundraising activities.

\_\_\_\_ • Computers and video equipment are for class purposes only.

\_\_\_\_ • Students will have proper orientation to the crash cart and the defibrillator.

\_\_\_\_ • There may come a time that equipment might get broken or become missing. It is your responsibility, as a member of Hocking College, to report it to an instructor and or sim lab manager. If the equipment is maliciously damaged, the student will be responsible for replacement of said equipment and could be dismissed from the program.

\_\_\_\_ • At the end of the scenario, students must return all equipment and supplies to the proper locations. Any soiled linens will be switched out for clean ones by the students. The students will then clean the simulator's skin with water and a soap solution approved by the manufacturer.

\_\_\_\_ • Beds should be remade and left in the lowest position with the bed rails up.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Printed Name Course of Study:

\_\_\_\_\_

## Appendix Q

### PTA Academic Remediation Plan for \_\_\_\_\_ for \_\_\_\_\_, 2022/2023/2024

#### Procedure and Introduction:

Students must take advantage of any and all available resources in order to succeed.

Per our policy, any student whose average midterm exams or quiz scores fall below 80% for any given course may be placed into a remediation plan or academic monitoring plan.

\_\_\_\_\_’s written exam and quiz average is less than 80% (\_\_\_\_%) for PTA \_\_\_\_\_ so far for the \_\_\_\_\_ of 2022/2023/2024.

**Procedure:** Monitor \_\_\_\_\_’s performance during the PTA \_\_\_\_\_, meeting with him or her/them for any to complete our inventory of learning needs, counseling needs, and referrals to the learning specialist.

#### Overall Criteria:

Score 80% or greater on all written and practical exams in PTA \_\_\_\_\_. Maintain attendance and assignments for each PTA course assigned, passing them with the required overall minimum grade.

To maintain adequate progress by scoring at least 80% on all selected major exams in the Spring course PTA \_\_\_\_\_

#### Meeting, Conditions, and Plan:

-Require that student attend the upcoming online sessions with the Learning Center in order to get needed assistance.

-Meet with the Program Manager initially to set up the plan, and with professors weekly to review progress, send study guide to them for review 2-3 days prior to any major written exam.

- Optionally, seek counseling for stress or time management, as needed.

#### Consequences of not following the plan, as outlined:

-Failure to sign and honor the plan by performing at less than an 80% level on major exams and attending all required meetings may be grounds to be suspended from the Program the opportunity to re-enter the program.

Please return this within the prescribed time period set by the Program Manager.

#### -Student input:

Goal	Conditions	Timeframe



Program Manager Signature\_\_\_\_\_ Date\_\_\_\_\_

Advisor Signature\_\_\_\_\_ Date\_\_\_\_\_

Student Signature\_\_\_\_\_ Date\_\_\_\_\_

Copies: Dr. C, Professor\_\_\_\_\_, and Student

## **Appendix R**

Curriculum of PTA Program: <https://www.hocking.edu/physical-therapist-assistant>

[https://f.hubspotusercontent10.net/hubfs/2446169/Marketing%20Content/One-Sheeters/Allied%20Health%20and%20Nursing/1-Sheet\\_Pysical%20Therapy%20Assistant.pdf](https://f.hubspotusercontent10.net/hubfs/2446169/Marketing%20Content/One-Sheeters/Allied%20Health%20and%20Nursing/1-Sheet_Pysical%20Therapy%20Assistant.pdf)

## Site Visit Evaluation Form

Clinical Site: \_\_\_\_\_

CI Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Name \_\_\_\_\_

Clinical Rotation Number \_\_\_\_\_

CCCE (Central Coordinator of Clinical Education/CID Clinical Internship Director):

\_\_\_\_\_ Email \_\_\_\_\_

Phone \_\_\_\_\_

Number of years working at this site/company (CI): \_\_\_\_\_

Parent Company \_\_\_\_\_

License #: \_\_\_\_\_

Licensing Status: \_\_\_\_\_

Highest Earned Degree of CI: \_\_\_\_\_

Number of years in clinical practice (CI) \_\_\_\_\_

2<sup>nd</sup> Highest Earned Degree (CI) \_\_\_\_\_

Does CI hold a title other than therapist at the facility? \_\_\_\_\_

Number of years in clinical or other practice with that degree:

APTA Credentials:

Type of Clinic: (circle) Acute Subacute Skilled Nursing Outpatient Other

Number of Beds (if applicable) \_\_\_\_\_

### ABPTS Certified Clinical Specialist (check all that apply)

- CCS
- ECS
- GCS
- NCS
- OCS

- PCS
- SCS
- WCS

**APTA Recognition of Advanced Proficiency for PTAs (check all that apply)**

- Acute Care
- Aquatic
- Cardiopulmonary
- Education
- Geriatric
- Integumentary
- Musculoskeletal
- Neuromuscular
- Oncology
- Pediatrics

What is your overall impression of our student?

What particular weaknesses do you see?

What strengths do you see?

How effectively does the student accept constructive guidance?

Does the student require multiple explanations for correction?

Has the student adhered to safety guidelines and protocol?

What one academic improvement would you consider beneficial to this student?

Do you have the student complete weekly goals?

Do you monitor these goals for achievement?

What can we help you with?

Caseload Mix: (%)

Neuro

Ortho

Oncology

PEDS

Sports Related

Workers Comp

Student Professionalism:

Additional learning experiences offered to the student:

Hocking College (Rev 3/22)

**HOCKING COLLEGE  
PHYSICAL THERAPIST ASSISTANT PROGRAM  
GOALS AND OBJECTIVES FOR CLINICAL EXPERIENCES**

Each student is required to maintain and to bring to each clinical experience a “Master Competency Checklist”. This list will show specific skills that have been completed in lab and on which the student has demonstrated competency in the academic setting. This master list can be used by clinical instructors to document any difficulty with specific skills and to re-establish competency in the clinical setting if necessary.

In addition, these lists of goals and objectives for each clinical experience are provided to better assist clinical educators in designing and implementing appropriate learning activities for each Clinical Experience.

Clinical instructors or coordinators are urged to contact the Hocking College ACCE at any time if they feel that a situation is developing which may jeopardize the student’s possibility of passing a clinical experience.

**HOCKING COLLEGE  
PHYSICAL THERAPIST ASSISTANT PROGRAM  
Goals and Objectives of Clinical Experience I**

1. Observation.
2. To practice patient -student interaction.
3. To practice student- health care professional interaction, (PT, PTA, Nursing, Aids, Doctors, others).
4. To learn department procedures, policies, and structure.
5. To practice skills learned in lab.
6. To begin practicing documentation. (Soap notes or whatever procedures used by the facility).

**SKILLS LIST FOR CLINICAL EXPERIENCE I**

- Practices legally, ethically, and within facility guidelines.
- Displays safety consciousness in the clinical setting.
- Communicates effectively verbally and in writing.

## **CLINICAL SKILLS (continued)**

- Obtains appropriate and sufficient background information.
- Prepares patient and treatment area.
- Understand and safely and effectively applies physical agents, (superficial heat, deep heat, cryotherapy, hydrotherapy, compression devices, electrotherapeutic agents, continuous passive motion devices, traction, ultraviolet light and therapeutic massage).
- Understand and adheres to infection control procedures, universal precautions and aseptic techniques.
- Performs basic wound care.
- Applies external supports to reduce edema and/or shape soft tissue. (Compression garments and devices).
- Implements flexibility/joint ROM programs within treatment plan.
- Implements functional training program.
- Measures joint range of motion.
- Performs gross manual muscle testing.
- Monitors vital signs.
- Adjusts and instructs patients in the use of assistive devices

### **HOCKING COLLEGE PHYSICAL THERAPIST ASSISTANT PROGRAM GOALS AND OBJECTIVES OF CLINICAL EXPERIENCE II**

1. To practice the skills designated for Clinical Experience II as outlined below.
2. To improve communication skills with the health care team, patients, and the patient's family.
3. To improve note-writing skills.
4. To improve time management and critical thinking skills.

5. To begin carrying individual patient load.

### **CLINICAL SKILLS**

- Effectively demonstrates skills included under Clinical Experience I.
- Contributes to effective communication and actively participates as a member of the health care team.
- Communicates effectively instructs and educates patients and family members.
- Communicates effectively in writing.
- Performs gait assessment and training.
- Utilizes supportive devices and materials.
- Implements a program of muscle strengthening/endurance exercises within the treatment plan.
- Implements prosthetic training program.
- Implement a motor control program which leads to appropriate adaptive sensory motor responses within treatment plan.
- Implements a cardiovascular conditioning program.
- Implements treatment programs for patients with respiratory dysfunction.
- Participates in discharge planning.

### **HOCKING COLLEGE PHYSICAL THERAPIST ASSISTANT PROGRAM GOALS AND OBJECTIVES OF CLINICAL EXPERIENCE III**

1. To carry individual patient load.
2. To improve professional development skills.
  - A. Presentation of an in-service
  - B. Research information on specific treatment, disease, or disability.
3. To improve note-writing skills.
4. To improve communication skills.
5. To practice the skills designated for Clinical Experience III, as outlined below.



## CLINICAL SKILLS

- Effectively demonstrate all skills included under Clinical Experience I and II
- Provides effective education for patients, family, and/or others.
- Utilizes support personnel to assist with appropriate departmental activities.
- Manages time effectively.
- Demonstrates critical thinking in the decision-making process.
- Participates in discharge planning.
- Demonstrates entry level performance in the application of assessment, measurement and treatment techniques commensurate with the level of responsibility of the physical therapist assistant.

### Determining a Grade

Each academic institution determines what constitutes satisfactory performance. The guide below is provided to assist the program in identifying what is expected for the student's performance depending upon their level of education\* and clinical education experience within the program.

**First clinical experience:** Depending upon the academic curriculum, ratings of student performance may be expected in the first two intervals between beginning performance, advanced beginner performance, and intermediate clinical performance.

**Intermediate clinical experiences:** Depending upon the academic curriculum, student performance ratings are expected to progress along the continuum ranging from a minimum of advanced beginner clinical performance (interval 2) to advanced intermediate clinical performance (interval 4). The ratings on the performance criteria will be dependent upon the clinical setting, level of didactic and clinical education experience within the curriculum, and expectations of the clinical site and the academic program.

**Final clinical experience:** Students should achieve ratings of entry-level for all 9 performance criteria.

### Anchor Definitions

#### **Beginning performance\*:**

A student who requires direct personal supervision 100% of the time working with patients with constant monitoring and feedback, even with patients with simple conditions.

At this level, performance of essential skills is inconsistent and clinical problem solving\* is performed in an inefficient manner.

Performance reflects little or no experience in application of essential skills with patients.

The student does not carry a patient care workload with the clinical instructor (a PTA directed and supervised by a physical therapist or a physical therapist).

#### **Advanced beginner performance\*:**

A student who requires direct personal supervision 75% – 90% of the time working with patients with simple conditions, and 100% of the time working with patients with more complex conditions.

At this level, the student demonstrates consistency in developing proficiency with simple tasks (e.g., medical record review), clinical problem solving, interventions (e.g., monitoring therapeutic exercise), and related data collection (e.g., single angle goniometry), but is unable to perform more complex tasks, clinical problem solving, interventions/data collection without assistance.

The student may begin to share the patient care workload with the clinical instructor.

#### **Intermediate performance\*:**

A student who requires direct personal supervision less than 50% of the time working with patients with simple conditions, and 75% of the time working with patients with complex conditions.

At this level, the student is proficient with simple tasks, clinical problem solving, and interventions/data collection and is developing the ability to consistently perform more complex tasks, clinical problem solving, and interventions/data collection.

The student is **capable of** maintaining 50% of a full-time physical therapist assistant's patient care workload.

#### **Advanced intermediate performance\*:**

A student who requires clinical supervision less than 25% of the time working with new patients or patients with complex conditions and is independent working with patients with simple conditions.

At this level, the student is consistent and proficient in simple tasks, clinical problem solving, and interventions/data collection and requires only occasional cueing for more complex tasks, clinical problem solving, and interventions/data collection.

The student is **capable of** maintaining 75% of a full-time physical therapist assistant's patient care workload with direction and supervision from the physical therapist.

#### **Entry-level performance\*:**

A student who is **capable of** completing tasks, clinical problem solving, and interventions/data collection for patients with simple or complex conditions under general supervision of the physical therapist.

At this level, the student is consistently proficient and skilled in simple and complex tasks, clinical problem solving, and interventions/data collection.

The student consults with others to resolve unfamiliar or ambiguous situations.

The student is **capable of** maintaining 100% of a full-time physical therapist assistant's patient care workload in a cost effective\* manner with direction and supervision from the physical therapist.

## **Appendix U**

College Procedures Manual Number: AC-107

Office of Primary Responsibility: VP, Academic Affairs & Workforce Development Effective

Date: Autumn 2019 Attendance Procedure

Purpose: In support of preparing Hocking College students for the world of work, the following procedure has been developed to model work environments they will enter upon graduation. The expectation is that students attend all classes. In the event of illness or emergency, it may be necessary for a student to miss a class. To report an absence, a student must contact their faculty member in advance and make arrangements to complete all required coursework.

Procedures:

In an 8-week course, students have 1 Unexcused Absence

In a 16-week course, students have 2 Unexcused Absence In the work environment, this is a “no-call, no-show”

Unexcused absences greater than the above will result in being administratively DROPPED from the course(s). Students administratively DROPPED from a course(s) will not be re-admitted.

They will be required to repeat the course to complete the program and are responsible for all associated charges. Students will be administratively DROPPED from courses they have never attended as of the first week of the course.

Recording Attendance Faculty are required to record attendance no later than 24 hrs. after each class meeting.

Faculty teaching online class(s) are required to record attendance no later than Monday at 9:00am for the previous week.

## **Appendix V**

In courses with that contain a lab component, students will demonstrate competence in acquisition of psychomotor skills and affective behaviors that relate to clinical practice. Skill checks are listed for courses in chronological order.

### **PTA 2201-Fundamentals of Physical Therapy**

Infection control- Handwashing

Informed consent

Passive vs. Active ROM

Determination of End Feel

Goniometry/Inclinometry

Vital Signs

Bed Mobility

Transfer training:

- Sit pivot transfers

- Sliding board transfers

- Stand pivot transfers

Measurement and Confirmation of fit –Mobility & Assistive Device(s)

- Wheelchair

- Parallel bars

- Walker

- Straight cane

- Quad cane

- Axillary crutches

Gait patterns-LEVEL SURFACES & Stairs

- Four point

- Two point

- Modified two or four point

- Three point

- Modified three or three -point one

### **PTA 2202-Kinesiology**

Manual muscle testing to extremities

Muscle length

Non-complex Gait training

### **PTA 2205-Physical Therapy Procedures**

Sensory testing

Superficial hot and cold/Compressive cold therapies

Ultrasound/Phonophoresis

Electrical stimulation (Russian, Interferential, Pre-Mod, TENS)

Iontophoresis

Manual/Mechanical/Home traction

Myofascial release, Trigger point therapy, Active Release

### **PTA 2215-Principles of Exercise**

Restive exercises to scapula, upper extremity, lower extremity

Stretching exercises to trunk, neck, upper extremity, and lower extremity

Balance activities

**PTA 2204- Orthopedic Conditions**

Special tests for common orthopedic conditions

Treadmill and Stationary Bicycling

Postural syndromes

Peripheral Joint Mobilization (Grades I and II)

Flexion vs. Extension program for spine

Goniometry/Inclinometry

Lumbar Stabilization/Core (Baseline or other)

Muscle Energy

**PTA 2210-Cardiopulmonary**

Postural drainage

**PTA 2214-Rehab. Procedures**

Specific Industry based Balance and Coordination tests

Functional Activities- SCI, CVA, TBI including bed mobility, rolling, transfers

Tone normalization techniques

Facilitation techniques

Gait training –for CVA and other major neurological diseases

Dorsiflexion assist (return demo only)

Hoyer Lift skill and Safe Patient Handling theory

Rev. 7/2021 and 7/2022

## Appendix W

### 2023 New Procedure for Those Failing the Board Prep Exams:

Students may walk in graduation and attend our special pinning ceremony after graduation, yet students will not officially graduate until December if they fail one or both of the practice exams.

Goals:

1-complete the activities, such that each student creates a plan for the next month below form by the end of one week, Friday end of day. This individualized plan is emailed or delivered to the Program Mgr. and cc ACCE.

2-once the PEAT or alternate national exam is arranged, students will register for it and report scores back to the program once taken, the goal is a 600/800 score before our deadline of late August, (before the next Boards deadline.)

3-Schedule a Google meet or phone call to be able to register students for the October Boards by Aug. \_\_\_\_

4-If the student is unsuccessful in completing the form, the PEAT, or don't send back a plan, then SPTA's will need to continue to work on your planned activities under our guidance until the next FSBPT deadline later Fall, usually around Thanksgiving. (\_\_\_\_ dates are not posted yet) If a student fails both attempts at the PEAT exam and has completed all planned remediation activities, then the faculty may allow them to sit for the exam.

5-apply in early Fall for December graduation if all above steps are completed successfully.

6-if a student graduates by fulfilling the above steps, yet fails the NPTE exam, then they may send their failure report evidence to Scorebuilders and the company will remediate them. All exam and Prometric costs are borne by the student/graduate after one attempt at the NPTE.

#### Addendum:

If a student attains a 599/800 on the PEAT exam, or 1% below the overall number correct on Form A, and if either of their Scorebuilders scores are within 1-2% of our 70% standard, the faculty may allow progression, i.e., that they are prepared for the NPTE.

#### Hocking College PTA Program Evidence of Remediation Efforts

**Purpose:** to demonstrate the detailed activities that each student has completed, after August completion of the program.

**Procedure:**

Please complete this grid and return it to the Program Manager by no later than Oct. 1<sup>st</sup>, so that you may apply for graduation and proceed onto registering for the NPTE at the FSBPT website.

Date	Activity	Exam(s) taken	Result	Comments-e.g. TherapyEd Recording viewed if not able to view live sessions
	Retest: PEAT-goal is 600/800			

	TherapyEd-list topic of poor performance			
	TherapyEd-e.g. CardioPulm video			
	TherapyEd-list			
	TherapyEd-list			
	Individual tutoring with Hocking PTA faculty			
	Other:			

I certify that I attended to all of the above and that I understand the plan outlined for me to help me succeed.

Print Name \_\_\_\_\_ Date \_\_\_\_\_

Signed \_\_\_\_\_



**Appendix X**

Hocking College PTA Programs Student Acknowledgement of Receipt and Understanding of the Handbook

This form acknowledges that I have received, read, and understand the information, policies and procedures contained in the Hocking College PTA Programs Handbook. By signing this statement, I agree to abide by all the regulations, policies and procedures contained herein, including by reference or hyperlink, and any amendments that may occur from time to time. I understand that the PTA Programs and Hocking College will periodically review its policies and procedures in order to serve the needs of the College and to respond to mandates of the Ohio OTPTAT Board PT Section and other regulatory and/or (CAPTE) accrediting agency and APTA Guidelines. The Hocking College PTA Programs reserves the right to change, rescind, or include additional regulations, policies and procedures in the Hocking College PTA Program Handbook.

Additionally, I understand that I am able to access the Hocking College PTA Program Handbook in the learning management system (LMS) at any time.

**Any changes or Addenda that occur mid-year since the receipt of this handbook will be communicated via the LMS, (Blackboard) in class by hard copy, along with email within 30 days of the change.**

Print Student's Name: \_\_\_\_\_

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Students are responsible for reviewing and if understanding is not present, to clarify with the instructor.  
**THIS ACKNOWLEDGEMENT MUST BE SUBMITTED TO THE PROGRAM MANAGER.**

PT Mgr. Review \_\_\_\_\_ Date \_\_\_\_\_