



**Southwestern Oklahoma State University**

**Physical Therapist Assistant Program**

**Policy and Procedures**

**2027-2028**

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## **PROGRAM ACCREDITATION STATUS**

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education, 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; [accreditation@apta.org](mailto:accreditation@apta.org) is necessary for eligibility to sit for the licensure examination, which is required in all states. Candidacy is considered to be an accredited status, as such the credits and degree earned from a program with Candidacy status are considered, by CAPTE, to be from an accredited program. Therefore, students in the charter (first) class should be eligible to take the licensure exam even if CAPTE withholds accreditation at the end of the candidacy period. That said, it is up to each state licensing agency, not CAPTE, to determine who is eligible for licensure. Information on licensing requirements should be directed to the Federation of State Boards of Physical Therapy (FSBPT; [www.fsbpt.org](http://www.fsbpt.org)) or specific state boards (a list of state boards and contact information is available on FSBPT's website).

Southwestern Oklahoma State University is seeking accreditation of a new physical therapist assistant education program from CAPTE. The program is planning to submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage, on November 1<sup>st</sup>, 2026. Submission of this document does not ensure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required before implementation of the professional/technical phase of the program; therefore, no students may be enrolled in the professional/technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

### **Filing a Complaint with CAPTE**

The Commission on Accreditation in Physical Therapy Education (CAPTE) provides a formal mechanism for students, faculty, and members of the public to submit complaints if they believe a program is not in compliance with CAPTE's Standards and Required Elements or has violated CAPTE's expectations related to academic integrity.

CAPTE considers two types of complaints: complaints due to institutional due process. In these cases, the institutional due process must be completed prior to a complaint being submitted to CAPTE. Complaints outside of formal due process, which may be filed at any time.

To be considered, complaints must: be submitted in writing, be signed by the complainant, be linked to a specific CAPTE standard or integrity expectation, include supporting documentation, have occurred within the last three years, and demonstrate that all institutional remedies have been exhausted.

To learn more about the complaint process, go to: <https://www.capteonline.org/faculty-and-program-resources/complaints#.~.text=Complaints%20must%20be%20submitted%20in,other%20documentation%20submitted%20to%20CAPTE>.

Questions or submissions of formal complaints should be directed to:

Department of Accreditation  
American Physical Therapy Association (APTA)  
3030 Potomac Avenue, Suite 100  
Alexandria, VA 22305-3085  
Phone: 703-706-3245  
Email: [accreditation@apta.org](mailto:accreditation@apta.org)

The PTA Program maintains a strict, zero-tolerance policy against any form of retaliation, harassment, intimidation, or adverse treatment directed at an individual because they have filed, reported, or expressed an intent to file a complaint, or because they have participated as a witness or collaborator in a complaint investigation.

## **General Program and Clinical Policy Statement**

### **PROGRAM POLICIES**

The purpose of this handbook is to outline the specific policies and procedures for students/faculty in the Southwestern Oklahoma State University Physical Therapist Assistant program. Students/faculty must become familiar with its contents and are required to adhere to both the program-specific policies and the general policies and procedures of Southwestern Oklahoma State University.

### **CLINICAL POLICIES**

As participants in student clinical experiences located within external healthcare facilities, SWOSU Physical Therapist Assistant (PTA) students must adhere to all policies and procedures of their assigned site. Failure to comply with facility guidelines is grounds for immediate removal from the clinical rotation.

For transparency and identification, students must inform patients of their student status and always wear their official program ID badge.

Patients maintain the right to refuse treatment by a student without recourse. Students will not be penalized for such refusals. Furthermore, clinical instructors at these facilities are not granted the rights or privileges of faculty members at Southwestern Oklahoma State University.

#### **Affirmative Action Compliance Statement**

Southwestern Oklahoma State University, to the extent required by law, in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Section 402 of the Readjustment Assistance Act of 1974, Americans with Disabilities Act amendment Act of 1990, the American with Disability Act as Amended of 2009, and other federal laws and regulations does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, gender, sexual orientation, genetic information or status as a veteran in any of its policies, practices, or procedures. This includes but is not limited to admissions, employment, financial assistance, housing and educational service

## **Program Philosophy, Mission, Objectives and Goals**

### **Mission Statement**

The mission of the Southwestern Oklahoma State University Physical Therapist Assistant Program is to provide a quality, comprehensive, and responsive educational experience that strengthens the Oklahoma economy and healthcare workforce. We are dedicated to developing competent professionals who enhance their communities through the promotion of health, the prevention of disability, and the restoration of physical function.

### **Philosophy of Education**

The SWOSU PTA program is built on the conviction that every student is a valuable resource entitled to an inclusive, high-quality education. Our curriculum is designed to transform students from dependent learners into independent practitioners by:

- **Fostering Self-Directed Learning:** Transitioning students into autonomous professionals capable of lifelong learning.
- **Building a Clinical Reservoir:** Providing diverse experiences that serve as a foundation for advanced clinical reasoning.
- **Integrating Social Responsibility:** Cultivating a readiness to learn that incorporates professional social roles and applied community experiences.
- **Emphasizing Immediate Application:** Prioritizing hands-on, evidence-based learning that can be immediately applied in clinical practice.

### **Program Objectives**

The Physical Therapist Assistant curriculum reflects the following objectives consistent with the mission and goals of the program and the institution:

- ♦ All students will have sufficient opportunity to develop professional attitudes, ethical behaviors, safe practices, and efficient work habits.
- ♦ The study of the structure and function of the human body will include both normal and abnormal.
- ♦ Knowledge and skills will be first acquired in the classroom and laboratory and later refined through actual patient contact in clinical facilities.
- ♦ Upon graduation, the student will be qualified to seek licensure as a physical therapist assistant per state requirements of passing a national examination and other state-specific requirements.
- ♦ The graduate will be a competent technical health worker qualified for employment in various clinics, health care facilities, agencies, and schools.
- ♦ The graduate will work under the supervision of a Physical Therapist.

## **Program Goals**

**The goals of the Physical Therapist Assistant curriculum include the following:**

- ◆ Admitted students will have the capability, interest, and personal potential to complete the PTA curriculum and an expressed interest in serving the people of Oklahoma as a Physical Therapist Assistant.

**Each student will complete the curriculum with the following minimum competencies:**

- ◆ Provide appropriate treatment as specified by the plan of care developed by the Physical Therapist.
- ◆ Apply appropriate therapeutic agents as indicated in the plan of care developed by the Physical Therapist.
- ◆ Implement functional activities and treatment as indicated by the plan of care developed by the Physical Therapist.
- ◆ Recognize acute changes in physiological states.
- ◆ Develop appropriate communication skills.
- ◆ Demonstrate safe, ethical and legal practices.
- ◆ Curriculum evaluation and revision will be continuous to provide the highest quality course content, instructional methods, student assessment, and compliance with institutional policies.
- ◆ Clinical site partnerships will be utilized to provide comprehensive clinical education opportunities and to serve the needs of the selected students.
- ◆ Program and student performance information will be collected systematically to foster success in all activities of the PTA curriculum.

## **PTA Program Degree Plan**

### **ASSOCIATE IN APPLIED SCIENCE DEGREE PHYSICAL THERAPIST ASSISTANT (PTA.AAS) TRADITIONAL TRACK (2 YR) AT WEATHERFOD**

Graduation from a physical therapist [assistant] education program accredited by the Commission on Accreditation in Physical Therapy Education, 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; [accreditation@apta.org](mailto:accreditation@apta.org) is necessary for eligibility to sit for the licensure examination, which is required in all states. Candidacy is considered to be an accredited status, as such the credits and degree earned from a program with Candidacy status are considered, by CAPTE, to be from an accredited program. Therefore, students in the charter (first) class should be eligible to take the licensure exam even if CAPTE withholds accreditation at the end of the candidacy period. That said, it is up to each state licensing agency, not CAPTE, to determine who is eligible for licensure. Information on licensing requirements should be directed to the Federation of State Boards of Physical Therapy (FSBPT; [www.fsbpt.org](http://www.fsbpt.org)) or specific state boards (a list of state boards and contact information is available on FSBPT's website).

Southwestern Oklahoma State University is seeking accreditation of a new physical therapist [assistant] education program from CAPTE. The program is planning to submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage, on Nov 1, 2026. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the [professional/technical] phase of the program; therefore, no students may be enrolled in [professional/technical] courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

#### **Communication .....6**

ENGL 1113 English Composition I  
ENGL 1213 English Composition II

#### **Quantitative Reasoning .....3**

*Select one course.*

MATH 1143 Mathematical Concepts  
MATH 1153 Mathematical Applications  
MATH 1193 Elementary Statistics  
MATH 1313 Functions and Modeling  
MATH 1513 College Algebra  
or a higher numbered math course

#### **U. S. History.....3**

*Select one course.*

HIST 1043 U.S. History to 1877  
HIST 1053 U.S. History since 18

#### **American Government..... 3**

POLSC 1103 American Government & Politics

#### **Science ..... 8**

**Choose one Anatomy Course:**

ALHLT 2154 Anatomy & Physiology I  
BIOL 3704 Human Anatomy

**Choose one Physiology Course:**

ALHLT 2164 Anatomy & Physiology II  
BIOL 3904 Human Physiology  
KINES 4234 Exercise Physiology

**Humanities & Social Science..... 3**  
PSYCH 1003 General Psychology

**Prerequisite/Support Courses..... 8**

ALHLT 2453 Medical Terminology  
ALHLT 3084 Functional Anatomy of Musculoskeletal System  
PTA 1031 History of Physical Therapy

**Professional Occupational Specialty Courses32**

PTA 1041 PTA Clinical Documentation  
PTA 1053 Therapeutic Modalities I  
PTA 1063 Exercise Techniques & Assessment  
PTA 1073 Foundations of PT  
PTA 2233 Rehabilitation Specialties  
PTA 2243 Therapeutic Modalities II  
PTA 2253 Professional Practice for the PTA  
PTA 2263 Applied Pathology  
PTA 2212 Pharmacology for the PTA  
PTA 2273 Clinical Practicum I  
PTA 2222 Clinical Practicum II  
PTA 2283 Clinical Practicum III

**TOTAL HOURS.....66**

**Admission to SWOSU does not guarantee admission to the Physical Therapist Assistant Program.**

**\*Contact Dr. Brandy Chase, OTA/PTA Program Coordinator, at (580) 774-3186 for appropriate guided electives.**

## **PTA Program Course Schedule**

### **Program Semester One (Fall)**

|                                      |           |
|--------------------------------------|-----------|
| 1113 English Comp I                  | 3         |
| PTA 1031 History of Physical Therapy | 1         |
| 3084 Functional Anatomy              | 4         |
| PTA 1041 Clinical Documentation      | 1         |
| PTA 1053 Therapeutic Modalities I    | 3         |
| <b>Total Credit Hours</b>            | <b>12</b> |

### **Program Semester Two (Spring)**

|                                             |           |
|---------------------------------------------|-----------|
| PTA 1073 Foundations of Physical Therapy    | 3         |
| PTA 1063 Exercise Techniques and Assessment | 3         |
| 1103 American Government & Politics         | 3         |
| 1003 General Psychology                     | 3         |
| <b>Total Credit Hours</b>                   | <b>12</b> |

### **Program Semester Three (Summer)**

|                                |          |
|--------------------------------|----------|
| PTA 2273 Clinical Experience 1 | 3        |
| <b>Total Credit Hours</b>      | <b>3</b> |

### **Program Semester Four (Fall)**

|                                     |           |
|-------------------------------------|-----------|
| 1043 U.S. History                   | 3         |
| PTA 2233 Rehabilitation Specialties | 3         |
| PTA 2243 Therapeutic Modalities II  | 3         |
| PTA 2263 Applied Pathology          | 3         |
| <b>Total Credit Hours</b>           | <b>12</b> |

### **Program Semester Five (Spring)**

|                                            |           |
|--------------------------------------------|-----------|
| PTA 2212 Pharmacology for PTA              | 2         |
| 1143 Math                                  | 3         |
| PTA 2253 Professional Practice for the PTA | 3         |
| 1213 English II                            | 3         |
| PTA 2222 Clinical Practicum II             | 2         |
| <b>Total Credit Hours</b>                  | <b>13</b> |

### **Program Semester Six (Summer)**

|                             |          |
|-----------------------------|----------|
| 2283 Clinical Practicum III | 3        |
| <b>Total Credit Hours</b>   | <b>3</b> |

## **PTA COURSE DESCRIPTIONS**

### **PTA-1041 PTA Clinical Documentation (1Credit)**

This course provides students with the foundational knowledge and practical skills required for accurate, complete, and timely clinical documentation within the physical therapy scope of practice. Students will master standardized documentation formats, such as SOAP notes, to meet the legal, ethical, and regulatory requirements of the profession and various payers.

### **PTA-1053 PTA Therapeutic Modalities I (3 Credits)**

Students will explore fundamental pain theories and the physiological, psychological, and social factors influencing a patient's pain experience. Learn to apply a range of physical therapy interventions to manage pain and promote functional independence within the physical therapist's plan of care.

#### **PTA-1053L PTA Therapeutic Modalities I Lab (0 Credits)**

##### **Corequisite: PTA 1053**

Develop clinical problem-solving skills and demonstrate technical competence through practical laboratory application of these techniques, adhering to professional and ethical standards.

### **PTA-1063 Exercise Techniques & Assessment (3 Credits)**

This course prepares students to implement therapeutic exercise interventions as part of a physical therapist's plan of care. Students will apply biomechanical principles to design and progress exercise programs for various patient populations. These programs focus on improving muscle performance, range of motion, and postural stability.

#### **PTA-1063L PTA Exercise Techniques & Assessment Lab (0 Credits)**

##### **Corequisite: PTA 1063**

Practical application and problem-solving skills are developed through intensive laboratory sessions and case studies. Students practice safe and effective intervention strategies, monitor patient responses, and communicate findings to the supervising physical therapist.

### **PTA-1073 Foundations of PT (3 Credits)**

This course introduces the foundational concepts of human function from a physical therapist assistant perspective. Students will learn to identify and describe normal vital signs, posture, range of motion, muscle function, and nerve transmission. The curriculum includes hands-on practice in accurately assessing muscle strength and joint motion.

#### **PTA-1073L Foundations of PT Lab (0 Credits)**

##### **Corequisite: PTA 1073**

This required laboratory component provides students with hands-on, supervised experience in performing essential physical therapist assistant skills. The lab environment is designed to foster the development of technical skills and clinical decision-making within the scope of practice of an entry-level PTA.

### **PTA-2233 Rehabilitation Specialties (3 Credits)**

Explore the essential knowledge and practical skills required for effective physical therapist assistant intervention with pediatric populations. This course focuses specifically on musculoskeletal development and cardiopulmonary health, bridging foundational concepts of typical and atypical growth to advanced, evidence-based intervention techniques for all patient populations, including pediatrics.

**PTA-2233L Rehabilitation Specialties Lab (0 Credits)**

**Corequisite: PTA 2233**

This lab is designed to provide practical experiences that parallel the lecture, allowing students to apply clinical reasoning and problem-solving skills in a simulated clinical environment.

**PTA-2243 Therapeutic Modalities II (3 Credits)**

Explore the biophysical principles, indications, and contraindications for applying various therapeutic modalities in physical therapy practice. This course emphasizes the evidence-based application of modalities. Students develop the psychomotor skills and clinical decision-making necessary to safely and effectively implement these interventions as part of a physical therapist's plan of care.

**PTA-2243L Therapeutic Modalities II Lab (0 Credits)**

**Corequisite: PTA-2243**

This hands-on laboratory component is designed to develop the clinical competencies required for the safe and effective application of various therapeutic modalities.

**PTA-2253 Professional Practice for the PTA (3 Credits)**

This course prepares students for the administrative and systemic functions of a physical therapy practice. Students **explore** evaluation, treatment, and administrative assistance roles, and **summarize** the progression of comprehensive rehabilitation programs. Topics include utilizing administrative records, charging systems, quality assurance, and cost containment measures. The course also provides professional development, including resume writing and an intensive review for state board examinations.

**PTA-2263 Applied Pathology (3 Credits)**

This course provides a comprehensive examination of human disease and dysfunction within the scope of physical therapy practice. Students will explore the underlying physiological and pathological circumstances that lead to various health conditions and the subsequent phases of disease progression. The curriculum emphasizes the crucial role of the Physical Therapist Assistant (PTA) in managing patient care to prevent secondary disabilities and maintain a safe working environment.

**PTA-2263L Applied Pathology Lab (0 Credits)**

**Corequisite: PTA-2263**

Practical application with a significant amount of hands-on experience and direct supervision provided during dedicated laboratory sessions.

**PTA-2212 Pharmacology for the PTA (2 Credits)**

This course is designed to provide the physical therapist assistant (PTA) student with foundational knowledge of pharmacology and medication management as it relates to physical therapy practice. The course will cover fundamental principles of pharmacokinetics and pharmacodynamics.

**PTA-2273 Clinical Practicum I (3 Credits)**

This course offers initial supervised clinical experience in local healthcare facilities. Students observe and practice fundamental skills of a physical therapist assistant (PTA). This is done under the direct supervision of a licensed physical therapist or physical therapist assistant. The practicum focuses on applying theoretical

knowledge, developing patient care competencies, and integrating into the professional healthcare team environment.

### **PTA-2222 Clinical Practicum II (2 Credits)**

This advanced, full-time clinical experience provides students with the opportunity to refine and apply comprehensive physical therapist assistant (PTA) skills in a real-world clinical setting. Supervision is provided by a licensed physical therapist and/or physical therapist assistant clinical instructor.

### **PTA-2283 Clinical Practicum III (3 Credits)**

**This is a full-time, terminal clinical experience** course that provides students with extensive practical application of physical therapist assistant skills under the direct supervision of a licensed physical therapist or physical therapist assistant. The practicum emphasizes the synthesis of academic knowledge, critical thinking, problem-solving skills, and effective communication to provide comprehensive patient care.

### **PTA-1031 History of Physical Therapy (1 Credit)**

This course examines the history and evolution of the physical therapy profession. Students will analyze the development of the Physical Therapist Assistant (PTA) role, the relationship between the PT and the PTA, the evolving scope of practice, and the American Physical Therapy Association (APTA). Upon completion, students will understand the historical context and professional behaviors essential for ethical and effective practice.

## **Section 1: Institutional Integrity & Administrative Policies**

### **1.1 Institutional Governance & Program Autonomy**

#### **OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

Southwestern Oklahoma State University is one of twenty-five public institutions in the Oklahoma State System of Higher Education. These institutions are coordinated by the Oklahoma State Regents for Higher Education (OSRHE) which is composed of nine members. The members are appointed by the Governor and confirmed by the Senate.

The State Regents coordinate the institutions of higher education in the areas of standards, functions and courses of study. Furthermore, the State Regents grant degrees and make recommendations to the Legislature on budget needs and proposed fees for each institution.

The Chancellor is the chief administrative officer of the State Regents. His responsibilities include administering policies and programs established by the State Regents, gathering information about the state system, making recommendations to the State Regents, and providing state-level leadership for coordination of activities affecting state-system institutions.

#### **BOARD OF REGENTS OF THE REGIONAL UNIVERSITY SYSTEM OF OKLAHOMA**

SWOSU is one of six state regional universities governed by the Board of Regents of the Regional University System of Oklahoma (RUSO). RUSO is composed of nine members, eight of whom are appointed by the Governor with the consent of the Senate. The ninth member is the State Superintendent of Public Instruction, an elected official.

The responsibilities of RUSO are to determine management policy, employ personnel, fix salaries, assign duties, have custody of records, acquire and hold title to property, contract for other services, and assume general responsibility for institutional operations. The specific areas of administrative control for the Regents include general academic policy and administration, student life, budget administration, planning and constructing buildings, purchasing, and budgeting and administration of auxiliary activities. The Executive Director serves as the chief administrative officer of RUSO. (For details of the management responsibility of the Regents, see the RUSO Policy Manual.)

## **SWOSU FACULTY PERSONNEL POLICIES**

SWOSU has developed its own local policies, which follow. SWOSU's local policies have been approved by the RUSO staff. In the event of a conflict, RUSO policy supersedes local SWOSU policy.

### **Budget Process**

#### **Preliminary Budget Process**

The Vice President for Administration and Finance performs continuous budget adjustments and preliminary planning for the next fiscal year (July 1 – June 30) as soon as a budget year begins. With input from the President's cabinet, preliminary plans are made during the fall semester for the following fiscal year.

#### **Planning and Preparation**

Academic fee increase requests are due to the Provost by November 1, in order to be presented to RUSO in January and OSRHE in February for approval.

During the spring semester, the Vice President for Administration and Finance formulates budget scenarios and forwards to others (as needed) for review. As the legislative session concludes, and state appropriations for the following year are known, a final recommendation is forwarded to President. The President reviews, makes final adjustments and modifications, if any, and forwards to the Vice President for Administration and Finance, who prepares the final draft.

#### **Finalization and Submission**

After the President approves final university budget, the Vice President for Administration and Finance prepares and has printed the final university budget. The President submits final university budget to RUSO and OSRHE Boards in June. After approval by Boards, the President forwards final budgets through the Vice President for Administration and Finance to SWOSU VPs and each budget unit head.

## **ADMINISTRATIVE ORGANIZATION**

### **Administrative Officers**

Administrative officers are assigned general and specific duties and responsibilities, with sufficient authority to discharge those duties and responsibilities. Administrators are expected to practice democratic leadership. Duties and responsibilities of administrators are described in the following sections.

#### **President**

The President is the chief executive officer of SWOSU and is the principal administrative official responsible for the direction of all operations of SWOSU. The President is directly responsible to the Board of Regents of the Regional University System of Oklahoma for the general management of the institution. Authority to execute assigned areas of responsibility is delegated by the President to the Vice Presidents and Assistant Vice Presidents. Other administrative staff directly responsible to the President are listed below. The President is a member of the State Presidents' Council, which includes the Presidents of the 25 state institutions of higher education. The purpose of this council is to advise and make recommendations to the Chancellor. The President is also a member of the Presidents' Council that includes Presidents of the six regional four-year institutions. This council advises and makes recommendations to the Board of Regents of RUSO.

### **PTA Program**

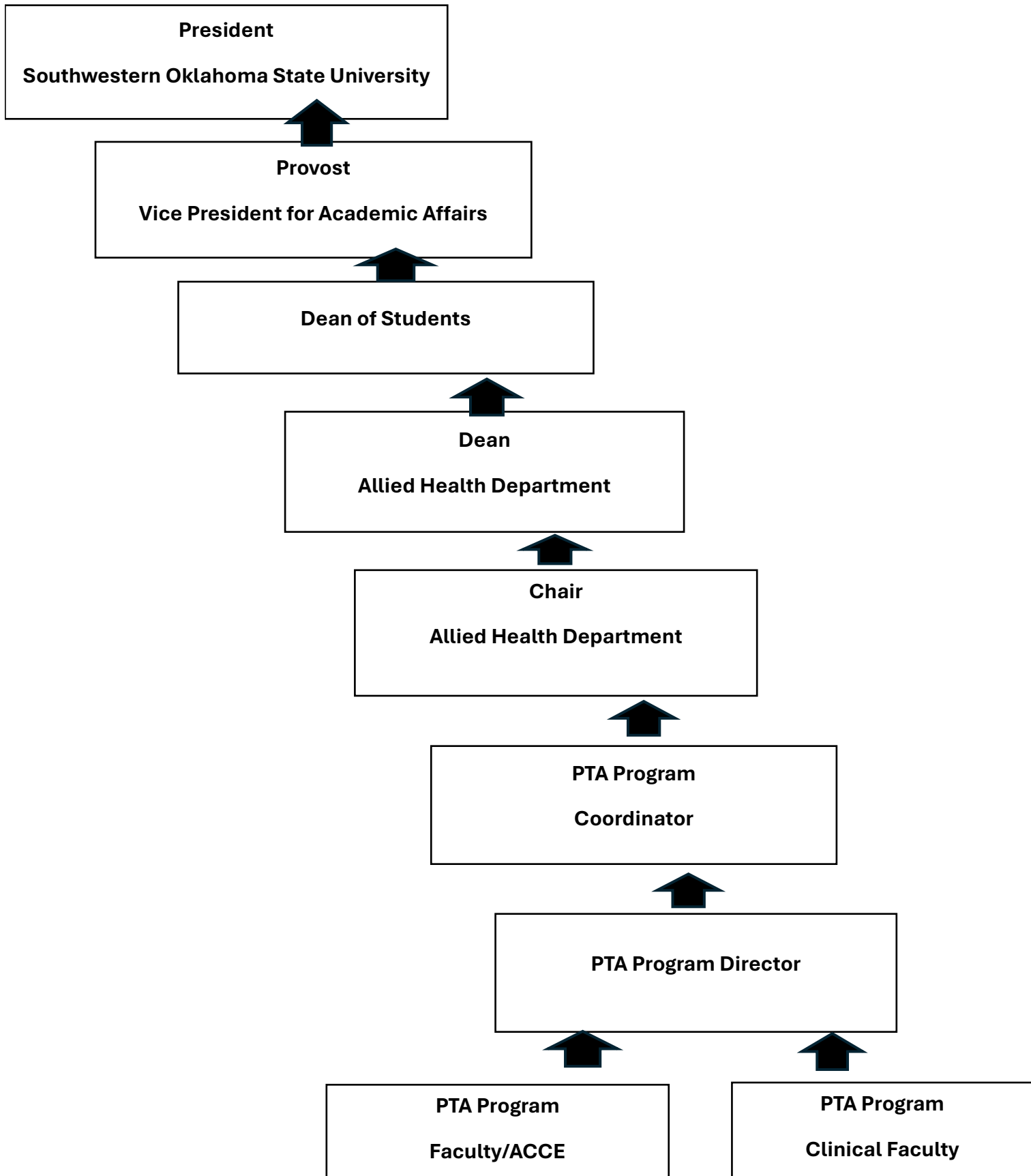
To safeguard specialized health professions and accreditation compliance, operational autonomy is decentralized at the college and department level. The Dean of the College of Pharmacy, Nursing and Allied Health Professions directly manages, supervises, and maintains accountability for college-specific budgets, academic programs, and personnel policies. The Chair of the Allied Health Department acts as the immediate administrative supervisor over department-level academic lines, reporting directly to the College Dean (p. 7 SWOSU Faculty Handbook). Within this hierarchy, the Physical Therapist Assistant (PTA) Program retains specialized autonomy over its localized professional standards, laboratory safety guidelines, and clinical sequence rules. This administrative configuration insulates the program's day-to-day academic decisions while routing legal, financial, and institutional compliance matters through the established university vertical chain (pp. 7-8 SWOSU Faculty Handbook).

The PTA Program Director and Faculty retain localized autonomy over specialized clinical placements, laboratory safety guidelines, student remediation plans, and professional standards evaluations. External institutional layers (such as the Dean of Students or the Title IX Coordinator) interact with the program strictly on compliance matters (e.g., ADA accommodations, handbook violation investigations), preserving the program's day-to-day academic self-governance.

The PTA program autonomy & reporting hierarchy presents a dedicated organizational chart that locks in the specific vertical chain of command ensuring the PTA program's distinct academic operational line.

# SWOSU PHYSICAL THERAPIST ASSISTANT PROGRAM

Organizational Chart



## **1.2 Academic Freedom in Decision-Making**

Southwestern Oklahoma State University (SWOSU) recognizes that a robust educational environment relies on the preservation of academic freedom, not only in research and instruction but also within institutional and departmental decision-making processes.

Academic freedom includes the right of each faculty member to determine evaluation criteria and to assign grades for student achievement in her/his classes in accordance with the SWOSU grading schedule. Departments, schools, and colleges within SWOSU shall not take actions, which would abridge this right. Faculty members are expected to evaluate achievement on an academic basis, not on opinions or conduct in matters unrelated to academic standards (pp. 65 SWOSU Faculty Handbook).

To safeguard specialized health disciplines, the university extends academic freedom and decision-making autonomy to the individual college and department levels. Within the College of Nursing and Health Professions and the Allied Health Department, faculty members retain exclusive authority over technical curriculum design, textbook selection, grading methodologies, and student remediation protocols. The Physical Therapist Assistant (PTA) Program is granted the professional latitude required to enforce specialized safety, ethical, and clinical sequencing guidelines independent of generalized university rules. While the Department Chair, College Dean, and Provost provide essential administrative oversight, they may not override faculty determinations regarding professional grading standards, clinical competencies, or course content unless an official, evidence-based grievance protocol is enacted (pp. 18-29 SWOSU Faculty Handbook).

## **1.3 Equal Opportunity, Non-Discrimination, & Anti-Harassment**

- **1.3.1 Policies for Program Faculty and Staff**
- **1.3.2 Policies for Prospective and Enrolled Students**
- **1.3.3 Policies for the General Public (Vendors, Patients, Visitors)**

### **Equal Opportunity/Affirmative Action Compliance Statement**

Southwestern Oklahoma State University, in accordance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Americans With Disabilities Act and to the extent required by these and other federal laws and regulations, does not discriminate on the basis of race, color, ethnicity, national origin, sex, age, religion, disability, genetic information, political affiliation, marital status, or status as a veteran in any of its policies, practices, or procedures. This includes but is not limited to admissions, employment, financial aid, and educational services.

### **Title IX Statement**

Southwestern Oklahoma State University is committed to providing an educational, living and working environment that is free from discrimination based on sex for all members of its community to include students, faculty, staff, vendors, contractors, guests, and visitors. Title IX is a federal law under the guidance of the Department of Education and the Office of Civil Rights that prohibits all forms of sexual or sex-based harassment, discrimination, or sexual misconduct, including sexual violence, sexual assault, and stalking. Title IX applies to conduct that occurs in an educational program or activity, including locations, events, or circumstances over which SWOSU exercised substantial control over both the respondent and the context in

which the sexual harassment occurs, and also includes any RUSO or SWOSU owned or controlled premises and buildings owned or controlled by student organizations officially recognized by the university. It applies regardless of the sex or sexual orientation of the parties.

Individuals with a concern or seeking assistance on this matter may contact the Title IX & Compliance Coordinator, at 580.774.3108 or [titleix@swosu.edu](mailto:titleix@swosu.edu). In addition, individuals may also contact the Dean of Students Office, Human Resources Office, Campus Police Department, and/or any senior administrators. The full Title IX policy is available on our website.

### **SWOSU PTA Program Civility Statement**

Members of the SWOSU community, including faculty, staff, and students, are expected to act with honesty and integrity in all aspects of campus life. The institutions hold all members accountable for their words and actions. Every individual is responsible for upholding personal respect and demonstrating concern for the dignity, rights, and freedoms of others, including the protection of campus property and the intellectual and physical property of fellow community members.

Students removed from a classroom due to uncivil behavior may not return until they have completed a mandatory conference with the instructor. It is the student's sole responsibility to initiate and schedule this meeting.

Professionalism, empathy, and mutual respect are essential behaviors for Physical Therapist Assistants. If a PTA student is dismissed from a classroom or clinical site for uncivil conduct, the incident will be documented in their formal evaluations. Furthermore, the student may be required to meet with the Program Director to resolve the issue. Grave infractions may be classified as "Unsafe Clinical Practice," which is grounds for immediate dismissal from the PTA program.

When the general public interfaces with the PTA program as patients within external healthcare affiliations or community labs, specialized clinical rights are fully enforced. Students must actively inform patients of their student status and maintain high-visibility identification using their official program ID badge. Patients possess the autonomous right to refuse care or clinical interventions from a student practitioner without experiencing recourse, penalty, or altered access to quality service. Enrolled students and faculty must exercise complete cultural sensitivity, compassion, and respectful care across all diverse clinical populations (pp. 1, 4 PTA Student Handbook).

### **1.4 Conflict of Interest & Operational Integrity**

The Physical Therapist Assistant (PTA) Program at Southwestern Oklahoma State University (SWOSU) enforces strict operational guidelines to ensure that all academic, administrative, and clinical choices are made with complete objectivity. This policy synthesizes institutional mandates from the university administration with department-specific regulations to prevent conflicts of interest and maintain high standards of institutional and professional integrity for both personnel and students.

SWOSU faculty members should aspire to cultivate a respectful and collegial work environment by encouraging all members of the university community (faculty, students, administration, staff, and visitors) to treat each other with courtesy and respect. Members are expected to adhere to applicable University and RUSO policies and procedures (pp. 44 SWOSU Faculty Handbook).

The Code of Ethics for the Physical Therapy Profession defines the ethical principles and commitments for both physical therapists and physical therapist assistants. All members of the profession are responsible for upholding these standards to ensure ethical practice. Adopted by the American Physical Therapy Association. As of January 1, 2026, the Code of Ethics for the Physical Therapy Profession includes nine Ethical

Commitments. These commitments unify the standards for both physical therapists (PTs) and physical therapist assistants (PTAs).

The nine ethical commitments are: Respect, Integrity, Accountability, Maintaining Professional Relationships, Compassion and Trust, Responsible Business and Organizational Practices, Direction and Supervision, Professional Expertise, and Societal Responsibility. These commitments are founded on six bioethical principles: autonomy, beneficence, nonmaleficence, justice, veracity, and fidelity. (APTA), this Code is binding on all APTA members (pp. 18 PTA Student Handbook).

### **1.5 Program Budgetary Input & Financial Solvency**

The broader financial administration and resource distribution of the university are governed by state parameters and executive leadership lines. The Vice President for Administration and Finance holds primary institutional responsibility for university budget preparation, accounting systems, resource allocations, and financial control reporting. Broad institutional spending rules, state appropriations management, and tuition rate recommendations are overseen by the Board of Regents of the Regional University System of Oklahoma (RUSO) and the Oklahoma State Regents for Higher Education (OSRHE) to guarantee total institutional solvency (pp. 4,9,30 SWOSU Faculty Handbook).

Due to the technical and safety-critical nature of physical therapy assistant training, specialized contact parameters apply to programmatic courses. Core faculty must maintain mandatory face-to-face contact during all designated laboratory hours. The PTA Program Director and Academic Clinical Coordinator of Education (ACCE) are allotted specific workload adjustments within the core formula to facilitate site visits, student assessments, and continuous clinical faculty mentorship.

#### **Budget Process**

##### **Broad Institutional Fiscal Framework**

- VP of Administration and Finance: **Manages university-wide budget preparation.**
- System Governing Boards: **RUSO and OSRHE retain final approval authority.**
- Fiscal Year Cycle: **Operations align with the July 1 – June 30 fiscal calendar.**
- Policy Review Source (*SWOSU Faculty Handbook*, Page 4, 9, and 31).

##### **Programmatic Input Channels**

- **Needs Assessment:** Faculty submit requests by **October 1** annually.
- **Director Consolidation:** The Program Director compiles line-item operating budgets.
- **Fee Modification Deadline:** Academic fee requests are due by **November 1**.
- **Policy Review Source** (*SWOSU Faculty Handbook*, **Page 31** and *PTA Student Handbook*, **Page 35**).

##### **Hierarchical Review & Authorization**

The finalized programmatic budget requests must flow vertically through the university administrative line for validation and final integration:

[ PTA Program Director ] —> [ Allied Health Chair ] —> [ College Dean ] —> [ Provost ]

- Departmental Level: Reviewed by the Allied Health Department Chair.
- Collegiate Level: Prioritized by the Dean of the College of Nursing and Health Professions.
- Executive Level: Integrated into the university budget by the Provost.
- Policy Review Source (*SWOSU Faculty Handbook*, Page 6, 60, and 93).

##### **Expenditure Control and Solvency Audits**

- Daily Ledger Monitoring: **The Program Director tracks all active department spending.**
- Fund Shifting Restrictions: **Reallocations between lines require written Dean approval.**
- Standing Committee Review: **Patterns are audited by the Budget & Program Committee.**
- Policy Review Source (*SWOSU Faculty Handbook*, Page 5 and 60).

## **Section 2: Faculty and Staff Policies & Procedures**

- **2.1 Faculty Rights, Responsibilities, & Workload**
- **2.1.1 Core Faculty Workload Formula & Classroom Contact Hours**
- **2.1.2 Faculty Reduction in Teaching Load for Administrative Functions (PD, ACCE)**

The Physical Therapist Assistant (PTA) Program at Southwestern Oklahoma State University (SWOSU) regulates faculty commitments through standard workload balances to achieve excellence in instruction, institutional clinical safety, and consistent student contact support.

### **Regular Load**

Regular load is defined as follows:

The regular teaching load for faculty members is a minimum of fifteen (15) semester hours in a regular semester and eight (8) hours in a summer semester. Laboratories are equated based on three laboratory hours equal to two academic hours. Department Chairs are encouraged to reduce the regular thirty-semester-hour load for the academic year to twenty-seven hours to provide released time for advisement, committee work, etc. An additional three-hour reduction may be made for tenured or tenure-track faculty for approved research, grant writing, or other scholarly endeavors.

The total load for a Department Chair is 12 hours in a regular semester and six hours in a summer semester of which 6 hours per semester and 4 hours in the summer are assigned for duties as chair. Responsibilities of Department Chairs vary because of faculty numbers, numbers of majors, departmental general education offerings, budget responsibilities, special accreditation, etc. Therefore, a further reduction in the load of the Department Chair may be granted if recommended by the Dean of the college and approved by the provost.

Department Chairs will certify to the Dean of the college the academic load of the faculty members. If faculty members carry additional duties, the Dean of the college will confer with the provost concerning the equating of their duties.

To encourage innovative practices, research, and scholarly pursuits, additional load reductions may be allotted upon approval of the Dean and Provost. The allotments will be made for specific purposes and for prescribed lengths of time. All projects pursued will contain an evaluation component in the final report submitted to the Dean.

Faculty members receive no additional compensation for teaching evening classes, extension classes, giving private lessons, or for doing any other academic work when such work is part of the faculty members' regular load.

Laboratories are equated based on three laboratory hours equal to two academic hours.

Faculty members teaching distance learning courses (ITV, web-based, etc.) at SWOSU will receive additional compensation of \$100.00 per credit hour, above load, each time that the distance course is offered. An additional \$100 per credit hour will be given to faculty members for every four sites (pp. 50 SWOSU Faculty Handbook).

Due to the technical and safety-critical nature of physical therapy assistant training, specialized contact parameters apply to programmatic courses. Core faculty must maintain mandatory face-to-face contact during all designated laboratory hours. This ensures active oversight of physical transfer techniques, modality operations, and clinical simulations. The Director and the Academic Clinical Coordinator of

Education (ACCE) are allotted specific workload adjustments within the core formula to facilitate site visits, student assessments, and continuous clinical faculty mentorship.

## **2.2 Safety, Privacy, & Dignity of Faculty and Staff**

### **2.2.1 Maintenance of Confidential Faculty Personnel Files**

The Physical Therapist Assistant (PTA) Program at Southwestern Oklahoma State University (SWOSU) prioritizes a workplace environment that protects the physical safety, personal privacy, and professional dignity of all core faculty and support staff.

The safety of instructional personnel is secured through comprehensive campus monitoring and explicit medical crisis protocols. In the event of a laboratory accident, injury, or critical illness during program instruction, faculty must follow the university's emergency communications. On the Weatherford campus, individuals report immediately to Campus Police at extension 3111 or via emergency services. The Campus Security Department provides 24-hour monitoring, building lockdowns, escort services, and vehicle assistance to maintain physical safety across all faculty workspaces and office environments.

Security is provided in the maintenance of SWOSU's facilities through several mechanisms, including limitations on hours of operation, policies on keys, restricting access to those bearing appropriate identification as University staff or students, and the provision of adequate lighting. Security precautions are on file in respective offices for the various types of facilities at SWOSU. A guide for living in residence halls is given to each student residing in the halls (pp. 68-69 SWOSU Faculty Handbook).

The University guarantees absolute confidentiality regarding the personal information and employment data of its faculty and staff. Official records, performance evaluations, promotion metrics, and credential files are kept securely within individual folders managed by the Assistant Vice President for Human Resources. Faculty retain the right to inspect their personal data folders under strict institutional oversight to prevent unauthorized access or disclosure. Employee email addresses, login data, and network systems are protected by data security frameworks administered by Information Technology Services (pp. 14, 43, 71 SWOSU Faculty Handbook).

## **2.3 Faculty Qualifications & Contemporary Expertise**

### **2.3.1 Faculty Licensure Maintenance**

The Physical Therapist Assistant (PTA) Program at Southwestern Oklahoma State University (SWOSU) ensures that all core instructional personnel possess the academic credentials, professional qualifications, and active clinical insights required to deliver high-quality physical therapy education. This policy sets forth guidelines for verifying faculty credentials, fostering ongoing professional development, and ensuring regular licensure maintenance in compliance with university standards, state and national accreditation criteria.

#### **Faculty Credentialing Policy and Procedure**

HLC's requirements related to qualified faculty seek to ensure that students have access to faculty members who are experts in the subject matter they teach and who can communicate knowledge in that subject to their students. When an institution indicates that a faculty member is qualified by means of an offer of employment, it is asserting its confidence in the faculty member's content expertise along with the ability of the faculty member to help position students for success not only in a particular class, but also in their academic program and their careers after they have completed their program. (*Determining Qualified Faculty through HLC's Criteria for Accreditation and Assumed Practices*, Higher Learning Commission, 2016)

SWOSU credentialing policy applies to all faculty positions including voluntary, part-time, dual credit (concurrent), adjunct, full-time temporary, non-tenure track, tenure track, and tenured faculty. Faculty may be deemed qualified based on academic credentials, tested experience, or a combination of both.

The current SWOSU Faculty Credentialing Policy, Procedure, and Form may be found in the Faculty Commons on Canvas in the Resources for Academic Affairs module (pp. 36-37 SWOSU Faculty Handbook).

All core faculty instructing clinical or lab courses must maintain an active, unencumbered license to practice as a Physical Therapist (PT) or Physical Therapist Assistant (PTA) in the state of Oklahoma. Any adverse action, probation, or suspension of a faculty member's professional clinical license by a state regulatory board must be reported immediately to the PTA Program Director, Allied Health Department Chair, and College Dean. A failure to maintain an active license will trigger a formal administrative review under standard faculty evaluation or contract continuance guidelines.

## **2.4 Faculty Evaluation & Development**

### **2.4.1 Core Faculty Requirements (PD/ACCE)**

Core programmatic faculty are subject to standard institutional reviews administered according to tenure status and appointment timeline. All non-tenured faculty members undergo mandatory performance evaluations annually. Tenured core faculty members are reviewed systematically under the institutional post-tenure framework every three to five years to ensure continuing professional excellence. Continuance and review portfolios track multiple evidence lines, including peer evaluations, student instructional perception data, administrative reviews, and documented professional milestones (pp. 103, 109 SWOSU Faculty Handbook).

To encourage lifelong learning and sustain contemporary clinical insights, faculty have access to centralized university resources. The Faculty Development Committee provides competitive funding and grant awards to core faculty seeking to attend national health conferences, acquire advanced clinical credentials, or participate in specialized instructional workshops. Center for Excellence in Teaching and Learning (CETL) offers continuous workshops on evidence-based pedagogy, active learning styles, laboratory simulation modeling, and online platform management (pp. 23, 70 SWOSU Faculty Handbook).

The PTA program utilizes multi-level stakeholder input loops to inform its annual faculty development objectives. Student insight and collaboration in line with program-level values, student evaluations, cohort focus groups, and leadership council reports are analyzed by the PTA Program Director to identify targets for instructional refinement. The Allied Health Department Chair and College Dean work together with the Program Director to align individual faculty growth plans with CAPTE accreditation goals, clinical safety standards, and regional healthcare needs (pp. 92, 93 SWOSU Faculty Handbook).

The PTA Program Director serves as the primary academic and administrative leader responsible for the oversight, strategic direction, and operational execution of the PTA educational program. The Director ensures the curriculum strictly adheres to all regulatory standards mandated by the Commission on Accreditation in Physical Therapy Education (CAPTE).

#### **Core Directives & Responsibilities**

- Accreditation & Compliance Management
  - Direct all continuous program accreditation activities and maintain full institutional compliance.
  - Author and submit all required annual reports and self-studies to CAPTE.
  - Track and report critical graduate outcome metrics, including graduation rates, state licensure pass rates, and employment/job placement data.

- **Academic & Faculty Leadership**
  - Provide strategic leadership to faculty, staff, and students while teaching courses as required.
  - Recruit, supervise, and evaluate core and adjunct PTA faculty members.
  - Establish overall instructional goals and delegate teaching assignments.
- **Curriculum & Instructional Oversight**
  - Manage both the didactic and clinical components of the PTA curriculum.
  - Design, review, and update course content, textbook selections, and lab materials.
  - Ensure all instructional materials align with evolving physical therapy practice paradigms.
- **Fiscal & Resource Administration**
  - Manage the department's annual operational budget and allocate programmatic resources efficiently.
  - Direct and approve clinical equipment purchases to maintain modern lab spaces.
- **Student Support & Community Engagement**
  - Monitor student outcome data by cohort to drive retention and maintain high success rates.
  - Implement academic interventions to reduce student withdrawals and assist with recruitment and admissions.
  - Foster collaborative partnerships with local clinical facilities to secure placements and prepare students for successful state licensure.
- **PTA Program Director Requirements**
  - Active Licensed PT/PTA
  - Master's Degree or higher
  - Minimum 5 years post-licensure experience
  - Classroom, lab or clinical teaching experience
  - Minimum 60 contact hours: educational theory and methodology, instructional design, student evaluation and outcome assessment.
- **Academic Coordinator of Clinical Education (ACCE) Requirement**
  - Graduate of an accredited physical therapist assistant or physical therapist program
  - Licensed/registered/certified in the state where employed.
  - Minimum of 3 years of clinical experience as a physical therapist assistant or physical therapist.
  - Minimum of 3 years of clinical teaching and/or clinical coordination experience.
  - Able to meet the faculty requirements as stated in the Evaluative Criteria for the Accreditation of Physical Therapist Assistant Programs.

#### **2.4.2 Associated/Adjunct Faculty Evaluation & Orientation**

The Physical Therapist Assistant (PTA) Program at Southwestern Oklahoma State University (SWOSU) relies on associated and adjunct faculty members to enrich the curriculum with specialized clinical perspectives. This policy ensures that all part-time and temporary instructional personnel receive systematic orientation and structured performance evaluations, aligning temporary appointments with institutional quality standards and regional clinical benchmarks.

To ensure consistency in educational delivery and compliance with university metrics, adjunct faculty must complete required onboarding sequences. Part-time instructors are directed to the instructional workshops hosted by the Center for Excellence in Teaching and Learning (CETL). This orientation introduces adjuncts to the Canvas learning management system, university grading rules, and required syllabus guidelines. The PTA Program Director conducts a localized department orientation. This covers laboratory safety rules, clinical scenario boundaries, professional codes of ethics, and required high-visibility student identification practices (pp. 67, 70 SWOSU Faculty Handbook)

Operational quality requires that associated faculty face regular evaluation to verify instruction aligns with contemporary clinical practice. In accordance with institutional policies for temporary appointments, adjunct instructors must undergo a systematic performance review during each semester of active teaching assignment. Course evaluations, student perception surveys, and programmatic cohort feedback are actively analyzed by the department leadership to gauge clarity, accessibility, and instruction safety. The PTA Program Director, in communication with the Allied Health Department Chair, conducts direct classroom or laboratory observations to assess clinical precision and safety monitoring before authorizing future course contracts (pp. 92, 103 SWOSU Faculty Handbook).

### **2.4.3 Faculty Development Plans & Continuing Education Support**

The Physical Therapist Assistant (PTA) Program at Southwestern Oklahoma State University (SWOSU) implements structured faculty development and continuing education processes to sustain instructional quality and clinical expertise. This policy integrates university-wide funding infrastructure with programmatic professional development targets, ensuring that core instructors maintain up-to-date competencies in accordance with institutional rules and healthcare accreditation standards.

Core faculty members must maintain a customized professional roadmap designed to enhance pedagogical methods, update course delivery, and advance specialized healthcare skills. Core instructors work in collaboration with the PTA Program Director to design an individual development plan. This plan details academic goals, research intentions, and expected milestones. Progress toward these individual development targets is reviewed systematically during annual performance appraisals for non-tenured track faculty and during periodic post-tenure reviews for tenured instructors (pp. 103, 109 SWOSU Faculty Handbook, pp. 2).

The university provides centralized financial channels and peer-review systems to support faculty seeking continuing education or specialized healthcare credentials. The Faculty Development Committee as a university-wide standing body evaluates competitive grant requests submitted by faculty. Authorized funding supports travel expenditures, conference registration fees, and materials needed to complete advanced clinical or educational training. Core faculty utilize university travel and development allocations to engage with the broader clinical landscape, including delivering scientific presentations at healthcare symposia, participating in clinical research, or holding active appointments within regional physical therapy associations (pp. 23,78, 86 SWOSU Faculty Handbook).

All programmatic requests for continuing education funding or temporary release time for professional advancement must navigate the university's established administrative chain. The instructor outlines the development activity and obtains initial administrative approval from the PTA Program Director. The proposal is submitted sequentially to the Chair of the Allied Health Department and the Dean of the College of Nursing and Health Professions for budget prioritization and operational review. Final resource authorization and institutional travel approval must be signed off by the Provost and Vice President for Academic Affairs (pp. 6, 92, 93 SWOSU Faculty Handbook).

## **2.5 Faculty Scholarship Expectations**

SWOSU mandates that active engagement in scholarly and research pursuits associated with the applicant's teaching or professional discipline must be a documented part of annual, continuance, and promotion/tenure reviews.

The university recognizes a broad, peer-vetted spectrum of acceptable scholarly productions, which includes:

- **Referred Publications:** Authoring or submitting original research articles, case reports, or textbook manuscripts to professional peer-reviewed journals.
- **Scholarly Presentations:** Delivering scientific papers, poster presentations, or leading practical clinical workshops before regional, state, or national professional associations.
- **Grant Writing:** Active participation in drafting and seeking external or internal research grant funding.
- **Curricular Innovation:** Leading instructional alignment, implementing evidence-based classroom methodologies, or designing novel pedagogy for peer review.
- **Fine Arts Adaptations:** Producing original works of art, musical arrangements, compositions, or juried performances where applicable.
- **Proportional Expectations:** The handbook notes that "**applicants receiving release time for scholarly activities must document a higher level of scholarly accomplishments, which will be properly weighted in their evaluations.**"
- **Teaching Load Revisions:** Under the *Regular Load Formula*, Department Chairs may grant an additional **three-hour teaching load reduction** per semester to tenured or tenure-track faculty specifically for approved research, grant writing, or scholarly endeavors (pp.50, 86-87, 97-98 SWOSU Faculty Handbook).

The PTA program mandates that scholarly activities must directly benefit classroom, laboratory, and clinical learning tracks. Faculty are expected to integrate current research findings, updated physical therapy methodologies, and evidence-based medicine directly into distributed course syllabi. Core instructors are encouraged to engage enrolled students in analytical case reports, literature reviews, and clinical safety tracking to foster problem-solving skills necessary for national board success

Evidence of scholarly production must be updated systematically inside faculty portfolios to satisfy annual evaluation and long-term compliance lines. Annual Portfolio Review: Faculty document publications, active grants, or completed continuing education credits in their annual appraisal folders for assessment by the PTA Program Director and Allied Health Department Chair. Administrative Hierarchy Review: Strategic resource support or programmatic release time for complex research goals must navigate the formal university administrative vertical chain: PTA Program Director, Chair of the Allied Health Department, Dean of the College of Nursing and Health Professions, Provost and Vice President for Academic Affairs (pp. 92, 93, 103 SWOSU Faculty Handbook).

## **Section 3: Student Admissions & Academic Standards**

### **3.1 Recruitment & Admissions Policies**

The Physical Therapist Assistant (PTA) Program at **Southwestern Oklahoma State University (SWOSU)** implements systematic, objective, and fair criteria for student recruitment and program admissions. This policy integrates university-wide enrollment tracking guidelines with technical healthcare program boundaries to secure qualified cohorts while ensuring full equal opportunity access for all prospective applicants.

Prospective students and high school applicants seeking entry into the PTA professional track have access to centralized university recruitment systems:

**Strategic Outreach:** Promotional efforts, high school visitations, college fairs, and program informational distributions are systematically led by the university recruitment team.

**Campus Tours:** Individual and group tours of the health professions laboratories and physical campus layouts are formally arranged through the admissions office (pp. 12,83 SWOSU Faculty Handbook).

The recruitment and admissions evaluation of prospective students must be completely free of unlawful bias or discriminatory practices:

- **Equity Guarantee:** Program admission selection panels are legally barred from discriminating against any applicant on the basis of **race, color, national origin, sex, age, religion, disability, gender, sexual orientation, genetic information, or status as a veteran** (pp. 1, 33 PTA Student Handbook, pp. ii SWOSU Faculty Handbook).

Because the physical therapist assistant curriculum is highly technical and demanding, prospective students must demonstrate prerequisite readiness and satisfy core benchmarks:

- **Admissions Vetting Structure:** Application screening, prerequisite course verification, and cohort sequencing are managed internally by the program faculty and reviewed by the **Admissions Committee**.
- **Technical Performance Standards:** Applicants must possess the necessary motor, visual, auditory, and tactile capacities (such as lifting 25–60 pounds and safely interpreting patient physiological responses) to perform clinical duties under reasonable accommodations.
- **Mandatory Screenings:** Final admission is strictly contingent upon passing a **criminal background check** and a **10-panel drug screen** prior to clinical rotation entry (pp1, 4, 10, 12 PTA Student Handbook, pp. 19 SWOSU Faculty Handbook).

Prospective applicants who believe their application was handled in an arbitrary manner or denied in violation of published program parameters have access to formal university appeal hierarchies:

- **Grievance Route:** Denied applicants may file a written grievance tracking directly to the university **Title IX Coordinator** or the **Undergraduate Admissions Committee** for a formal review (pp. 34 PTA Student Handbook, pp. 19 SWOSU Faculty Handbook).

### **3.2 Student Financial Information Transparency**

- **3.2.1 True Cost of Attendance & Material Fees**
- **3.2.2 Publication of the Annual CAPTE Student Financial Fact Sheet**

The Physical Therapist Assistant (PTA) Program at Southwestern Oklahoma State University (SWOSU) is committed to consumer protection and absolute fiscal transparency. This policy ensures that prospective and enrolled students receive accurate, complete, and timely information regarding all financial obligations associated with the program. This policy synthesizes institutional billing parameters with the reporting mandates enforced by national accreditation standards.

To prevent unforeseen financial hardships, the program provides full disclosure of institutional tuition, program-specific fees, and personal out-of-pocket technical training expenses:

- **Prequalified Financial Transparency:** In accordance with professional standards, students must be fully informed of their detailed financial obligations prior to incurring institutional charges so that shared decision-making can be integrated into their educational track.
- **Programmatic Fees and Liability Costs:** Enrolled students are subject to a mandatory student professional fee allocated at the time of enrollment to fund uniform group malpractice insurance policies (\$1,000,000 per occurrence / \$3,000,000 aggregate limits).

- **Student Out-of-Pocket Expenses:** In accordance with program regulations, students maintain sole financial responsibility for all necessary expenditures outside of core tuition. These fixed personal items include:
  - Mandatory initial, random, or follow-up drug screenings.
  - Criminal background checks, primary source verifications, and drug test packets.
  - Mandatory immunizations, clinical health screenings, and CPR certifications.
  - All personal healthcare, hospitalization, or emergency medical care costs are incurred during clinical rotations.
  - All daily transportation arrangements and commuting expenses to the campus and off-campus clinical rotation facilities (pp.3, 9, 13, 42 PTA Student Handbook, pp. 22 SWOSU Faculty Handbook).

The program enforces systematic, consumer-oriented publication schedules to satisfy federal, state, and Commission on Accreditation in Physical Therapy Education (CAPTE) reporting requirements:

- **Data Collection & Review:** Program outcome statistics, baseline cost metrics, graduation retention rates, and institutional expenditure data are systematically compiled by the **Office of Institutional Research** and the **Office of Student Financial Services**.
- **Annual Fact Sheet Mandate:** The PTA Program Director, in coordination with the department chair, updates and publishes the standardized **CAPTE Student Financial Fact Sheet** annually. This document must contain verified, multi-cohort data concerning programmatic costs and historical financial aid offsets.
- **Public Access Availability:** To maximize community availability, the completed fact sheet must be prominently hosted on the public SWOSU website and embedded directly into the Canvas *Resources for Student Success* program guide dashboard (pp. 8, 16 PTA Student Handbook, pp. 8,10 SWOSU Faculty Handbook).

All institutional aid, public scholarships, and special fee reductions are formally structured under centralized university control to maintain programmatic solvency:

- **Administrative Oversight:** General scholarship distribution, federal aid applications, and private funding coordination are managed directly by the **Director of Student Financial Services** and the university **Scholarship Committee**.
- **Waiver Restrictions:** Qualified tuition reduction benefits (such as employee or dependent waivers) apply strictly to undergraduate-level base tuition and are capped at **12 hours** per term. In accordance with fiscal guidelines, total combined aid metrics may never generate a cash refund or exceed the estimated true cost of attendance (pp. 10, 28, 53-54 SWOSU Faculty Handbook).

Students who wish to appeal a denied institutional waiver or dispute an uncoordinated billing item have access to official resolution channels:

- **Billing and Fee Grievances:** Fee execution, private scholarship billing issues, and payment schedule discrepancies are routed to the **Bursar's Office**.
- **Waiver Appeals:** Appeals concerning denied tuition reductions must be submitted in writing directly to the **Qualified Tuition Reduction Program Appeals Committee** in Administration Room 101 (pp. 10, 54 SWOSU Faculty Handbook).

### **3.3 Academic Progression, Retention, & Graduation**

- **3.3.1 Grading Scales & Minimum Academic Performance Metrics**

- **3.3.2 Student Remediation Policies and Procedures**
- **3.3.3 Dismissal and Withdrawal Procedures**

The Physical Therapist Assistant (PTA) Program at Southwestern Oklahoma State University (SWOSU) enforces strict academic and professional standards to safeguard public safety and ensure the clinical competence of its graduates. This policy defines the benchmarks for cohort progression, structured student remediation, and formal dismissal or withdrawal paths, combining university-wide academic rules with specialized healthcare training requirements.

To maintain eligibility for professional licensure and ensure workforce readiness, the PTA program enforces a rigorous, technical grading matrix that supersedes generalized university averages:

- **Program-Specific Course Standard:** A minimum grade of "**B**" (**80%**) is required in all PTA prefix courses. Any overall course grade below 80% is considered below average or failing for programmatic progression, and the student will be required to repeat that specific course.
- **The 80% Core Exam Rule:** To successfully progress, students must demonstrate mastery by achieving a minimum score of **80% on each required exam** and practical assessment.
  - *First Attempt Failure:* If a student scores below 80% on an exam, they are legally restricted from direct patient contact until competency is proven and must initiate an instructor-led remediation plan.
  - *Second Attempt Failure:* A second alternate exam is scheduled after mandatory consultation with the Course Instructor and PTA Program Director.
  - *Third Attempt Failure:* Failure to achieve a minimum score of 80% on the third attempt results in **immediate administrative withdrawal** from the class due to an inability to meet minimum academic benchmarks.
- **Lab Practicals & Critical Safety Elements:** Mastery of "Critical Safety Elements" within lab practicums is non-negotiable. Failure to successfully demonstrate *any* critical safety element results in an automatic, immediate failure of the practical. The student must repeat the assessment until **100% proficiency** in safety-related criteria is met (pp. 48-49, 50 PTA Student Handbook, pp. 64 SWOSU Faculty Handbook).

The program utilizes systematic feedback loops and structured intervention sequences to support student retention and correct behavioral or skill-related gaps:

- **Progressive Disciplinary and Coaching Sequence:** Remediation follows a documented pathway to foster professional growth:
  1. *Initial Conference:* An immediate meeting between the faculty members and student to address deficiencies and outline targeted goals.
  2. *Written Warning:* If behaviors or academic alerts persist, a formal written warning detailing precise goals and deadlines is permanently placed in the student's program folder.
  3. *Academic Alert/Probation:* Initiated if a student scores below 80% on evaluations, placing them at high risk for program removal.
- **Remediation Scoring Baseline:** To successfully exit a formal remediation cycle and resume standard progression, the student must achieve a minimum score of **3 (Competent)** across all assessed focus domains on the *Student Remediation Rubric* (pp. 56, 96, 100 Form SHB-GR-017, SHB-GR-018b).

Clear administrative boundaries govern the voluntary departure or permanent dismissal of a student from the healthcare track:

- **Mandatory Grounds for Program Dismissal:** A student faces permanent removal from the PTA cohort for any of the following infractions:
  - *Academic:* Failing to achieve a minimum grade of "B" (80%) in any PTA course or failing an alternate exam after three attempts.
  - *Clinical:* Failing any active clinical practicum or rotation.
  - *Safety & Conduct:* Flagrant unprofessional appearance, excessive unexcused absences, or "Unsafe Clinical Practice" that compromises patient safety.
  - *Integrity:* Any verified infraction involving cheating, data fabrication, or plagiarism.
- **Voluntary and Title IX Withdrawal Guidelines:** Students intending to leave the program must navigate official clearance lines. They must schedule a mandatory exit interview with the Program Director, obtain clearance from the Registrar, and return all clinical property (including ID badges, keycards, and lab equipment).
  - *Title IX Medical Protections:* In complete compliance with federal Title IX mandates, students forced to withdraw due to a documented medical emergency or pregnancy-related condition are granted a streamlined path to re-entry, provided they were in *Good Standing* (minimum 80% course average and satisfactory behavior ratings) at the time of departure (pp. 55-56, 57, 106, form SHB-GR-020, pp. 80 SWOSU Faculty Handbook).

#### Graduation Credentials & Re-Admission Limitations

- **Degree Award:** Upon successful completion of all sequential curriculum segments and professional hours, students graduate with an **Associate of Applied Science (AAS) Degree** and achieve eligibility to sit for the National Physical Therapy Exam (NPTE).
- **Permanent Readmission Exclusions:** Any student formally dismissed from the program due to **unsafe, unethical, or illegal clinical practice**, or profound violations of the institutional integrity code, is permanently barred from seeking readmission (pp. 57-58, 59 PTA Student Handbook).

### **Section 4: Student Rights, Privacy, & Due Process**

- **4.1 Student Rights, Safety, Privacy, and Dignity**
- **4.1.1 FERPA Compliance & Access to Student Records**

The Physical Therapist Assistant (PTA) Program at Southwestern Oklahoma State University (SWOSU) is committed to protecting the constitutional, statutory, and institutional rights of all enrolled and prospective students. This policy establishes the structural framework for maintaining student safety, personal privacy, civil dignity, and programmatic due process by blending university-wide administrative mandates with specialized healthcare education guidelines.

To preserve a learning environment built on mutual respect and professional excellence, the program enforces comprehensive protections across all classrooms, laboratories, and clinical sites:

- **Civil Rights & Inclusivity:** Every student is entitled to an environment free from unlawful discrimination, intimidation, and harassment. The program enforces a zero-tolerance baseline for sexual misconduct, stalking, bullying, or sex-based discrimination under strict **Title IX protections**.
- **Physical Safety Infrastructure:** The university coordinates extensive safety oversight through several standing bodies, including the **Safety Committee** and **Bio-Safety Committee**, to inspect laboratories and verify that physical therapy equipment undergoes mandatory annual calibration. In the event of a

medical emergency or campus threat, students and faculty are trained to contact the **Campus Police Department** directly at extension 3111.

- **Dignity in Laboratory Simulations:** Because students actively participate as peer patient simulators during didactic training, the program enforces explicit boundaries to maintain modesty:
  - *Modesty & Draping:* Professional draping protocols must be strictly followed to maximize student comfort and personal boundaries.
  - *Right of Refusal:* Students retain the autonomous right to question or withdraw from specific peer-led techniques or demonstrations at any time without facing social coercion or academic penalty (pp. I, ii, 27, 32, 68-69 SWOSU Faculty Handbook, pp. 1, 33, 45-46 SWOSU PTA Handbook).

The program operates in rigid compliance with the federal **Family Educational Rights and Privacy Act (FERPA)** to block unauthorized access to confidential data:

- **Record Confidentiality Mandate:** All student academic folders, clinical performance reviews, health immunization verifications, and drug screening results are classified as strictly confidential.
- **Information Disclosure Restrictions:** Faculty, staff, and clinical site personnel are legally prohibited from releasing or discussing any identifiable student performance metrics or records with external parties (including parents or spouses) without a formal, signed written request from the student.
- **Digital Communication Privacy:** To prevent digital data leaks, students and faculty are barred from posting or discussing any information regarding campus or clinical events on personal electronic or social media platforms. All course-related file sharing must remain within protected, university-controlled network lines (pp. 12, 56 SWOSU Faculty Handbook, pp. 11-12, 59, 61, 76 form SHB-CL-009 PTA Student Handbook)

Prospective, enrolled, or disciplined students who believe their institutional rights have been abridged are guaranteed formal due process and clear tracking for conflict resolution:

- **Academic and Disciplinary Due Process:** Any disciplinary action taken against a student under the *Progressive Discipline Policy* must be fair, fully documented, and subject to an immediate administrative hearing to guarantee the student's right to defend their method or method scratchwork.
- **Formal Grievance Sequencing Chain:** Non-Title IX programmatic disputes must route systematically through the established chain of command, in order, until resolved:
  1. *Level 1:* Direct discussion with the immediate instructor or Clinical Instructor.
  2. *Level 2:* Formal review by the **PTA Program Director**.
  3. *Level 3:* Escalation to the **Allied Health Department Chair**.
  4. *Level 4:* Determination by the **Dean of the College of Nursing and Health Professions**.
  5. *Level 5:* Formal review by the university **Academic Appeals Committee** or **Provost** (pp. 11, 18, 19 SWOSU Faculty Handbook, pp. 34, 38, 56 SWOSU Student Handbook).

#### Title IX and Disability Due Process Intersections

- **Title IX Investigation Intake:** Any formal grievance alleging sex-based discrimination, sexual harassment, or pregnancy-related re-entry barriers must skip programmatic channels and be submitted directly to the **SWOSU Title IX Coordinator** (Administration Building Room 101 | [titleix@swosu.edu](mailto:titleix@swosu.edu)) for structured federal investigation.
- **Disability Accommodations:** Student discipline or remediation procedures involving verified individuals with physical or cognitive challenges must comply with **Section 504 of the Rehabilitation Act** and the **ADA**, ensuring students are never punished for disability-related behaviors (pp. ii, 80 SWOSU Faculty Handbook, pp. 34, 56 PTA Student Handbook).

### 4.2 Due Process & Student Grievance Procedures

- **4.2.1 Academic Appeals Process**
- **4.2.2 Formal Program-Level Complaints**
- **4.2.3 Institutional-Level Grievance Escalation**

The Physical Therapist Assistant (PTA) Program at **Southwestern Oklahoma State University (SWOSU)** provides equitable, accessible, and structured avenues for conflict resolution. This policy defines the programmatic due process mechanisms for addressing student complaints, grading disputes, and disciplinary reviews. By blending university-wide governance with specialized health profession clinical tracks, this framework ensures that all student concerns are investigated without fear of administrative reprisal or academic penalty.

Students seeking to challenge final grades, exam evaluations, or clinical rotation assessments must follow strict, structured timelines and evidentiary baselines:

- **Programmatic Exam Challenges:** Students wishing to formally dispute a specific test question must act individually; collaborative challenges are strictly prohibited. The student must complete and sign the *Exam Question Challenge Form* within **48 hours of the initial exam review**, providing objective citations (textbook name, edition, and exact page number) to support their reasoning.
- **Clinical Grade Limitations:** Grades earned during clinical practical or external rotations are not subject to standard appeal unless there are documented allegations of arbitrary grading, a failure to adhere to the distributed syllabus, or verified extenuating circumstances (e.g., major medical emergencies, family bereavement).
- **The Academic Appeals Committee:** If a grading dispute remains unresolved at the college level, it is escalated to the institutional **Academic Appeals Committee**. This 13-member peer body (consisting of ten faculty members and three student representatives) is charged with reviewing the procedural fairness of the instructor's grading policy (pp. 18, 64 SWOSU Faculty Handbook, pp. 53, 37, 94, form SHB-GR-016 PTA Student Handbook).

For issues that manifest within day-to-day operations, such as laboratory disputes, clinical site placement conflicts, or peer interactions, the program mandates a strict vertical chain of command:

- **Initial Resolution Requirement:** Before initiating any formal, written grievance, the student must first attempt to resolve the conflict informally through direct, professional discussion with the immediately involved faculty member or Clinical Instructor (CI).
- **Clinical Site Resolution Pathway:** If a dispute arises during an off-campus clinical rotation, the issue follows a specialized internal mediation sequence to protect patient care operations:
  - *Level 1 (Clinic):* Initial meeting between the student and Clinical Instructor.
  - *Level 2 (Mediation):* A formal conference call including the student, CI, and the **Academic Clinical Coordinator of Education (ACCE)** to develop a *Learning Remediation Plan*.
  - *Level 3 (Intervention):* An on-site clinic conference and direct performance observation involving the students, CI, Center Coordinator of Clinical Education (CCCE), ACCE, and the **PTA Program Director**.
  - *Final Action:* Program adjustments (reassignment/extension) or immediate removal from the facility due to safety infractions, potentially resulting in clinical failure (pp. 34, 40, 36 PTA Student Handbook).

When a programmatic complaint cannot be resolved internally, or if it involves a broad violation of university regulations, the formal *Grievance Sequencing Hierarchy* must be executed strictly in the order listed below:

- **The Sequencing Chain:** The complaint must move progressively up the administrative line without bypassing intermediate supervisors:
  1. Clinical Instructor (if applicable)
  2. Program Faculty / Academic Clinical Coordinator of Education (ACCE)
  3. PTA Program Director
  4. SWOSU PTA Program Coordinator / Allied Health Department Chair
  5. Dean of the College of Pharmacy, Nursing and Allied Health Professions
  6. Vice President of Academic Affairs (Provost)
  7. President of the University
  8. Board of Regents of Oklahoma Colleges (RUSO)
- **Due Process & Non-Retaliation:** The **Dean of Students** holds direct responsibility for monitoring overall student conduct and ensuring the absolute preservation of due process in all disciplinary deliberations. No student shall face academic reprisal, negative tracking, or altered clinical placement for executing their right to file a formal grievance (pp. 11, 17 SWOSU Faculty Handbook, pp. 38, 56 PTA Student Handbook).

#### Federal Compliance Bypass (Title IX & Civil Rights)

- **Immediate Title IX Jurisdiction:** In accordance with federal law, any grievance alleging sex-based discrimination, sexual harassment, sexual misconduct, stalking, or accessibility violations under the Americans with Disabilities Act (ADA) bypasses all programmatic and departmental layers.
- **Filing Protocol:** Such complaints must be submitted directly to the university **Title IX & Compliance Coordinator** (Administration Building | 580.774.3108 | titleix@swosu.edu) for an independent, legal investigation (pp. ii SWOSU Faculty Handbook, pp. 34 PTA Student Handbook).

### 4.3 Professional Behaviors & Student Code of Conduct

The Physical Therapist Assistant (PTA) Program at **Southwestern Oklahoma State University (SWOSU)** requires the highest standards of professional conduct, ethical integrity, and personal accountability. Because the physical therapy profession is rooted in public trust, students are evaluated not only on academic metrics but also on behavioral attributes. This policy blends university-wide disciplinary guidelines with specific professional standards required for safe, legal, and ethical healthcare delivery.

Every enrolled PTA student serves as an ambassador for the profession and must maintain an attitude of motivation, openness, and clinical excellence. The program enforces **13 Core Behavioral Standards** across all classrooms, laboratories, and clinical environments:

1. **Honesty and Integrity:** Strict adherence to the Professional Code of Ethics; zero tolerance for deception.
2. **Punctuality:** Reliable, on-time arrival for all academic sessions and prompt submission of assignments.
3. **Cooperativeness:** Active willingness to work within a team and follow departmental protocols.
4. **Pride in Workmanship:** Continuous striving for academic improvement and proactive pursuit of help.
5. **Professional Maturity:** Full accountability for personal actions and care of equipment.
6. **Consideration for Others:** Courteous and respectful demeanor toward peers, faculty, staff, and visitors.
7. **Patient-Centered Care:** Complete protection of patient dignity and strict confidentiality under HIPAA.
8. **Enthusiasm and Initiative:** Active engagement in learning environments and volunteering beyond minimum thresholds.
9. **Receptivity to Feedback:** Graceful acceptance of constructive criticism as a primary tool for growth.
10. **Clinical Decorum:** Maintaining a quiet, professional "clinical mindset"; zero tolerance for social disruptions.

11. **Loyalty:** Active support of the ideals and reputation of the institution and the profession.
12. **Professional Appearance:** Rigid adherence to the program's dress code and personal hygiene criteria.
13. **Tact and Discretion:** Utilizing sound judgment in all professional and interpersonal communications (pp. 25-26 PTA Student Handbook)

The program maintains a zero-tolerance baseline for academic dishonesty and civil disruptions, aligning with overarching university parameters:

- **Academic Integrity Enforcement:** Activities such as cheating, plagiarism, copying, sharing unauthorized data, or misrepresenting clinical records undermine the educational mission. Any suspected infraction triggers an immediate joint review by the program faculty and university administration, which can result in a score of zero (0) on an assignment or permanent program dismissal.
- **Classroom Civility Mandate:** Students removed from an academic session due to uncivil conduct are barred from returning until they complete a mandatory conference with the instructor. Infractions occurring at clinical sites will be recorded on formal evaluations and may be categorized as an automatic clinical failure.
- **Substance Abuse Prohibitions:** Students are strictly prohibited from the unlawful possession, use, or being under the influence of alcohol or illicit drugs. The program enforces mandatory **pre-clinical 10-panel drug screens** and maintains the absolute right to require immediate screening based on **reasonable suspicion** or post-incident events (pp. 44, 80 SWOSU Faculty Handbook, pp. 10, 25, 33 PTA Student Handbook).

To systematically guide student progression from a baseline beginner to an entry-level practitioner, the program utilizes the **Generic Abilities Assessment Matrix**. Students face structured evaluations across ten critical professional competencies:

- **Core Competency Dimensions:** Commitment to Learning, Interpersonal Skills, Communication Skills, Effective Use of Time and Resources, Use of Constructive Feedback, Problem-Solving, Professionalism, Responsibility, Critical Thinking, and Stress Management.
- **Workforce Readiness Expectations:** Punctuality, physical attendance, and 100% active engagement during patient-facing scenarios are tracked as direct measures of employee suitability and workforce readiness (pp. 18, 26-32 PTA Student Handbook).

#### Progressive Disciplinary Steps & Administrative Channels

Except in cases of extreme safety or ethical violations, behavioral deficiencies are managed via a progressive sequence designed to support student course correction:

1. **Initial Conference:** Direct feedback and verbal review between the student and faculty member.
2. **Written Warning:** Documented specific improvement goals and explicit timelines placed in the student's program folder.
3. **Academic Alert / Probation:** Formal institutional tracking signaling a critical threat of cohort removal.
4. **Program Dismissal:** Enforced by the PTA Program Director if behavior goals are unmet.
- **Immediate Exclusions:** Grave behavioral breaches, such as confidentiality violations, cheating, or "Unsafe Clinical Practice", bypass the progressive model and serve as grounds for immediate clinical failure and permanent dismissal from the healthcare track (pp. 55, 56 PTA Student Handbook).

## **Section 5: Clinical Education Policies & Procedures**

- **5.1 Clinical Placement Requirements & Prerequisites**
- **5.1.1 Criminal Background Checks and Drug Screening Procedures**

### **Substance Abuse and Drug Screening Policy**

The Physical Therapist Assistant (PTA) program maintains a strict legal and ethical obligation to ensure public safety in healthcare environments. All enrolled students must sign a mandatory consent form for drug screening as a condition of enrollment and clinical participation. All costs associated with initial, random, or follow-up testing are the sole financial responsibility of the student.

The program utilizes urine samples (or serum/hair when indicated) to conduct screenings under the following circumstances:

- **Pre-Clinical Screening:** Students must successfully pass a 10-panel drug screen prior to the start of their first clinical rotation.
- **Reasonable Suspicion Testing:** Required if faculty or clinical instructors observe objective behaviors, speech, or appearances suggesting impairment.
- **Random Testing:** Unannounced screenings may be requested at any time by the Program Director.
- **Post-Incident Testing:** Mandated following any accident or safety incident during academic or clinical activities.

Initial non-negative results undergo secondary confirmation testing and review by a Medical Review Officer (MRO). Confirmed positive results are shared with affiliated clinical facilities. If a facility denies access to a student based on these results, and an alternative placement cannot be secured, the student will be dismissed from the program. Violations are managed on a case-by-case basis and may involve mandatory substance abuse evaluations or rehabilitation programs at the student's expense. (PTA Student Handbook, pp. 10–12).

### **Criminal Background Check Policy**

Mandatory criminal background checks are required for all accepted students entering the program to protect patient and public well-being. Students must complete and submit Form (SHB-ORI-003) by the designated deadline. Affiliated clinical sites and the university reserve the absolute right to require repeat background checks at any time to ensure ongoing compliance.

Background check results, including conviction records, are shared with affiliated clinical sites. Clinical facilities maintain the absolute right to refuse placement to any student based on background screening outcomes. While the school will make reasonable efforts to provide an alternative placement that meets educational objectives, the inability to secure a suitable site will result in program dismissal due to failure to meet course requirements. Furthermore, any adverse records will be reviewed by the State Medical Board of Licensure and Supervision, which determines eligibility to sit for the national licensure exam. (PTA Student Handbook, p. 12).

### **5.1.2 Mandatory Immunizations and Health Insurance Requirements**

#### **Student Insurance Requirements**

- **Professional Liability Insurance:** All students participating in patient-facing clinical education must maintain professional medical liability (malpractice) insurance. The program provides a uniform group policy with standard limits of \$1,000,000 per occurrence and \$3,000,000 aggregate. The premium for this mandatory coverage is funded via a student professional fee allocated at enrollment.
- **Individual Health Care Insurance:** Students are solely responsible for maintaining personal health insurance coverage and assuming all financial liability for medical expenses incurred during the program. Affiliated clinical sites require proof of coverage as a prerequisite for placement; failure to maintain personal health insurance may delay or prevent the completion of mandatory clinical rotations. SWOSU does not provide, sponsor, or facilitate procurement of personal health insurance plans. (PTA Student Handbook, p. 13).

### **Mandatory Health and Immunization Clearances**

Prior to commencing clinical rotations, the school must verify that each participating student has completed all required medical clearances and screenings. Students are required to provide official documentation for the following:

- **Hepatitis B:** Documentation of a completed three-dose vaccination series or a signed official waiver.
- **Tuberculosis:** Evidence of a negative PPD skin test or a clear chest x-ray.
- **MMR (Measles, Mumps, Rubella):** Verification of complete vaccinations or laboratory proof of positive titers.
- **Varicella:** Written verification of medical history, vaccination series, or positive laboratory titer.
- **Seasonal/Current Health:** Proof of current Influenza and COVID-19 vaccinations as required by public health standards and facility protocols.

Additionally, all students must maintain a current CPR certification meeting facility-approved clinical standards for the entire duration of their clinical assignments. (PTA Student Handbook, pp. 13, 38).

## **5.2 Student Clinical Travel & Travel-Related Costs**

### **Transportation & Travel Responsibility**

Students enrolled in the Physical Therapist Assistant (PTA) program bear full and exclusive responsibility for arranging, securing, and maintaining their own personal transportation to and from the SWOSU campus, as well as all assigned external clinical rotation facilities (PTA Student Handbook, pp. 9, 39).

### **Clinical Placement Logistics**

Clinical assignments are facilitated by the Academic Coordinator of Clinical Education (ACCE) and reviewed by the Program Director with the primary goal of providing students with diverse physical therapy experiences (PTA Student Handbook, p. 12). Because external clinical site partnerships are heavily utilized across the region to ensure comprehensive clinical education, students must expect and plan for travel to various healthcare facilities, including those located within rural settings (PTA Student Handbook, pp. 8, 11).

### **Financial Responsibility for Travel Costs**

All financial costs associated with clinical travel, including but not limited to fuel, vehicle maintenance, highway tolls, parking fees, and lodging or meals if assigned to a distant site, are the sole responsibility of the student (PTA Student Handbook, pp. 9, 39). Southwestern Oklahoma State University (SWOSU) does not provide, sponsor, or facilitate transportation or travel funding for student clinical education (PTA Student Handbook, pp. 9, 39). While the university maintains institutional travel policies and business travel reimbursement procedures for official university employees and faculty, these budgetary provisions do not extend to student travel for clinical rotations or educational course requirements (SWOSU Faculty Handbook, pp. 10, 21, 78).

### **Compliance & Facility Rules**

While traveling to and executing rotations at assigned facilities, students must strictly adhere to all logistical rules established by the host institution. This includes traveling within the timeframes necessary to guarantee punctual arrival, adhering strictly to scheduled arrival and departure times, and utilizing only those parking areas specifically designated for students by the clinical facility (PTA Student Handbook, pp. 9, 39). Punctuality and

attendance are mandatory professional expectations; missing clinical experiences or arriving late due to transportation issues or travel delays directly impacts course grades, jeopardizes clinical success, and constitutes grounds for program dismissal (PTA Student Handbook, pp. 9, 18).

### **5.3 Supervision & Safety in the Clinical Environment**

- **5.3.1 Clinical Instructor (CI) Qualifications & Licensure Verification**
- **5.3.2 Minimum Clinical Experience Hours (520-Hour Rule Verification)**

#### **Role and Designation of Clinical Instructors**

External healthcare facilities collaborating with the SWOSU PTA program may designate qualified employees to serve as Clinical Instructors (CIs). These individuals assume legal responsibility for the direct clinical supervision of PTA students in all aspects of patient care interactions (PTA Student Handbook, pp. 6, 39, 44). While acting in this capacity, CIs collaborate closely with the school's Academic Coordinator of Clinical Education (ACCE) to execute, monitor, and adjust student learning plans (PTA Student Handbook, pp. 12, 38, 41, 44). CIs do not hold the rights or privileges of formal university faculty members at Southwestern Oklahoma State University (PTA Student Handbook, p. 6).

#### **Licensure Verification and Professional Standards**

To ensure patient safety and maintain compliance with federal guidelines and the Commission on Accreditation in Physical Therapy Education (CAPTE), the program mandates that all CIs operate strictly within their legal jurisdictional scope of practice (PTA Student Handbook, pp. 11, 20).

- **Verification Process:** Prior to student placement, the Allied Health Department, overseen by the Allied Health Chair, coordinates with the host facility to verify that all designated CIs hold a current, active, and unencumbered professional license as a Physical Therapist (PT) or Physical Therapist Assistant (PTA) through the applicable state medical board of licensure (PTA Student Handbook, pp. 2, 12, 40).
- **Supervisor Alignment:** CIs must demonstrate clinical practice consistent with current standards of care, the APTA Code of Ethics, and specific state practice acts (PTA Student Handbook, pp. 12, 23, 28). If a student is supervised by a licensed PTA, that assistant must be working under the ultimate direction and supervision of a licensed PT, reinforcing the professional standard that all technical health work operates under the governing oversight of a Physical Therapist (PTA Student Handbook, pp. 8, 11, 27).

#### **The 520-Hour Clinical Minimum Requirement**

The SWOSU Physical Therapist Assistant curriculum is structured systematically to transition students from classroom theory to professional, independent practitioners (PTA Student Handbook, p. 8). To qualify for graduation, achieve student learning outcomes, and establish eligibility to sit for the national board licensure exam, students must successfully complete a rigorous, multi-semester series of external experiential rotations (PTA Student Handbook, pp. 2, 5, 8). The professional technical phase enforces a strict minimum benchmark requiring **520 total hours of documented, supervised clinical experience** distributed across the program's required clinical practicums and rotation schedules. The program maintains a maximum experience of scheduled clinical hours of 640 hours.

#### **Hours Tracking, Documentation, and Completion Tracking**

- **Active Attendance Monitoring:** Regular attendance and extreme punctuality are mandatory during clinical rotations. Host facility instructors and the programmatic ACCE maintain precise legal records of all hours worked (PTA Student Handbook, pp. 9, 39).

- **Clinical Performance Instrument (CPI):** Student performance, skill competencies, and total completed hours are systematically verified and recorded using the Clinical Performance Instrument (CPI) and associated clinical skills assessment tools provided by the school (PTA Student Handbook, pp. 7, 41, 44).
- **Deficiency and Remediation Management:** Missing required clinical shifts jeopardizes a student's ability to satisfy course objectives and aggregate the required hours (PTA Student Handbook, p. 18). Any unapproved clinical absence results in an immediate score of zero for that period (PTA Student Handbook, p. 9). If programmatic data or intermediate reviews indicate a student is tracking behind the minimum hour threshold or failing to demonstrate entry-level competencies, the ACCE, CI, and Program Director will implement a formal Learning Remediation Plan (PTA Student Handbook, pp. 7, 41). This plan may dictate a supervised extension of the rotation to safely achieve the deficit hours, provided an authorized facility alignment is available (PTA Student Handbook, p. 41).
- **Final Graduation Audit:** Final certification of degree completion, award processing, and graduation clearances are managed by the University Registrar (PTA Student Handbook, pp. 4, 12). The Allied Health Department Chair and PTA Program Director must formally verify that the student has fulfilled all core programmatic requirements, including the total accumulated hours, before submitting the final graduation clearance file to the Provost and Vice President for Academic Affairs (PTA Student Handbook, pp. 12, 40, 42).

## **5.4 Clinical Grievance and Mid-Term Student Performance Remediation**

### **○ 5.4.1 Clinical Grievance and Site Problem Resolution**

#### **Informal Resolution Requirement**

Students are expected to resolve clinical conflicts, disputes, or grievances informally at the lowest possible level. This practice ensures clear professional lines of communication and a timely resolution. During clinical rotations, the student must first attempt to address the concern through a direct, face-to-face discussion with their assigned Clinical Instructor (CI) at the host facility (PTA Student Handbook, pp. 34, 37, 41, 42).

#### **Programmatic Clinical Site Problem Resolution Flow Chart**

If a clinic-level issue involving skill competency, professional behavior, or communication cannot be resolved through direct discussion, the program enforces a structured, multi-level resolution protocol:

- **Level 1 (Internal Resolution):** Initial meeting between the Student and CI to identify the specific issue. If resolved, the rotation continues, and the Academic Coordinator of Clinical Education (ACCE) is notified. If unresolved, the process moves to Level 2 (PTA Student Handbook, p. 41).
- **Level 2 (Mediation):** A formal conference call is convened among the Student, CI, and the programmatic ACCE. The participants collaboratively create a formal Learning Remediation Plan with specific, measurable goals and a strict timeline for improvement. Progress is tracked via weekly check-ins (PTA Student Handbook, p. 41).
- **Level 3 (Formal Intervention):** If weekly check-ins demonstrate a lack of progress, an On-Site Clinic Visit Conference is scheduled. Participants include the Student, CI, Center Coordinator of Clinical Education (CCCE), ACCE, and the PTA Program Director. This level involves direct observation of student performance and a comprehensive review of the Clinical Performance Instrument (CPI) (PTA Student Handbook, p. 41).
- **Level 4 (Final Action):** If the intervention fails, final administrative options are executed. This may involve *Option A* (extension of the rotation or reassignment to an alternative site, if appropriate and available) or *Option B* (immediate termination of the clinical placement due to safety concerns, ethical violations, or failure to meet remediation goals), resulting in a clinical failure and referral for academic standing review (PTA Student Handbook, p. 41).

## **Formal Clinical Appeal and Grievance Sequencing Hierarchy**

If a grievance remains entirely unresolved or involves a formal complaint alleging a violation, misinterpretation, or inequitable application of guidelines, the student must strictly adhere to the following institutional sequencing hierarchy:

1. Clinical Instructor (CI)
2. Program Faculty / Academic Coordinator of Clinical Education (ACCE)
3. PTA Program Director
4. SWOSU PTA Program Coordinator
5. Allied Health Department Chair
6. Dean of the Allied Health Department
7. SWOSU Title IX Coordinator (*for formal written complaints referred to a grievance committee investigation*)
8. SWOSU Vice President of Academic Affairs (Provost)
9. SWOSU President
10. Board of Regents of Oklahoma Colleges / RUSO (SWOSU Faculty Handbook, pp. i, 4, 15, 20; PTA Student Handbook, pp. 34, 38, 40, 42).

## **Section 6: Laboratory & Technical Safety Policies**

- **6.1 Laboratory Safety Regulations & Equipment Maintenance**
- **6.1.1 OSHA Guidelines & Bloodborne Pathogen Standards**

To provide a secure and hygienic educational environment, the Physical Therapist Assistant (PTA) program strictly enforces safety regulations and infection control guidelines across all laboratory sessions. Faculty, staff, and students are universally required to adhere to these standard precautions to minimize biological risks. Eating, drinking, and the consumption of beverages are strictly prohibited within all physical laboratory settings to maintain clinical sanitation standards and prevent cross-contamination.

Students are required to dress in appropriate laboratory attire (such as loose-fitting shorts and T-shirts or approved anatomical access garments) to allow for precise skin palpation and soft-tissue work without compromising safety or professionalism. Students who fail to comply with laboratory dress regulations will be required to wear a clinical hospital gown for the duration of the educational session. Non-compliance with environmental or safety protocols will initiate formal counseling and immediate remediation workflows.

### **Bloodborne Pathogens and Infection Control Standards**

The PTA program operates in strict alignment with Occupational Safety and Health Administration (OSHA) standards and university safety mandates to protect the well-being of the campus community. The program integrates the following core infection control directives:

- **Standard Precautions:** Hand washing, meticulous equipment setup, sanitization after every patient-simulation contact, and verbal safety screenings are mandatory core elements during all laboratory activities.
- **Bloodborne Pathogen Education:** In collaboration with the SWOSU Director for Student Health Services, mandatory bloodborne pathogen education is provided to all designated programmatic employees and students who risk exposure to biological agents.

- **Immunization Clearances:** Prior to handling clinical equipment or participating in external lab-practicum rotations, students must verify complete health clearances, including a three-dose Hepatitis B vaccination series or a formally signed institutional waiver.
- **Exposure Protocol:** In the event of a bloodborne or fluid exposure, injury, or biological incident within the laboratory, the department follows the institutional infectious and communicable disease protocols managed through the Guidelines on Infectious Diseases and the Office of Human Resources.

### **6.1.2 Physical Therapy Equipment Calibration & Preventive Maintenance Testing**

#### **Quality Assurance and Safety Culture**

The programmatic safety policy is dedicated to fostering a proactive "safety culture" within the university. To safely achieve student learning outcomes, all clinical hardware, modalities, and therapeutic agents utilized in classrooms and laboratories must be kept in optimal working conditions. The program enforces strict physical screening rules; students are legally required to execute a comprehensive "safety screen" to identify absolute contraindications and precautions before applying any physical or mechanical agent (including electrotherapy, thermal/athermal modalities, hydrotherapy, traction, or mechanical compression) to a peer or patient simulator.

#### **Inspection, Calibration, and Testing Procedures**

- **Routine Visual Inspections:** Laboratory instructors, the PTA Program Coordinator, and designated facility personnel routinely perform visual inspections of buildings, electrical cords, grounds, and structural equipment to proactively identify and isolate safety or environmental issues.
- **Preventive Maintenance and Calibration:** All specialized physical therapy equipment—including electrical stimulation units, therapeutic ultrasound devices, mechanical traction tables, and vital signs monitoring hardware—must undergo systematic quality assurance testing, calibration, and certified preventive maintenance testing. Testing must be conducted annually (or according to manufacturer specifications) by qualified biomedical technicians to guarantee device precision, electrical safety, and alignment with institutional risk management standards.
- **Isolation of Defective Hardware:** Any clinical device that displays an operational anomaly, fails calibration testing, or exhibits a compromised electrical components profile must be immediately taken out of service, tagged as defective, and isolated from active student use. It cannot be returned to the laboratory until certified repairs are completed and documented.
- **Systemic Oversight:** The PTA program aligns its local laboratory maintenance workflows with the recommendations of the University Technology Committee and the Vice President for Administration and Finance to ensure long-range procurement, equipment safety coordination, and efficient institutional resource management.

### **6.2 Human Subjects Protection & Informed Consent**

#### **○ 6.2.1 Informed Consent Protocols for Students Acting as Mock Patients/Human Subjects**

#### **Institutional Human Subjects Framework**

In accordance with Southwestern Oklahoma State University (SWOSU) academic regulations, any research, specialized instructional methodology, or clinical project intended to utilize human subjects or produce data for presentation and publication must operate under the strict oversight of the institutional **Protection of Human Subjects Committee (Institutional Review Board)**. This committee is composed of representatives across multiple campus colleges who are appointed by the Provost and the President to verify that the rights, personal privacy, and fundamental safety of human subjects are uncompromised. The Office of Sponsored Programs provides administrative oversight to ensure full compliance with federal research guidelines.

## **Informed Consent Standards for Classroom and Laboratory Activities**

Within the daily operational structure of the Physical Therapist Assistant (PTA) program, students frequently assume dual roles as clinical learners and mock patients or laboratory human subjects. The program grounds these practices in the bioethical foundation of **Autonomy**, which explicitly mandates respecting an individual's right to make choices regarding their own body, ensuring absolute privacy, preserving strict confidentiality, and securing informed consent for all physical interactions.

- **Mandatory Consent Execution:** Prior to engaging in any technical or practical laboratory phase, all students must execute a formal **Student Affirmation Form**. This documentation registers their explicit consent to participate as mock patients or subjects for peer demonstrations, positioning, palpation, and the application of mock therapeutic interventions.
- **Right of Refusal:** Aligning classroom ethics with real-world clinical site standards, where patients maintain an absolute right to refuse treatment by a student without legal or academic recourse, the program respects a student's right to express boundary concerns or medical modifications without arbitrary retaliation or punitive grading penalties.
- **Confidentiality Requirements:** In compliance with the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) standards, students must maintain a professional clinical mindset, keeping all peer medical histories or physical limitations strictly confidential during clinical labs.

### **6.2.2 Peer-to-Peer Psychomotor Skill Practice Safety Declarations**

#### **Safety Screen and "Red Line" Compliance**

To protect student health and prevent injury during hands-on psychomotor skill development, the program enforces mandatory safety declarations and strict behavioral boundaries. Students are legally prohibited from applying any therapeutic agent, therapeutic exercise program, or physical intervention to a peer simulator without first performing a comprehensive **safety screen**.

- **Pre-Intervention Screening:** This psychomotor safety check requires the student to verbally and physically assess their peer partner for absolute contraindications and physiological precautions (such as compromised skin integrity, sensory deficits, acute changes in physiological states, or relative tissue vulnerabilities) before proceeding with mechanical, electrical, thermal, or manual interventions.
- **Anatomical Access Hygiene:** During peer-to-peer manual techniques, soft tissue work, or muscle testing, students must strictly adhere to the laboratory dress code. To safely facilitate anatomical access while protecting personal areas and preventing exposure, women are required to wear sports bras, halter tops, or swimsuit tops with back closures, and undergarments must never be visible.

#### **Enforcement, Corrective Discipline, and Dismissal**

Maintaining safety during physical movement and manual techniques is a core programmatic competency required for graduation and clinical placement.

- **Remediation Trigger:** Any failure to perform a safety screen, a violation of proper supervision rules, or an act of negligence that creates an unsafe environment constitutes a critical psychomotor failure. An instructor will immediately issue a formal verbal warning, halt the activity, and log the incident into the student's performance evaluations.

- **Program Dismissal:** If a student demonstrates an inability or explicit unwillingness to comply with safety screens, standard precautions, or peer boundaries, the behavior will be classified as "**Unsafe Clinical Practice**". Under the governance of the PTA Civility Statement, grave safety infractions are grounds for immediate removal from the classroom session and absolute dismissal from the PTA program, resulting in a permanent failing grade. Final academic disciplinary actions are filed through the chain of command, flowing from the Program Director to the Allied Health Department Chair, the Dean, and the University Registrar.

### **6.3 Readiness Checklist for Clinical Progression**

#### **Policy Statement & Purpose**

The Physical Therapist Assistant (PTA) program enforces a strict operational gatekeeping mechanism to ensure that students are comprehensively prepared across academic, psychomotor, and professional-behavioral domains prior to entering external healthcare environments. Because the curriculum is highly cumulative and demands an absolute commitment to public safety, this readiness checklist serves as the formal verification framework used by program faculty to authorize a student's progression into patient-facing clinical education (PTA Student Handbook, pp. 10, 15, 18).

#### **Academic and Coursework Competency Verification**

Before any student is cleared for clinical site placement or assignment by the Academic Coordinator of Clinical Education (ACCE), they must prove comprehensive academic stability:

- **Prerequisite Completion:** Students must successfully fulfill the professional/technical phase foundational courses. No student is permitted to enroll in or progress to advanced, external clinical courses without maintaining formal compliance with SWOSU's grading standards and specific course criteria (PTA Student Handbook, pp. 2, 7, 10).
- **Lab Competency and Practical Examination Gates:** Students must successfully pass all multi-semester lab practicals and lab competencies. These performance assessments require students to synthesize clinical data quickly, demonstrate on-the-spot problem solving, and retrieve previously learned information with absolute precision (PTA Student Handbook, pp. 5, 10, 11).

#### **Physical and Psychomotor Safety Clearances**

Maintaining safety during physical movement and manual therapy is the most frequent area for critical failure and requires unconditional readiness:

- **The "Safety Screen" Rule:** Students must demonstrate an uncompromised ability to perform a thorough "safety screen" (evaluating vital signs, skin/sensory integrity, and absolute contraindications) prior to applying any mechanical, thermal, electrical, or manual agent (PTA Student Handbook, pp. 13, 15, 20).
- **Technical Standards Alignment:** Students must meet all physical technical standards with or without reasonable accommodation. This includes verifying the necessary motor skills to lift or move moderate weights safely, push/pull equipment, and possess the sensory visual, auditory, and tactile acuity to accurately read medical documents and monitor patient responses (PTA Student Handbook, pp. 4–5).

#### **Administrative, Regulatory, and Medical Background Clearances**

The program requires full administrative completion of medical and regulatory requirements, verified prior to site dispatching:

- **Mandatory Screenings:** The student must successfully pass a 10-panel drug test (urinalysis) and an official criminal background check via Form (SHB-ORI-003) (PTA Student Handbook, pp. 11, 12).
- **Immunization File Verification:** The Allied Health Department must have official documentation certifying complete clearances for Hepatitis B (3-dose series or signed waiver), Tuberculosis (negative PPD or chest x-ray), MMR, Varicella, and current seasonal Influenza and COVID-19 vaccinations (PTA Student Handbook, pp. 13, 38).
- **Mandatory Professional Certification:** Students must possess and maintain a current CPR certification meeting host facility-approved clinical standards for the complete duration of their clinical assignments (PTA Student Handbook, pp. 13, 38).
- **Insurance Funding Verification:** The student must maintain active medical professional liability insurance (\$1M/\$3M limits) funded through enrollment fees, alongside documented personal health insurance to fulfill site onboarding prerequisites (PTA Student Handbook, pp. 3, 13).

### Professional Conduct and Behavioral Gates

Professionalism is treated as a core clinical competency mandatory for graduation and placement. Students will be evaluated using the program's *Generic Abilities Assessment* (PTA Student Handbook, pp. 26, 33):

- **The 13 Behavioral Standards Gate:** Students must consistently exhibit satisfactory marks across the program's 13 behavioral standards, including strict honesty, reliable punctuality, cooperativeness, professional maturity, and absolute receptivity to constructive criticism (PTA Student Handbook, pp. 25, 30–31).
- **Civility Clearance:** Under the PTA Program Civility Statement, any unresolved student disciplinary issues, active classroom removals for uncivil behavior, or formal remediation contracts for behavioral boundaries act as an automatic block to clinical progression (PTA Student Handbook, pp. 25, 33).

### Final Progress Authorization Hierarchy

The final decision authority regarding overall clinical placement readiness and student matriculation rests exclusively with the university's internal academic governance structure (PTA Student Handbook, pp. 12, 39). The programmatic ACCE and Program Director must execute a physical sign-off of the Readiness Checklist. In cases where a student displays critical deficiencies at the gate, clinical dispatching is denied, and the student's file is formally referred through the institutional hierarchy, flowing from the Allied Health Department Chair to the Dean of Students, the College Dean, and ultimately the Provost/Vice President for Academic Affairs, to initiate formal academic standing review or program dismissal (SWOSU Faculty Handbook, pp. 4, 11, 22; PTA Student Handbook, pp. 12, 34, 38, 40, 41).

## **Section 7: Accreditation Compliance & Maintenance**

- **7.1 Maintaining CAPTE Accreditation Compliance**
  - **7.1.1 Timely Submission of the Annual Accreditation Report (AAR)**

### Continuous Evaluation and Compliance Monitoring

To maintain standard eligibility for students to sit for national board licensure examinations, the Physical Therapist Assistant (PTA) program must ensure uncompromised compliance with the Commission on Accreditation in Physical Therapy Education (CAPTE) standards. In alignment with institutional directives for

continuous curriculum evaluation, quality assurance, and systematic tracking of program outcomes, the PTA program enforces a rigid administrative schedule for tracking programmatic metrics.

### **Annual Report Submission Protocol**

The PTA Program Director holds direct administrative responsibility for collecting, analyzing, and organizing all required programmatic data. This data includes but is not limited to: student retention and withdrawal rates, post-graduate employment surveys, annual graduate outcomes data, and student clinical performance summaries derived from the Clinical Performance Instrument (CPI).

- **Timeline Execution:** The Program Director must assemble these metrics into the formal Annual Accreditation Report (AAR) and execute a timely submission to CAPTE according to the agency's specified annual deadlines.
- **Institutional Coordination:** Prior to external electronic submission, a complete copy of the compiled AAR data must be forwarded through the academic chain of command, flowing from the Allied Health Department Chair to the College Dean, and ultimately to the Provost and Vice President for Academic Affairs, to verify alignment with the university's institutional reporting systems and off-campus survey records.

#### **7.1.2 Payment of Accreditation Fees**

### **Fiscal Management and Budgetary Allocation**

Maintaining an active accredited or candidate status requires continuous fiscal compliance and the timely clearance of institutional sustaining fees levied by CAPTE. In accordance with the university's preliminary and final budget processes, all projected accreditation fees must be proactively integrated into the Allied Health Department's annual fiscal planning.

- **Submission of Academic Fees:** Any academic fee or programmatic funding adjustments required to sustain CAPTE compliance must be submitted to the Provost by November 1. This timeline ensures mandatory presentation to the Board of Regents of the Regional University System of Oklahoma (RUSO) in January and the Oklahoma State Regents for Higher Education (OSRHE) in February for final board authorization.
- **Bursar Coordination and Finalization:** Once legislative appropriations and university budgets are finalized in June, the PTA Program Director coordinates directly with the Allied Health Chair and the Vice President for Administration and Finance to authorize the physical printing and processing of the necessary vouchers. The University Bursar and Director of Business Affairs/Comptroller handle the direct financial allocation and ledger management to ensure that CAPTE accreditation fees are completely paid before established deadlines, avoiding institutional default penalties or late processing risks.

#### **7.2 Substantive Change Notification Policies**

### **Reporting Mandates for Institutional and Programmatic Modifications**

The SWOSU PTA program is required to notify CAPTE of any substantive changes within the program, department, or host institution that impact educational delivery, financial stability, or administrative control. Substantive changes include but are not limited to: structural modifications in the academic curriculum,

significant changes in core faculty or program leadership, modifications to established clinical site partnerships, shifts in overall student enrollment caps, or changes to physical laboratory facilities.

## **Notification Procedures and Policy Integration**

- **The November 1 Gates:** For highly critical modifications, such as structural expansions to additional geographic locations (e.g., Sayre or Yukon locations) or changes altering degree-granting frameworks, the program must file an Application for Substantive Change or appropriate Stage Application on or before November 1.
- **Administrative Approvals:** Because local SWOSU policies are subject to change and must strictly conform to federal guidelines and state laws, no substantive programmatic change may be initiated without formal written authorization. The Program Director must route the proposed changes through the College Curriculum Committee, securing approval from the College Dean and the Provost before any external notification is transmitted to CAPTE. No verbal communication by any university official is sufficient to effectuate a change in institutional or programmatic policy.

### **7.3 Action Plan for Coming into Compliance**

#### **Triggering Mechanisms for Deficiencies**

If a review of the AAR, a site visit evaluation, or an intermediate report from CAPTE indicates that the PTA program has dropped below baseline accreditation criteria—or if the program is issued a formal citation or a withholding of accreditation status at the conclusion of a candidacy period—the program must immediately execute a formal compliance action plan.

#### **Remediation and Structural Correction Protocol**

- **The 30-Day Evaluation Window:** Upon receipt of an adverse finding or a notice of non-compliance from CAPTE, the Program Director, the Academic Coordinator of Clinical Education (ACCE), and the Allied Health Department Chair have 30 calendar days to conduct an internal quality audit. This review identifies the root causes of the compliance deficit (e.g., instructional program metrics, safety screen execution errors, or faculty credentialing gaps).
- **Formulating the Learning & Structural Remediation Plan:** In close collaboration with the Center for Excellence in Teaching and Learning (CETL) and the University Research and Scholarly Activity Committee, the program faculty must establish a written compliance correction plan. The plan must map out specific, measurable remediation benchmarks, targeted daily or weekly tracking workflows, and a rigid target timeline to correct the deficit.
- **Academic Governance Sign-Off:** The final draft of the compliance correction plan must be formally submitted to the Provost/Vice President for Academic Affairs and the President for physical review and sign-off. The approved action plan is then filed electronically with CAPTE, and the program is placed under close internal supervision, utilizing the resources of the University Technology Committee and institutional effectiveness offices to monitor progress until full compliance is systematically re-established.

### **7.4 Comprehensive Program Outcomes Assessment & Evaluation Policy**

#### **○ 7.4.1 Policy Statement & Scope**

In accordance with the **Commission on Accreditation in Physical Therapy Education (CAPTE) Standard 2 (Elements 2B & 2C)** and university guidelines for institutional effectiveness, the SWOSU Physical Therapist Assistant (PTA) Program enforces a continuous, systematic, and ongoing process of outcomes assessment. The faculty utilizes a comprehensive suite of evaluation tools to gather both quantitative and qualitative data. This data is systematically analyzed to measure program efficacy, monitor student achievement, track workforce readiness, and ensure total alignment with the program's mission and the strategic retention goals of Southwestern Oklahoma State University.

#### **7.4.2 Core Data Collection, Frequency, and Assessment Matrix**

To satisfy **CAPTE Element 2B**, data from internal and external stakeholders are collected, tracked, and stored securely within the program's administrative files. The evaluation matrix mandates the following operational lines of evidence:

- **Course & Faculty Instructional Quality Evaluations (CAPTE 2B1):**
  - *Frequency:* Administered at the conclusion of every academic semester.
  - *Focus:* Survey data is routinely tracked via the SWOSU Canvas Portal to evaluate curriculum sequencing, instructional effectiveness, and laboratory resource accessibility, driving modifications for future cohorts.
- **Student Cohort Retention & Withdrawal Rate Analysis (CAPTE 2B2):**
  - *Frequency:* Monitored continuously; finalized at the end of each academic term.
  - *Focus:* Detailed metrics regarding program withdrawal rates and documented reasons for non-completion are cross-referenced with the Office of Institutional Research and the Retention Council to implement proactive, target-specific student coaching and retention strategies.
- **Clinical Performance Instrument (CPI) Data Aggregates (CAPTE 2B3 & 2B4):**
  - *Frequency:* Mid-term and final intervals of every clinical practicum rotation.
  - *Focus:* Direct observation data and scores from the web-based Clinical Performance Instrument (CPI) are tracked by the Academic Coordinator of Clinical Education (ACCE) to assess student psychomotor skills, safety screens, and professional behaviors against entry-level practice expectations.
- **Graduating Student Focus Groups & Exit Surveys (CAPTE 2B5):**
  - *Frequency:* Conducted within the final 14 days prior to commencement.
  - *Focus:* The Program Director facilitates exit surveys and focus group interviews to capture qualitative and quantitative data regarding student satisfaction, perceived clinical competence, and readiness for the National Physical Therapy Examination (NPTE).
- **Post-Graduate Alumni Outcomes Tracking (CAPTE 2B5):**
  - *Frequency:* Annually, between 6 and 12 months post-graduation.
  - *Focus:* Standardized Graduate Surveys evaluate employment status, job satisfaction, context-specific application (especially in rural settings), and the perceived efficacy of the SWOSU curriculum.
- **Independent Employer Evaluation Surveys (CAPTE 2B5):**
  - *Frequency:* Annually, between 6 and 12 months post-hire.
  - *Focus:* Administered directly to the supervising Physical Therapists (PTs) of graduates to assess core workplace competence, ethical adherence, interprofessional interaction, and safety compliance under direct PT oversight.

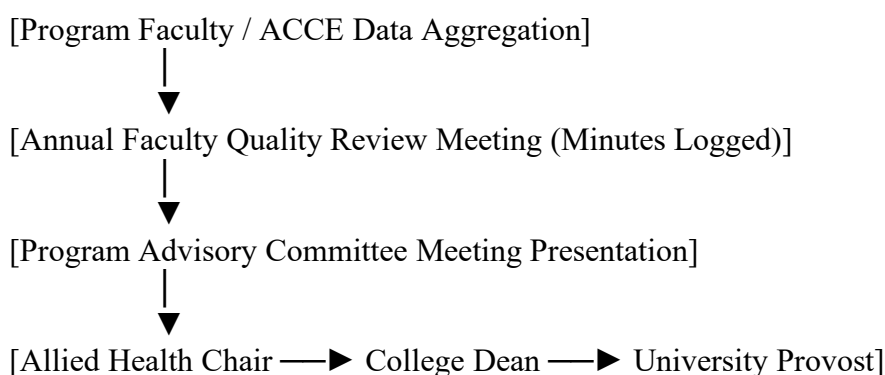
#### **7.4.3 Data Analysis, Governance, and Review Hierarchy**

To maintain strict compliance with **CAPTE Element 2C**, the program does not merely collect data but implements a formal review hierarchy to drive operational decisions:

**Annual Faculty Quality Review Meeting:** At the conclusion of the spring semester, all program faculty, including the ACCE and Program Director, convene for a dedicated, multi-day quality review. Meeting minutes must capture the systematic analysis of data, identification of programmatic blind spots, and tracking of look-back data from previous cycles.

**Program Advisory Committee Review:** The compiled findings, statistical trends, and proposed corrective actions are formally brought before the Program Advisory Committee during its annual year-end meeting.

**Administrative Reporting Lines:** Finalized outcome reports and strategic plan recommendations are routed up the university's academic governance hierarchy—progressing from the Allied Health Department Chair to the Dean of the College of Nursing and Health Professions, and ultimately to the Provost and Vice President for Academic Affairs for executive sign-off.



#### **7.4.4 Action, Documentation, and Public Outcomes Reporting**

**Formulating Corrective Action Plans:** If outcomes data reveal any parameter dropping below CAPTE threshold requirements (e.g., graduation rates dropping below 60% or licensure pass rates falling below 80%), a formal *Learning and Structural Remediation Plan* must be engineered within 30 days. This plan must dictate specific, measurable benchmarks, daily/weekly tracking workflows, and a definitive timeline for alignment.

**Meticulous Archiving Policy:** All data points, survey responses, advisory minutes, executive signoffs, and verification of implemented changes are permanently archived within the department's central electronic files for continuous evaluation and national accreditation audits.

**Mandatory Public Outcomes Reporting (CAPTE Rules P&P):** To fulfill transparency criteria mandated by federal regulations and CAPTE, the program must maintain a publicly accessible outcomes webpage. The program's **two-year average** for graduation rates, ultimate NPTE board pass rates, and post-graduate employment rates must be explicitly updated and reported on the SWOSU website by June 1 annually.

*(Page reference connection points: PTA Student Handbook, pp. 2, 5, 7-8, 11-13, 35, 41; SWOSU Faculty Handbook, pp. 4, 6, 11, 18, 20, 22, 27, 31, 33).*

#### **7.45 PTA Program Advisory Committee**

The PTA Program Advisory Committee plays a vital role in setting program goals, identifying job market trends, and evaluating program effectiveness.

- **Meeting Frequency:** The committee meets **at least annually** to discuss curriculum, resources, and industry changes.
- **Communication & Feedback:** Following the meeting, members will receive a comprehensive program update email addressing how their suggestions and recommendations from the previous meeting have been facilitated or incorporated.

### **Committee Composition**

The committee is deliberately comprised of diverse stakeholders to ensure a well-rounded perspective of the physical therapy field, including representation from education, practice, and administration:

- PTA Program Faculty
- Current Student Representative
- Program Graduate(s) (Alumni)
- Representative from SWOSU Administration
- PTA Clinician(s) and/or Clinical Instructor(s)
- Employer(s) of PTA Graduates (e.g., from clinics, hospitals)

### **7.5 Southwestern Oklahoma State University PTA Program Resources**

#### **SWOSU Counseling & Support Services**

Southwestern Oklahoma State University provides comprehensive, confidential support to help students flourish academically, professionally, and personally. Services are available by direct contact or referral.

#### **Mental Health & Personal Support**

The Center for Health and Well-being offers free, confidential clinical services for currently enrolled students.

- **Services:** Individual and group therapy, crisis intervention, and "flourishing" courses.
- **Concerns:** Anxiety, depression, stress management, relationships, and personal adjustment.
- **24/7 Virtual Care:** Students can access **Talk Now** for on-demand emotional support via the Timely Care platform.
- **Contact:** Call 580-774-3776 or visit the office located to the right of the **Wellness Center** entrance. Hours are Monday–Friday, 8:00 a.m.–5:00 p.m.

#### **Academic & Career Excellence**

The Academic Support Center (ASC) and Career Services provide specialized guidance for professional and educational growth.

- **Academic:** Degree planning, major selection, peer mentoring, and Upswing online tutoring.
- **Career:** Job-search strategies, resume reviews, mock interviews, and career exploration assessments.
- **Contact:** Visit the ASC in the Stafford Center or call 580-774-3233 for career-specific inquiries.

#### **Emergency Resources**

If you are experiencing a mental health crisis after hours:

- Call or text the **988 Suicide & Crisis Lifeline**.
- Contact **Campus Police** at 580-774-3111.
- Proceed to the **Weatherford Regional Hospital** Emergency Room.

### **LIBRARY FACILITIES**

Students in the Physical Therapist Assistant (PTA) **Program** have full access to the comprehensive resources at the SWOSU Al Harris Library. The library maintains an extensive collection of specialized reference books, peer-reviewed periodicals, and digital databases covering **physical therapy**, nursing, healthcare administration, and allied health sciences to support clinical research and academic success.

In addition, students also have full access to wireless internet services, computer labs with printers, and personal assistance from library professionals.

## STUDENT FINANCIAL AID SERVICES

Southwestern Oklahoma State University (SWOSU) provides comprehensive financial support to students through the Office of Student Financial Services.

- **Diverse Aid Programs:** Assistance includes a combination of federal and state grants (such as the Pell Grant and Oklahoma's Promise), work-study opportunities, and student loans.
- **Scholarship Opportunities:** In addition to academic and talent-based awards, students can access funding from hospitals, civic organizations (like Rotary and Lions clubs), and local groups.
- **Department-Specific Support:** Academic departments, including the **Physical Therapist Assistant (PTA)** program, proactively notify their students of specialized scholarship opportunities tailored to their field of study.
- **Contact Information:** For personalized guidance on the FAFSA or 2026-2027 financial aid packages, students can visit the office in the Gen. Thomas P. Stafford Center (Room 224) or call **1-580-774-3786**

## Student Learning Resources

The Physical Therapist Assistant (PTA) department on the Weatherford campus provides students with dedicated on-site learning resources, including a modern computer lab, printing services, and advanced audiovisual equipment. Students have access to specialized digital software, high-speed internet, and multimedia programs to support their academic needs. Beyond the department, Southwestern Oklahoma State University (SWOSU) offers the following essential student services:

- **The Writing Center:** Located on the first floor of the Al Harris Library in the glass room next to the reception desk, it offers free assistance with essays and presentations.
- **The Assessment Center:** Situated at 1001 N. 7th St., directly across from Milam Stadium, this center provides testing services for national exams and course placement.
- **Free Tutoring:** Available for various subject areas, with in-person sessions typically held in the or at the Al Harris Library Online tutoring is also available 24/7 through platforms like Upswing.
- **Academic Support Center:** Found in the Stafford Center (typically Room 151), providing academic coaching, time management guidance, and study skills development.

## Computer labs

The SWOSU Physical Therapist Assistant (PTA) Program provides a dedicated computer lab equipped with internet-connected workstations, scanners, and printers for school-related use [1]. This lab is open throughout **the fall, spring and summer semesters**, though students should verify specific hours of operation at the facility [1]. Additionally, Southwestern Oklahoma State University offers multiple computer labs across the Weatherford campus to accommodate student needs. These facilities also provide access to essential peripherals, including scanners and printers [1]. For a complete list of locations and current schedules, students can consult the SWOSU Information Technology page.

## Sources:

SWOSU Physical Therapist Assistant Student Handbook

## PTA Program Facilities

The SWOSU Physical Therapist Assistant (PTA) Program is located on the Weatherford campus in the Randy Beutler (Allied Health, Chemistry, and Physics) building

- **Location:** Class and lab rooms are on the third floor. The student break and resource room is at the east end of the third floor.
- **Offices:** The program Director and ACCE (Academic Coordinator of Clinical Education) offices are within the main Allied Health Department office area.
- **Office Hours:** Monday through Friday, 8:00 a.m. to 3:30 p.m. Scheduled appointments are recommended.

## PTA Lab Facilities and Usage Policy

The Physical Therapist Assistant (PTA) labs serve as simulated clinical practice areas dedicated to the instruction, learning, and assessment of essential physical therapy skills. The labs are equipped with valuable program-specific equipment and supplies to support the curriculum. This policy outlines the expectations for students regarding facility use, maintenance, and access.

### General Expectations and Conduct

- **Adherence to Rules:** Students must observe all posted lab rules and safety guidelines at all times.
- **Orderliness and Maintenance:** Students are responsible for assisting in maintaining a clean, organized, and safe laboratory environment. All equipment and supplies must be returned to their designated storage locations after use.
- **Respect for Equipment:** Equipment and supplies must be handled with care to ensure longevity and availability for all students.
- **Authorized Access:** Use of the labs is strictly for academic and practice purposes related to the PTA program.

### Facility Access

- **Scheduled Practice:** PTA students are permitted to use the labs for practice outside of formal class time. Access is available through two primary methods:
  - **Scheduling:** Students may schedule specific practice times with the Lab Instructor.
  - **Open Hours:** Students may attend designated lab hours, as scheduled and posted by the department.
- **Closures:** Scheduled open hours or individual appointments are subject to change or cancellation; students will be notified of any closures.
- **Other Campus Facilities:** In addition to the primary PTA labs, other campus facilities may be utilized as part of the program, including the Wellness Center, Aquatics Center, and Nursing Labs located on the Weatherford campus.

## Section 8: Program Application Pool & Admissions Criteria

- **8.1.1 Target Application Pool & Strategic Enrollment Management**

To ensure a robust, diverse, and competitive selection cohort, the Physical Therapist Assistant (PTA) program targets a minimum of **150% (of max cohort size) qualified applicants per annual application cycle**. If the aggregate pool of qualified applicants drops below this baseline, the program activates a formal enrollment strategy. This intervention plan is executed collaboratively by the PTA Program Director and the undergraduate Admissions Committee, utilizing the following four structured mechanisms:

- **Targeted Outreach Campaigns:** Place focused digital and print media advertisements across regional feeder institutions and local community news outlets via the Public Relations and Marketing department.
- **Counselor Engagement Infrastructure:** Partner with SWOSU Admissions and Recruitment to distribute updated Counselor Resource Books and explicit career pathway matrices directly to local high school counselors and regional enrollment networks.
- **Higher Education Articulation Partnerships:** Route formal programmatic materials to regional junior colleges and public universities; schedule targeted on-site presentations with external pre-health career advisors to facilitate credit transfers.
- **Institutional Visibility Initiatives:** Expand visual coverage across the SWOSU Weatherford and Sayre campuses utilizing strategic social media campaigns, student organization presentations, and formal "Discover PTA" open-house events.

### **8.1.2 Minimum Application and Selection Prerequisites**

To achieve eligibility for final selection panel review, applicants must satisfy four foundational compliance parameters prior to the established cycle deadline:

- **Documented Clinical Observation Hours:** Applicants must complete and log a **minimum of 20 hours** of direct clinical observation. These hours must be verified and signed off by a currently licensed Physical Therapist (PT) or Physical Therapist Assistant (PTA) operating within their legal scope of practice. The program permits these hours to be earned at the applicant's current place of employment, provided the experiences are strictly supervised by an unencumbered licensed professional.
- **Academic GPA Threshold:** Applicants must possess a **minimum cumulative Overall GPA of 2.70** across all completed college-level coursework, monitored through certified transcript checks.
- **Professional Reference Verification:** Applicants must submit **three professional or academic letters of reference** evaluating their core interpersonal skills, accountability, maturity, and readiness to join a multidisciplinary healthcare team.
- **Sequential Prerequisite Mastery:** All required foundational coursework must be completed with a passing grade before the formal professional/technical phase of the program commences.

### **8.1.3 Mandatory Prerequisite Curriculum Matrix**

Prerequisite courses must be completed at a regionally accredited institution to fulfill the **11-credit-hour technical phase gateway requirement**:

| <b>SWOSU Course Code</b> | <b>Course Title</b>       | <b>Credit Hours</b>    | <b>Laboratory Component</b>    |
|--------------------------|---------------------------|------------------------|--------------------------------|
| <b>ALHL 2453</b>         | Medical Terminology       | 3 Credit Hours         | <i>None Required</i>           |
| <b>BIOL 2154</b>         | Anatomy & Physiology I    | 4 Credit Hours         | Included ( <i>BIOL 2154L</i> ) |
| <b>BIOL 2164</b>         | Anatomy & Physiology II   | 4 Credit Hours         | Included ( <i>BIOL 2164L</i> ) |
| <b>TOTALS</b>            | <b>3 Required Courses</b> | <b>11 Credit Hours</b> | <b>2 Required Labs</b>         |

*(Institutional Alignment Controls: PTA Student Handbook, pp. 3, 4, 8, 9, 12, 13; SWOSU Faculty Handbook, pp. 1, 7, 11, 12, 14, 19, 21).*

## **8.2 Detailed Admissions Procedure & Selection Standards**

### **8.2.1 Institutional & Educational Eligibility**

To be considered for formal admission to the Physical Therapist Assistant (PTA) Program, all applicants must meet the following baseline institutional thresholds:

- **University Enrollment Eligibility:** Applicants must fulfill all general admission and enrollment requirements for **Southwestern Oklahoma State University (SWOSU)**, including the complete remediation of any academic deficiencies.
- **Secondary Education Prerequisites:** Applicants must possess a high school diploma or a verified GED. This requirement is waived only if the applicant has successfully completed a minimum of **fifteen (15) approved college credit hours** with a cumulative GPA of 2.0 or higher.

### **8.2.2 Application Materials & Document Requirements**

All required materials must be compiled and received by the program office prior to the designated application deadlines. Incomplete packets will not be routed to the selection panel:

- **Program Application:** One (1) completed, signed official PTA application form.
- **Official Transcripts:** Two (2) official transcripts sent directly from **every** post-secondary institution ever attended.
- **Letters of Reference:** Three (3) professional or academic letters of reference evaluating core interpersonal stability and professional maturity.
- **Observation Hour Documentation:** Proof of a minimum of **20 clinical observation hours**.

### **8.2.3 Clinical Observation Rules**

Clinical experiences must adhere to strict programmatic boundary controls to ensure validation:

- **Standardized Form:** Hours must be documented exclusively on the official SWOSU PTA verification form provided in the application packet.
- **Site Distribution:** A minimum of **10 observation hours per physical facility location** is required.
- **Employment Exclusion:** Clinical hours obtained from a former or current place of employment are strictly **not accepted** for application credit. There is no maximum cap on the number of facilities an applicant may observe.

### **8.2.4 Academic Standing & Recency Benchmarks**

- **Course Completion:** All prerequisite General Education and Technical Support courses must be completed with a passing grade before formal program entry.
- **Recency Requirement:** All Anatomy and Physiology courses must have been completed within **seven (7) years** of the application deadline.
- **GPA Threshold:** A minimum cumulative **Overall GPA of 2.70 on a 4.00 scale** for all college-level work is required.
- **Provisional Acceptance:** Students may apply while required coursework is actively in progress. Final acceptance remains strictly contingent upon the successful completion of remaining prerequisites with passing marks prior to the first day of technical classes.

### **8.2.5 Candidate Interview Protocol**

- **Admissions Committee Panel:** Qualified applicants applying through the regular admission pathway will receive an official invitation to a personal interview with the program's **Admissions Committee**.
- **Attendance Mandate:** Applicants will be notified of their scheduled time and campus location. Failure to complete the interview will result in an automatic score of **zero (0)** for this evaluation component and will disqualify the candidate from selection.
- **Exclusion:** Candidates qualifying under the Early Admission pathway bypass the interview gate.

### **8.2.6 Tiered Early Decision & Regular Admission Deadlines**

The program utilizes a structured, tiered review process. Early Decision pathways offer priority consideration for up to **60% of available program seats** to applicants meeting four strict criteria at the time of submission: a cumulative GPA of 3.50+, completion of all prerequisites/general education, a grade of "A" in Anatomy, and 45+ completed college credit hours.

| <b>Admission Tier</b>          | <b>Application Deadline</b> | <b>Selection Notification</b> | <b>Key Selection Criteria</b>                                                                          |
|--------------------------------|-----------------------------|-------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Level 1 Early Admission</b> | <b>January 30th</b>         | <b>February 28th</b>          | Meets all early criteria; Cumulative <b>GPA of 3.75+</b> ; Minimum <b>60 completed college hours</b> . |
| <b>Level 2 Early Admission</b> | <b>February 15th</b>        | <b>February 28th</b>          | Meets all early criteria; Cumulative <b>GPA of 3.50+</b> ; Minimum <b>45 completed college hours</b> . |
| <b>Regular Admission</b>       | <b>March 1st</b>            | <b>April 3rd</b>              | Standard application pool. Evaluates candidates using standard programmatic admission metrics.         |

*Note: Applicants not offered early placement during Level 1 or Level 2 rounds are automatically deferred into the regular admission pool for standard reconsideration without penalty.*

### **8.2.7 Selection Criteria Point Rubric**

Fulfilling minimum requirements places an applicant into the competitive pool but does not guarantee admission. Student selection is calculated using a competitive point system across five distinct domains:

- **Academic Performance:** Total points weighed based on cumulative GPA and specific course grades earned in technical support and general education prerequisites.
- **Professional Metrics:** Points calculated from the interview performance score and evaluations extracted from professional letters of reference.
- **Regional Preference:** Bonus points are awarded to legal residents of Western Oklahoma (demarcated as west of the Interstate 35 corridor).
- **Institutional Preference:** Priority points are awarded for every prerequisite course successfully completed in-residence at SWOSU.
- **Work Experience:** While not a prerequisite, applicants documenting **six (6) months or more** of verifiable, healthcare-related work experience will receive additional merit points on the selection rubric.

### **8.2.8 Program Cohort Capacity**

Due to strict clinical facility capacities, safety supervision ratios, and faculty-to-student ratios, regular student acceptance is limited to a **maximum of 20 students per annual cohort**.

*(Institutional Control Reference Anchors: PTA Student Handbook, pp. 3, 4, 8, 9, 11-13, 30, 60; SWOSU Faculty Handbook, pp. 1, 2, 6, 7, 11, 12, 14, 19, 21, 30, 43).*

## **Section 9: Program Smoking and Transportation Policies**

### **○ 9.1 Program Tobacco Policies**

**Southwestern Oklahoma State University (SWOSU)** enforces a strict, comprehensive Tobacco, Smoke, and Vape-Free Policy across all campus lines. This protective mandate applies to **100% of students, faculty, staff,**

**and visitors** to ensure a healthy living and learning environment. The policy covers all **owned, leased, or controlled property**, including regional campuses like Weatherford, Sayre, and Yukon.

### Core Policy Definitions

The program aligns its legal terminology with current Oklahoma state statutes:

- **Campus Property:** All real and personal university land, buildings, sidewalks, and parking structures.
- **University Vehicles:** Any owned, leased, or rented motorized asset, whether moving or parked.
- **Smoking:** Lighting or consuming tobacco, nicotine, marijuana, or active herbal materials.
- **Vaping:** Utilizing mechanical or electronic battery-powered heating elements to aerosolize solutions.
- **Tobacco Product:** Cigarettes, cigars, hookahs, chewing tobacco, snuff, and simulated or mimic devices.
- **Vapor Product:** Noncombustible cartridges, electronic pipes, e-cigarettes, and nicotine solutions.
- **Visitor:** Guests, spectators, commercial contractors, vendors, volunteers, and external service providers.

### Explicit Prohibitions & Scope

The policy applies at all times to every individual present on university grounds.

- **Product Use:** Prohibits using all tobacco, smoke, or vapor items.
- **Commercial Sales:** Prohibits selling or distributing tobacco or vapor products.
- **Grounds Coverage:** Covers all indoor facilities and open outdoor landscapes.
- **Parked Vehicles:** Restricts use within private vehicles parked on campus.
- **Corporate Sponsorship:** Bans all tobacco-related advertising or promotional event funding.
- **Off-Site Events:** Extends restrictions to off-campus, university-sanctioned meetings or clinical events.

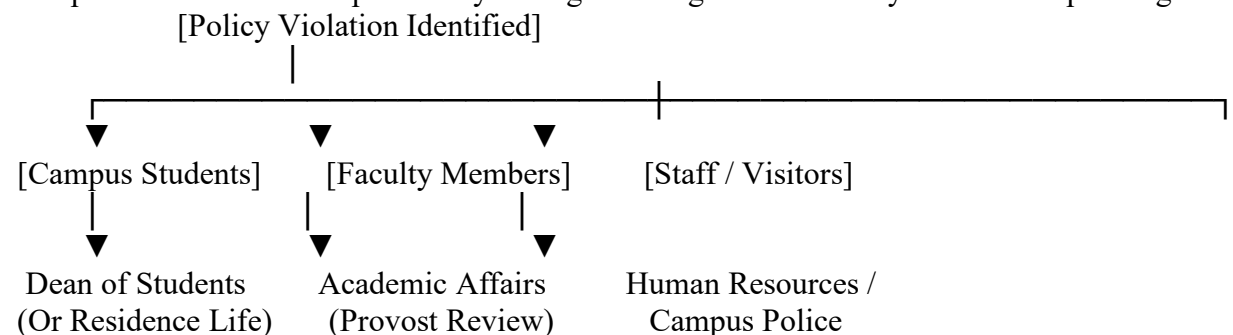
### Tobacco Cessation Support Infrastructure

SWOSU coordinates multiple diagnostic and therapeutic resources to encourage health and wellness:

- **Oklahoma Tobacco Helpline:** Provides free cessation counseling services (1-800-QUIT-NOW).
- **Center for Health and Wellbeing:** Offers customized student coping programs (580-774-3776).
- **Blue Cross Blue Shield Plan:** Delivers personal health coaching modules for insured employees.
- **FDA-Approved Aids:** Permits use of approved nicotine replacement patches or gums.
- **Employee Assistance Program:** Supplies confidential support networks and supervisor health referrals.
- **Orientation Education:** Distributes core educational materials to all incoming campus members.

### Disciplinary Governance & Enforcement Channels

Compliance is a shared responsibility managed through the university's standard operating hierarchy:



- **Residential Students:** Handled directly by the Director of Residence Life.
- **General Student Body:** Escalated immediately to the Dean of Students.
- **Faculty Members:** Routed directly to the Office of Academic Affairs.
- **Staff Employees:** Managed through the Assistant Vice President for Human Resources.
- **Campus Visitors:** Handled by the Department of Public Safety.
- **Contractor Penalties:** Subject to immediate physical removal from state property.
- **Employee Steps:** Includes progressive actions from verbal warnings to termination.

## **9.2 PTA Transportation & Travel-Related Costs**

The Physical Therapist Assistant (PTA) program enforces strict logistical mandates to ensure consistent clinical attendance. Students bear sole financial and legal responsibility for securing reliable personal transportation to all on-campus classes and external clinical education sites.

- **Liability and Insurance:** Southwestern Oklahoma State University (SWOSU) assumes no legal liability for a student's personal safety, property damage, or vehicle maintenance during travel. Students must maintain personal automobile insurance satisfying Oklahoma state requirements.
- **Placement Commute Geographics:** Clinical site partnerships are heavily utilized across the region to ensure diverse experiences, meaning proximity to a student's residence is not guaranteed. Students must be prepared to commute to any facility within the service area, including rural settings.
- **Attendance Boundaries:** A lack of transportation or vehicle failure does not constitute an excused absence. In the event of a roadway emergency, students must immediately notify both their Clinical Instructor (CI) and the Academic Coordinator of Clinical Education (ACCE).
- **Professional Conduct:** Students traveling to or representing the program at clinical sites must maintain professional conduct aligned with the American Physical Therapy Association (APTA) standards.
- **Exclusivity of Costs:** All travel expenses, including fuel, highway tolls, parking fees, and vehicle maintenance, are the exclusive financial obligation of the student. University travel budgets do not extend to student educational travel.

### **9.2.1 Food, Beverage, & Allergen Management**

To maintain environmental health, chemical sanitation, and device protection, the program limits consumption to authorized break areas during scheduled intervals.

- **Laboratory Prohibitions:** Eating and drinking are strictly prohibited in all physical laboratories, computer labs, and libraries.
- **Spill-Proof Mandate:** Only plain water contained within transparent, spill-proof, and securely sealed vessels is permitted in classroom spaces.
- **Sanitation Enforcement:** Non-compliance with laboratory environmental hygiene standards will result in immediate student removal and formal remediation warnings.
- **Allergen & Health Protocols:** All university-sanctioned events involving food must align with CDC health guidelines and institutional allergen-awareness protocols. This ensures protection for community members with life-threatening medical conditions or severe allergies.

### **9.2.2 Structural Instructional Breaks & Time Management**

Academic and clinical blocks adhere to a systematic structure to manage physical fatigue, build professional endurance, and optimize cognitive retention.

- **The 50-10 Instructional Model:** For every 50 minutes of active lecture or instructional time, faculty will provide a mandatory 10-minute cognitive rest period.
- **Active Psychomotor Recovery:** During long laboratory sessions, students are encouraged to perform "exercise snacks" short bursts of ergonomic stretching and movement, to prevent physical strain.
- **Technical Attire Transitions:** A dedicated 10-minute transition window is provided between lecture and lab blocks to allow students to shift into approved laboratory clothing.

- **Behavioral Accountability:** Students must return from all scheduled breaks promptly. Returning late constitutes a "Professional Behavior" infraction. This is documented within their formal evaluation files under the APTA Standards of Ethical Conduct.
- **Clinical Rotation Shift Rules:** While participating in clinical education, students must strictly follow the operational break and meal schedules established by the host facility. However, if a facility fails to provide at least a 30-minute meal break for clinical shifts exceeding 6 continuous hours, the student must immediately report the variance to the ACCE for contract compliance tracking.

*(Institutional Control Reference Anchors: PTA Student Handbook, pp. 4, 8, 9, 10, 11, 12, 13, 14, 15, 18, 23, 25, 26, 30, 33, 34, 37, 39, 41, 42, 44; SWOSU Faculty Handbook, pp. vi, vii, 4, 6, 10, 11, 21, 22, 31, 42, 54, 78)*

## **Section 10: Professional Standards, Civility, & Academic Policies**

### **○ 10.1 Programmatic Civility & Classroom Behavioral Disruption Protocol**

In accordance with the **SWOSU PTA Program Civility Statement**, members of the university community, including faculty, staff, and students, must act with absolute honesty, integrity, and mutual respect. Every individual is responsible for upholding personal dignity, protecting campus and fellow community members' intellectual and physical property, and demonstrating profound concern for the rights and freedoms of others.

To preserve a safe, secure, and productive learning environment, the program enforces a structured, multi-level corrective protocol following any incident of uncivil conduct or behavioral disruption:

- **Emergency Intervention:** Any classroom incident involving physical violence, verbal threats, or immediate environmental safety hazards completely bypasses standard academic remediation. Faculty will immediately contact the **SWOSU Department of Public Safety (Campus Police)** or local law enforcement for emergency intervention.
- **Instructor Removal Authority:** In cases of non-violent behavioral disruption, classroom instructors possess direct authority to dismiss the student from the classroom or laboratory space for the remainder of that specific session. The incident is immediately documented in the student's formal evaluation records.
- **Level 1 Resolution Gate & Strict Timeline:** A student removed from an instructional session is blocked from returning until they complete a mandatory resolution conference. It is the **student's sole responsibility** to initiate, schedule, and attend a formal resolution meeting with the instructor and the PTA Program Director. This meeting must take place **within two (2) business days** of the removal event. Failure to comply with this timeline results in continued mandatory absence and progressive disciplinary actions.
- **Level 2 Resolution Gate:** If the initial Level 1 meeting fails to resolve the behavioral conflict, or if the student exhibits active non-compliance, a Level 2 formal review is initiated through the **Allied Health Department Chair** and the College Dean.
- **Level 3 Resolution Gate:** Continued lack of operational conflict resolution triggers an executive Level 3 review. This panel includes the Department Chair, College Dean, **Dean of Students**, and the **University Provost/Vice President for Academic Affairs**.
- **Professional Alignment:** Professionalism, empathy, and mutual respect are essential clinical competencies for Physical Therapist Assistants. Serious infractions or persistent incivility are classified as **"Unsafe Clinical Practice"**. Under local governance, unsafe clinical practice constitutes grounds for immediate, absolute **dismissal from the PTA program** and an automatic failing grade.

### **10.2 Academic Integrity & Artificial Intelligence (AI) Standard**

- **Foundational Expectations:** Integrity is the definitive cornerstone of the physical therapy profession. Every piece of academic work submitted must be original, reflecting an honest and rigorous effort to

master the core curriculum. Academic dishonesty—including cheating, fabrication, plagiarism, and facilitating the intellectual dishonesty of others—discredits the educational community and is subject to a zero-tolerance policy.

- **Examination & Research Controls:** Students must rely exclusively on their own independent knowledge and skill sets during all written, practical, and clinical evaluations. Utilizing unauthorized external references, historical exam pools, hidden notes, or peer answers is strictly prohibited. All research assignments must be synthesized, drafted, and cited in strict compliance with APA formatting or professional standards to guarantee proper attribution.
- **Generative AI Prohibitions:** All assignments, quizzes, practicals, examinations, and clinical reports within the PTA program are designated as strict "**No-AI**" zones. The use of generative artificial intelligence tools (including ChatGPT, Claude, and Gemini) is completely prohibited unless explicit, written authorization is provided by the instructor within the specific course syllabus or assignment rubric. Submitting AI-generated content as original student work constitutes an immediate violation of academic integrity and is classified as plagiarism and data falsification.
- **Clinical Safety & Data Verification:** Students are held strictly accountable for the accuracy of all submitted work. Because AI-generated information can be biased, outdated, or inaccurate, relying on unverified AI output in physical therapy poses a **direct threat to patient safety**. Furthermore, entering any Patient Protected Health Information (PHI), active clinical case data, or sensitive institutional details into open AI platforms is strictly prohibited. Doing so violates **HIPAA regulations**, professional privacy standards, and the **SWOSU Cyber Security Policy**. AI tools may never be used to bypass or replace the individual development of core clinical reasoning or manual psychomotor skills.
- **Misconduct Penalties:** Confirmed violations of academic or behavioral integrity will be handled in accordance with the SWOSU Student Handbook. Disciplinary actions are tracked through the program's administrative files and may result in the maximum penalty allowed by the university, including **immediate program dismissal** and a permanent failing grade.

### **10.3 Comprehensive Professionalism & Observable Conduct Matrix**

As future healthcare providers, PTA students serve as vital ambassadors for the entire physical therapy profession. Student attitudes, communication patterns, and observable behaviors directly shape the public's, patients', and other healthcare professionals' perceptions of the field. Students must consistently demonstrate the core attributes defined by the **APTA Standards of Ethical Conduct for the PTA**:

- **Integrity & Ethical Alignment:** Adhere strictly to the professional Code of Ethics across all academic, laboratory, and clinical settings. This includes absolute honesty in all interactions and a refusal to lie, steal, or deceive in any capacity.
- **Punctuality & Property Responsibility:** Demonstrate absolute reliability by arriving on time for all scheduled classes, laboratories, and clinical rotation shifts. All assignments must be completed and submitted before established deadlines. Students assume full personal and financial accountability for their actions and their consequences, including the meticulous care, cleaning, and prompt return of any program, laboratory, or host facility property checked out in their name.
- **Collaboration & Team Infrastructure:** Strictly follow all established departmental protocols and operational procedures within SWOSU facilities and external clinical sites. Students must demonstrate a proactive, positive willingness to collaborate with peers, faculty, staff, and the interprofessional healthcare team.

*(Institutional Control Reference Anchors: PTA Student Handbook, pp. 2, 4-6, 8-15, 23, 25-26, 30-34, 41, 54, 61; SWOSU Faculty Handbook, pp. i, 4, 6, 11, 17, 18, 20, 22, 32, 43, 44,*

### **Policy Enforcement Note**

The faculty and program administration reserve the right to impose disciplinary action, up to and including dismissal from the program, for any student whose behavior and demonstrated attitudes are inconsistent with those outlined in this policy and the expected standards of the physical therapy profession.

## 10.4 Effective Communication and Grievance Procedure

**Effective communication is a cornerstone of professional conduct** within the program. To ensure clarity and timely resolution of concerns, students are required to follow the established chain of command for all issues, both academic and clinical.

### Academic Concerns

1. **Initial Contact:** Students must first attempt to resolve the issue by speaking directly with the person involved (e.g., a fellow student or the **classroom instructor**). Face-to-face communication is often highly effective.
2. **Next Step:** If the concern is not resolved satisfactorily at the initial level, the student should then contact the **PTA Program Director**.

### Clinical Practicum Concerns

- **Follow the Same Procedure:** During clinical rotations, students are expected to follow the same hierarchy, initiating discussion of any problems directly with their assigned **clinical instructor**.

Students are encouraged to be proactive and use a formal, professional tone in all communications to foster a collaborative and supportive academic environment. *Form (Grievance Hierarchy)*

## PTA STUDENT APPEAL PROCESS

### Grievance Hierarchy & Timeline

| Step | Contact Level             | Purpose                                                                                                        | Typical Timeline                                                   |
|------|---------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 1    | Person in Conflict        | <b>Informal Resolution:</b> Direct discussion with the fellow student or instructor involved.                  | Within <b>5 business days</b> of the incident.                     |
| 2    | Program Director          | <b>Formal Program Review:</b> If Step 1 fails, contact the PTA Director. This may require a written statement. | Within <b>5 business days</b> after Step 1 ends.                   |
| 3    | Chair/Dean of the College | <b>Administrative Appeal:</b> If the Director's decision is unsatisfactory, escalate to the Dean's office.     | Within <b>10 business days</b> of the Director's decision.         |
| 4    | Grievance Committee       | <b>Institutional Hearing:</b> A formal panel reviews the case documents and may interview involved parties.    | The committee usually convenes within <b>15–30 business days</b> . |
| 5    | Vice President/Provost    | <b>Final University Review:</b> The highest level of appeal for internal academic or clinical issues.          | Within <b>15–20 business days</b> for a final decision.            |

### Key Protocol Requirements

**Documentation:** At each level from Step 2 onward, the student must provide a written grievance detailing the incident, attempts at resolution, and the specific remedy sought.

**Clinical Exceptions:** During clinical practicums, the **Clinical Instructor (CI)** serves as the initial contact (Step 1). If the conflict is with the CI, the student should contact the **Academic Coordinator of Clinical Education (ACCE)** or the Program Director immediately.

**Finality:** Once a decision is rendered at the final level (usually the Provost or President), the internal grievance process is considered closed and exhausted.

To maintain a clear and professional record of any disputes, students must use the following formal template when escalating a concern to

**Step 2** (Program Director) or higher.

### **Formal Student Grievance Statement**

**To:** [Name of Administrator/Director]

**From:** [Your Full Name]

**Student ID:** [Your ID Number]

**Date Submitted:** [Date]

**Subject:** Formal Academic/Clinical Grievance – [Brief Title, e.g., Grade Appeal for PTA 101]

#### **1. Description of the Grievance**

Provide a clear, factual account of the incident or decision being grieved. Include specific **dates, times, and locations**. If this involves a specific policy violation, name the relevant section of the **Student Handbook**.

- *Example: "On October 12, 2023, during the clinical practicum at [Site Name], I was informed by [Instructor Name] that I would receive a failing grade for..."*

#### **2. Record of Informal Resolution Efforts**

Detailed summary of your attempts to resolve the issue at **Step 1** (the lowest level possible).

- **Person Contacted:** [Name and Title]
- **Date of Meeting:** [Date]
- **Outcome:** Explain why the informal discussion did not lead to a satisfactory resolution.

#### **3. Supporting Evidence**

List any documents or physical evidence you are attached to support your claim. This may include:

- Email correspondence
- Course syllabi or grading rubrics
- Clinical evaluation forms
- Witness statements (including names and contact info if applicable)

#### **4. Desired Remedy or Relief**

Clearly state the specific action you are requesting to resolve this grievance.

- *Example: "I am requesting a re-evaluation of my final practicum grade based on the attached evidence of clinical competency."*

#### **5. Declaration**

I certify that the information provided in this statement is true and accurate to the best of my knowledge.

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

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## Standard Submission Protocol

- **Submission Format:** Grievances should be submitted via **official university email** or as a signed PDF attachment.
- **Deadlines:** Most institutions require the Step 2 formal grievance to be filed within **5 to 10 business days** of the failed informal attempt.
- **Retention:** Keep a copy of your completed form and all attachments for your personal records.

### 10.5 Cellular Phone Use

A professional Physical Therapist Assistant (PTA) program's cellphone policy ensures patient safety, maintains **HIPAA** compliance, and prevents clinical distractions.

#### 1. General Classroom & Lab Use

- **Silent Mode:** Devices must remain silent or vibrate during all theory and laboratory sessions.
- **Designated Storage:** During exams or practicals, phones must be stored in a designated area to uphold academic integrity.
- **Usage Restrictions:** Browsing, texting, or social media use is prohibited during instruction; students must wait for official breaks.
- **Emergencies:** For urgent family matters, students should provide the program office number as the primary contact.

#### 2. Clinical Rotations (The "No-Phone" Zone)

- **Patient Care Areas:** Use of personal devices in view of patients, visitors, or in treatment areas is strictly prohibited.
- **Silent/Off:** All devices, including smartwatches, must be silenced or set to "Airplane Mode" throughout the clinical shift.
- **HIPAA Compliance:** Taking photos, videos, or recording audio within a healthcare facility is a violation of federal law and grounds for immediate dismissal.
- **Clinical Resources:** If authorized by the Clinical Instructor (CI), devices may be used only in non-patient areas (e.g., nurse stations) to access approved medical resources like UpToDate or drug guides.
- **Sanitation:** Students must follow CDC infection control by cleaning any device used for clinical work with approved wipes to prevent cross-contamination.

#### 3. Disciplinary Action

- **First Offense:** Verbal or written deficiency report.
- **Second Offense:** Formal probation and notification to the Academic Coordinator of Clinical Education (ACCE).
- **Third Offense:** Permanent dismissal from the PTA program.

### 11.0 Safety and Risk Management

#### ○ 11.1 Safety

Safety is a core value and an integral part of operations at SWOSU. Students must recognize that maintaining a safe environment is always of primary importance during classroom instruction, laboratory practice, and clinical practicums. Adherence to all stated precautions and procedures established by the SWOSU PTA program and its clinical affiliates is mandatory.

## Core Safety Competencies

Students must demonstrate proficiency in the following areas:

- **Emergency Preparedness:** Knowledge of emergency exits, fire drill procedures, and facility-specific emergency protocols.
- **Clinical Safety Standards:** Mastery of patient handling skills, including body mechanics, correct positioning, and safe transfers.
- **Equipment Proficiency:** Adherence to manufacturer instructions for all equipment and supplies.
- **Infection Control:** Strict compliance with hand hygiene and Standard Precautions.
- **Clinical Reasoning:** Identifying indications and contraindications for exercise interventions to ensure patient safety.

## Compliance and Discipline

Failure to observe these safety standards will result in the following progressive actions:

1. **Counseling and Remediation:** Initial failure results in formal student counseling and mandatory remediation of the specific safety skill.
2. **Suspension of Activities:** Consistent documented failure will result in the student's removal from all classrooms, labs, or clinical activities until adequate remediation is verified.
3. **Program Dismissal:** Students demonstrating an inability or unwillingness to maintain safety standards—thereby endangering themselves or others—will be dismissed from their clinical practicum with a failing grade and recommended for dismissal from the PTA program.

## SAFETY REGULATIONS

1. **Competency Verification:** Students must demonstrate technical competence and proficiency in using all equipment before clinical application.
2. **Equipment Inspection:** Visually inspect all equipment for defects or damage before use. Report discrepancies immediately to a faculty member or supervisor.
3. **Responsible Handling:** Handle all laboratory and clinical equipment with care to prevent injury to self, peers, or patients.
4. **Professional Housekeeping:** Store all equipment and supplies in designated areas according to program or facility standards after use.
5. **Ergonomic Principles:** Use safe patient handling and body mechanics when lifting, pulling, or pushing objects or patients.
6. **Isolation Protocols:** Follow established isolation procedures and personal protective equipment (PPE) requirements.
7. **Biohazard Management:** Use gloves and appropriate PPE when handling trash, soiled dressings, body fluids, or blood spills.
8. **Hazard Reporting:** Immediately report hazardous conditions, such as spills or floor obstructions, to the appropriate supervisor or maintenance staff.
9. **Focus and Concentration:** Minimize distractions and maintain focus on the procedure being performed to ensure accuracy and safety.
10. **Safe Mobility:** Walk at all times within facility rooms and hallways.
11. **Assigned Locations:** Remain in assigned activity areas unless otherwise directed by faculty or clinical staff.
12. **Incident Reporting:** Report all injuries or illnesses—regardless of severity—to the instructor or clinical supervisor immediately.

13. **Fire Safety:** In the event of a fire, alert the person in charge and follow the designated facility emergency procedure.
14. **Communication:** Discuss any questions regarding clinical knowledge or the ability to perform a procedure with an instructor prior to execution.
15. **Compliance Maintenance:** All equipment must undergo annual calibration to meet OSHA and Medicare regulatory requirements.

## **Section 12: PTA Program Grading and Performance Evaluation**

### **○ 12.1 Course Grading**

#### **Overall Course Grading scale:**

| Letter Grade | Numerical %  | Description                  | GPA (4.0 scale) |
|--------------|--------------|------------------------------|-----------------|
| A            | 90 – 100     | Excellent                    | 4.0             |
| B            | 80 - 89      | Very Good                    | 3.0             |
| C            | 70 - 79      | 80% Required for the program | 2.0             |
| D            | 60 - 69      | Below Average                | 1.0             |
| F            | 59 and below | Fail                         | 0.0             |

- An overall course grade of greater than or equal to 80% is required for all the PTA Program-specific courses. Students unable to meet this requirement will be required to repeat that specific course.

### **12.2 Grading System**

#### **Course Specific Exam Policy**

To successfully progress in this course, students must demonstrate mastery of the material by achieving a minimum score of **80% on each required exam**. The following procedures are implemented to support student success and ensure academic standards are met.

- **Failure to Meet Minimum Score on Initial Attempt:**
  - If a student scores below 80% on any exam, they are required to meet with the **class instructor** to develop a remediation and improvement plan.
  - An **alternate version of the exam** will be scheduled and administered.
  - The **original score** on the first attempt is the score that will be recorded in the gradebook; the alternate exam is for demonstrating competency and continued enrollment.
- **Failure to Meet Minimum Score on Second (Alternate) Attempt:**
  - The student is required to meet with the **PTA Program Director** to discuss the lack of progress and review the plan for improvement.
  - A **second and final alternate exam** will be given.
- **Failure to Meet Minimum Score on Third (Second and Final Alternate) Attempt:**
  - If the student does not pass the exam with a 80% or higher on the third attempt, the student **will be administratively withdrawn from the class** due to the inability to meet the minimum academic standards required for successful program progression.

### **12.3 Course Specific Lab Practicals**

To pass this course, students must achieve a minimum score of 80% on all lab check-outs. If a checkout score falls below 80%, it must be repeated until competency is met; however, the original grade will remain in the gradebook. Completion of all required assessments with a minimum score of 80% is a mandatory prerequisite for proceeding to clinical rotations.

#### **Critical Safety Elements**

To ensure patient and practitioner safety, every lab practical includes mandatory "Critical Safety Elements" specific to the task. Mastery of these elements is non-negotiable. Failure to successfully demonstrate any critical safety element will result in an automatic failure of the practical. In such instances, the student must repeat the assessment until 100% proficiency is achieved in all safety-related criteria.

SWOSU PTA Program strictly enforces prerequisite competency before clinical entry. Students who fail to complete required lab checkouts or meet the 80% threshold face several immediate and long-term consequences:

#### **1. Mandatory Deferral or Withdrawal**

- **Clinical Ineligibility:** Students are legally and ethically prohibited from direct patient contact without proven competence. Failure to pass checkouts results in immediate suspension from clinical activities.
- **Course Withdrawal:** The student will be automatically withdrawn from courses and will be declared ineligible for clinical attendance if they are not fully compliant by the onboarding deadline (Before the next clinical start date).

#### **2. Delayed Graduation**

- **Sequential Curricula:** Because the PTA Program curricula are highly sequential, missing one rotation can disrupt the entire schedule. If time cannot be made up before the next semester, graduation dates are frequently postponed.
- **Remediation:** Students may repeat lab check-out as many times as necessary to prove competence with the task, within the course date ranges. However, the original grade will remain recorded and utilized toward the overall average.

#### **3. Financial and Academic Penalties**

- **Incomplete (I) Grades:** Students may receive an "Incomplete" until competency is met. If not remediated within a specific timeframe (Before the next clinical rotation), this often converts to a failing grade (F).
- **Tuition Costs:** Repeating labs or rotations typically incur additional tuition fees and may affect financial aid eligibility.

#### **4. Professionalism Reviews**

- **Student Progress Committees:** Failure to meet deadlines or competency standards will trigger a formal review by PTA Program faculty and supervisor to evaluate the student's academic and professional suitability for the program.

- **Permanent Records:** Remediation attempts or disciplinary actions can be noted on permanent academic records, potentially impacting future educational opportunities and job applications.

## **Section 13: Clinical Attendance, Projects, and Performance Evaluation**

### ○ **13.1 Clinical Attendance**

#### **Attendance and Punctuality**

Students are expected to attend clinical assignments regularly and to be on time. Accurate records of absence and tardiness are maintained by Clinical Instructors (CIs) and become part of the student's permanent transcript. All provisions of the Academic Policies regarding attendance are in effect.

- **Reporting Absences:** If a student is going to be absent, they must notify both the Clinical Instructor and the Academic Coordinator of Clinical Education (ACCE) before the facility's scheduled start time.
- **Deductions and Penalties:**
  - **Excused Absence:** Students are allowed one (1) reported absence per rotation without a point deduction.
  - **Unreported Absence:** Failure to report an absence result in a **25-point deduction** and may lead to program dismissal.
  - **Tardiness:** Each tardy results in a **5-point deduction**. Arrival more than 30 minutes late is classified as a ½ day absence, resulting in a **12.5-point deduction**.
  - **Cumulative Impact:** Three (3) tardies equal one (1) absence. If a student has five regardless of make-up status, they will be dismissed from the program.
- **Make-up Requirements:** A mandatory make-up day is required for every absence. These must be scheduled at the convenience of the CI and ACCE (e.g., Saturdays or holidays). A maximum of four (3) days may be made up per rotation; however, each day beyond the first excused absence will still incur a **25-point deduction**.

### **13.2 Clinical Projects**

Clinical sites may require participation in continuing education or clinical in-services.

- **In-Service Requirement:** To be eligible for a grade of "A" during the final clinical rotation, the student must complete a formal in-service presentation.

### **13.3 Clinical Performance Grading (PTA CPI)**

Student clinical performance is evaluated using the APTA Physical Therapist Assistant Clinical Performance Instrument (PTA CPI). This standardized tool assesses the student's progression across 14 performance dimensions.

- **Grading Criteria:** The final clinical grade is determined by the ACCE based on the CI's ratings and comments within the CPI, the achievement of specific "Performance Benchmarks" designated for the current rotation, and the successful completion of required clinical hours and projects.
- **CPI Submission:** Students and CIs must complete both a Midterm and a Final Evaluation on the CPI Web platform. Failure to complete evaluations by the established deadline will result in a grade of "Incomplete" or a reduction in the final course grade.
- **Red Flags:** Any "Significant Concerns" box checked by a CI on the CPI regarding safety or ethical behavior may result in immediate clinical failure, regardless of the numerical point total.

- If a student fails a Clinical Practicum, the Clinical Coordinator, Program Director, and Clinical Instructor will determine whether the student may repeat the rotation or must be dismissed from the program. Any required makeup clinical hours must be completed during the student's personal time, such as during winter or summer breaks. If the student is not permitted to repeat the experience, a grade of "WF" (Withdrawal Failing) will be assigned.

### **13.4 Performance Evaluation**

#### **Test-taking Procedures**

##### **1. Proctoring Authority**

The instructor maintains full authority over seating arrangements and the testing environment. Instructors reserve the right to relocate students, restrict room departures, or terminate an examination for any violation of these policies.

##### **2. Attendance and Make-up Examinations**

- **Mandatory Attendance:** Attendance at all scheduled examinations is required.
- **Absences:** Absences due to illness or injury require a written physician's justification. Other absences must be pre-approved by the instructor or result from a verifiable emergency.
- **Deadlines:** Approved make-up exams must be completed at the earliest opportunity (typically the next time the student is on campus) and no later than one week after returning to class.
- **Penalties:** Any unexcused absence will result in a score of zero (0).

##### **3. Authorized Materials and Personal Belongings**

- **Storage:** All personal items (books, bags, outerwear) must be placed in the designated area before the exam begins.
- **Permitted Items:** Only a pen/pencil is permitted at the testing station. The faculty will provide scratch paper upon request and must be surrendered at the end of the session.
- **Electronics:** Cell phones and smart devices are prohibited. If a student is granted permission to leave the room (e.g., for a restroom break), their phone must be left with the instructor.

##### **4. Examination Protocols**

- **Submission:** All exam materials, including Scantrons (if utilized) and scratch paper, must be submitted within the allotted time determined by the instructor.
- **Computer testing:** The majority of course exams will be taken with computer testing.
- **Conduct:** Talking is strictly prohibited. Students may not ask for answer explanations or debate questions while the exam is in progress.

##### **5. Post-Exam Procedure**

Upon completion, students must immediately exit the classroom and move away from the doorway to avoid disrupting those still testing. Students may reassemble only after all participants have finished the exam.

##### **6. Academic Integrity and Dismissal**

- **Cheating:** Academic dishonesty will not be tolerated. Any student who found cheating will receive a grade of zero (0) and face immediate dismissal from the program.

- **Policy Violations:** Any violation of these procedures constitutes grounds for formal disciplinary action or program dismissal.

## 7. Results

Official test grades will be recorded and provided by the instructor following the completion of grading.

- **Exam Review Etiquette**

To ensure a productive and fair environment for all students during exam review sessions and the subsequent challenge process, please adhere to the following guidelines:

During the Review Session

- **Maintain a quiet environment:** Talking or other disruptive noise is strictly prohibited during the session, as other students are concentrating.
- **Respect the session's purpose:** Do not ask the instructor to explain specific answers or debate a question's validity during the review itself. The session is for a general overview, not an individual consultation or argument.

## Challenging Exam Answers

Students who wish to formally challenge an answer on an exam must follow the established procedure below.

1. **Individual submissions:** Each student must write and submit their own challenge. Collaboration on challenges is not permitted.
2. **Required documentation:** All challenges must be thoroughly documented with the source (e.g., textbook name, edition) and specific page number(s) supporting your claim. Challenges submitted without this documentation will not be reviewed.
3. **Use available resources:** Students are expected to use the provided or recommended course texts and materials to support their arguments.
4. **Signature and date:** All challenges must be signed and dated by the student.

## Faculty Review Process

The faculty is committed to fairness and will review all appropriately written and documented challenges and analyze all exam questions.

- Instructors may accept challenges that have appropriate reasoning and documentation.
- More than one answer may be accepted for questions with statistically questionable results.
- The faculty has no obligation to accept challenges that do not have a sound, documented basis

## **13.5 Course Laboratory Competency Policy**

### Assessment Methodology

Students may be evaluated through both written examinations and practical laboratory assessments. These evaluations utilize a variety of clinical scenarios involving faculty, simulated patients, and peer-to-peer interactions.

### Laboratory Progression and Practicals

Before a formal instructor evaluation, students must:

1. **Review:** Master the theoretical procedures and safety protocols.

2. **Practice:** Engage in peer-led skill applications until technical proficiency is achieved.
3. **Validate:** Complete a preliminary peer check-off.

Once these steps are completed and the student demonstrates readiness, they may request an instructor-led competency assessment.

### Competency Standards

To successfully pass this course, students must achieve a **minimum score of 80%** on all written exams and laboratory practicals. Lab practicals are comprehensive and evaluate:

- **Clinical Reasoning:** Problem-solving and critical thinking.
- **Professionalism:** Effective communication and accurate clinical documentation.
- **Technical Proficiency:** Demonstration of safe, correct application techniques.

### Scope of Evaluation

Assessments are designed to verify the student's mastery of:

- Physiological effects on the human body.
- Indications, contraindications, and safety precautions.
- Application and demonstration of specific clinical skills.

### Critical Safety Elements in Practical Assessments

To ensure clinical competence and patient safety, all laboratory skill checkoffs and practical examinations are evaluated based on specific performance criteria.

- **Identification of Critical Elements:** Skill check-off forms are partitioned into discrete, sequential steps. Elements identified with an **asterisk (\*)** are designated as **Critical Safety Elements**. These reflect essential actions required to prevent harm to the patient, the student, or others.
- **Mandatory Compliance:** Students must successfully perform all Critical Safety Elements without exception.
- **Consequences of Failure:** Failure to successfully complete any one Critical Safety Element results in an immediate **automatic failure** of the entire skill check-off or practical exam, regardless of the student's overall numerical score.
- **Remediation Process:** In the event of a failure due to a safety violation, the entire skill check-off must be repeated following a period of remediation. Policies regarding the maximum number of attempts and potential grade caps for re-tests are outlined in the PTA Program Grading Policy.
- **Clinical Significance:** Consistent with APTA Standards of Ethical Conduct, these safety standards prepare students to function safely under the direction and supervision of a Physical Therapist in a real-world clinical setting.

### Common Critical Safety Elements (CSEs)

The following list includes, but is not limited to, actions that are commonly designated as Critical Safety Elements in practical examinations. Each checkoff form has a complete list for that information covered.

#### 1. General & Infection Control

- **Hand Hygiene:** Failure to wash or sanitize hands before and after patient contact.
- **Patient Identification:** Failure to verify patient identity (e.g., name and date of birth) before beginning treatment.
- **Informed Consent:** Failure to introduce oneself, explain the procedure, and obtain verbal consent to treat.

- **PPE Compliance:** Failure to don/doff personal protective equipment (PPE) correctly when isolation precautions are required.

## 2. Transfers & Mobility

- **Gait Belt Usage:** Failure to properly apply and utilize a gait belt for all transfers and gait training.
- **Equipment Locking:** Failure to lock wheelchair brakes or hospital bed casters before initiating a transfer.
- **Weight-Bearing Status:** Failure to adhere to physician-prescribed weight-bearing restrictions (e.g., NWB, PWB).
- **Guarding Position:** Standing in a position that does not allow for safeguarding or failing to provide adequate physical support during a loss of balance.

## 3. Medical Safety & Monitoring

- **Contraindications:** Attempting treatment despite the presence of a known contraindication (e.g., applying heat to a patient with a lack of sensation).
- **Vital Signs:** Failure to monitor and correctly interpret vital signs (HR, BP, RR, SpO2) when required by the patient's status or diagnosis.
- **Line Management:** Failure to manage and protect indwelling lines, tubes, or catheters (e.g., IV lines, Foley bags) during movement.
- **Emergency Response:** Failure to recognize or appropriately respond to signs of patient distress (e.g., chest pain, shortness of breath, dizziness).

## 4. Professional Conduct

- **Body Mechanics:** Utilizing unsafe body mechanics that put the student or the patient at risk for injury.
- **Plan of Care (POC):** Performing an intervention that is outside the scope of the Physical Therapist's Plan of Care.

## **Section 14: Academic and Communication Policies**

### ○ 14.1 Academic Integrity and Plagiarism

More information regarding the University's Academic Integrity and Plagiarism Policy is located in the Student Handbook.

### **Academic Integrity**

Academic integrity is expected and required. ALL suspected violations of the academic integrity policy will be reported. Sharing, copying, or doing work together is *not* permitted unless explicitly stated. Ignorance is not a defense against academic integrity violations. No forms of cheating or plagiarism will be tolerated. Please see your student handbook if you have questions about the meaning of these terms or the consequences of violating academic integrity.

<https://bulldog.swosu.edu/publications/handbooks/student/academic-dishonesty.php>

## Plagiarism

An essential rule in any university class is that all printed and spoken work which a student submits should be entirely his/her own or properly documented. If it is not, the student is guilty of plagiarism. The following are two types of plagiarism of which the student should be aware:

1. Word-for-word copying, without acknowledgement, of the language of another person. Obviously, having another person write or dictate all or part of one's printed or oral work. In addition, a student should copy **NO** printed, spoken, or electronic passage, no matter how brief, without acknowledging its source. This applies to even the briefest of phrases if they are truly individual and distinctive.
2. Another type of plagiarism is the unacknowledged paraphrasing of another's ideas. A student should not take credit for another's thoughts rather than for another's language. Any distinctively original idea taken from another should be credited to its author. If the student does not know whether another's idea is distinctively original, he/she should incline to believe that it is; no fault attaches to over-acknowledgement, but under-acknowledgement is plagiarism.

## 14.2 Written Projects

### Formatting Standards

All written assignments must adhere to the following professional standards unless otherwise specified by the instructor:

- **Margins:** 1" on all sides.
- **Font:** 12-point Times New Roman (or other approved professional serif font).
- **Spacing:** Double-spaced throughout.
- **Alignment:** Left-justified with a 0.5" first-line paragraph indent.
- **Pagination:** Page numbers included in the upper right-hand corner.

### Grading Criteria

Written work is evaluated on technical accuracy, clinical relevance, and professional communication.

- **A (Exceptional):** Represents outstanding work that exceeds basic requirements. The paper demonstrates original thought, fresh clinical insights, and stylistic maturity. It is virtually free of mechanical errors and uses precise, jargon-free language. Organization is lucid, with seamless transitions that provide the reader with a clear understanding of the subject.
- **B (Above Average):** Shows thoughtful engagement with the topic but lacks the unique originality of an "A" paper. Mechanical errors are minimal and do not distract the reader. While the organization is clear and development is substantial, the writing may lack the precise clinical candor or "organic unity" of superior work.
- **C (Average/Competent):** Represents the minimum standard for professional competency. The paper expresses ordinary thoughts in standard language. While basically correct, the writing may be monotonous, rely on generalities rather than specific illustrative details, or contain occasional mechanical errors that impede flow.
- **D (Below Average):** Demonstrates skeletal development and poor organization. Significant mechanical errors or a lack of purposeful development suggest a disregard for the reader's time and the assignment's professional importance.
- **F (Unacceptable):** Fails to meet minimal standards for college-level or professional literacy. This grade reflects a lack of purpose, numerous mechanical errors, and a garbled or immature style that undermines the credibility of the content.

## **Academic Integrity & Non-Submission**

A grade of **Zero (0)** will be assigned for:

1. **Unacknowledged Sources:** Any borrowed information or ideas not properly cited using APA Citation Style.
2. **Plagiarism:** Use of four or more consecutive words (direct quotation) from an original source without quotation marks and proper attribution.
3. **Failure to Submit:** Work not turned in by the designated deadline

### **14.3 COMMUNICATION WITH FACULTY**

Effective communication is essential for academic and professional success. Students are expected to utilize the established chain of command to resolve conflicts or grievances.

#### **Academic Grievance Procedure:**

1. **Initial Step:** Address the concern directly with the individual involved (e.g., fellow student or classroom instructor).
2. **Escalation:** If the issue remains unresolved, the student should contact the PTA Program Director.
3. **Formal Grievance:** If further remediation is required, the student must follow the institutional grievance hierarchy.

#### **Clinical Practicum Procedure:**

During clinical rotations, students should first discuss any issues with their Clinical Instructor (CI) before escalating the matter to program faculty.

#### **Contact Protocols:**

- **Office Phone:** Official messages should be directed to the PTA ACCE or Program Director.
- **Email:** Students are encouraged to use email for scheduling meetings or general inquiries regarding course schedules.
- **After-Hours Calls:** Do not call faculty at their personal residences unless an emergency prevents attendance at a class or clinical site.

### **14.4 Student Grievance Procedure**

#### **Definition of a Grievance**

A grievance is a formal complaint filed by a student enrolled in the SWOSU PTA Program alleging a violation, misinterpretation, or inequitable application of the rules and regulations established in the Student Handbook.

#### **Scope and Exclusions**

This procedure is designed to ensure due process and provide students with a reasonable opportunity to communicate their perspectives. While the program aims for a fair resolution, this process does not guarantee a satisfactory result for all parties.

#### **Initial Resolution Requirement**

Before initiating a formal grievance, the student must first attempt to resolve the issue through direct discussion with the involved faculty members and/or administrators.

If all attempts at an informal resolution fail, the student must submit a written grievance to the SWOSU Title IX Coordinator. Upon receipt, the coordinator will refer the complaint to the grievance committee

for a formal investigation. If a hearing is deemed necessary, the Title IX Coordinator, the grievance committee, and the student must all be in attendance.

### **14.5 Guidance and Counseling**

1. **Faculty Consultations:** Faculty members are available for student conferences throughout the school day to provide academic and professional support.
2. **Scheduled Conferences:** Instructors will arrange dedicated conference periods to discuss student performance, progress, and professional development. These sessions are designed to help students maximize their potential as Physical Therapist Assistants (PTAs) by identifying strengths and recommending specific strategies for improvement.
3. **Student Initiative:** Students are encouraged to proactively seek guidance or counseling whenever a need arises.
4. **Referral Services:** If a student requires counseling beyond the scope of the Physical Therapy faculty, the Program Coordinator or Supervisor will facilitate the appropriate external referrals.

### **SWOSU Counseling Resources**

Professional counselors at SWOSU provide confidential assistance to all students. Students may contact these services directly or request a referral through faculty.

- **SWOSU (Weatherford):** 580-774-3776 — SWOSU Counseling Services
- **SWOSU (Sayre):** 580-928-5533, ext. 131

Counselors offer support in the following areas:

- **Academic:** Course selection, degree planning, tutoring coordination, and credit transfer information.
- **Career:** Job-search strategies, career exploration, goal setting, vocational assessments, and interview preparation.
- **Personal:** Personal adjustment, time management, relationship and communication support, financial aid guidance, childcare assistance, and stress management.

### **14.6 PTA Student Appeal Procedure**

Students are expected to first attempt to resolve issues informally at the lowest possible level. This ensures a clear chain of communication and a timely resolution.

#### **Key Principles**

- **Initial Resolution:** The student should first address the instructor or faculty member regarding the issue under appeal to see if a resolution can be obtained at that level.
- **Grade Appeals:** Grades are not typically subject to appeal unless there are allegations of arbitrary grading, failure to adhere to the syllabus, or other specified violations of policy.
- **Extenuating Circumstances:** For an appeal to be granted in most instances, the student should be able to produce examples of **extenuating circumstances** (e.g., major illness, death in the immediate family, documented medical emergencies).
- **Hierarchy:** If the student is unable or unwilling to address the issue at the initial level, or if the matter remains unresolved, they should go to the next level in the chain of command.
- **Documentation:** All persons contacted during the process may refer back to previous levels for information, and students should be prepared to provide supporting documentation at each stage.

### **Formal Appeal and Grievance Sequencing Hierarchy**

The formal sequence of appeal or grievance should be followed in the order listed below until the issue is resolved:

1. **Clinical Instructor (if applicable)**
2. **Program Faculty**
3. **Program Director** (If the program director is the instructor, the student may appeal directly to the next level)
4. **SWOSU PTA Program Coordinator**
5. **Allied Health Department Chair**
6. **Dean of the Allied Health Department**
7. **Vice President of Academic Affairs, SWOSU**
8. **President, SWOSU**
9. **Board of Regents of Oklahoma Colleges**

### **Attendance & Punctuality**

Regular attendance and punctuality are mandatory. Instructors maintain precise records of attendance and tardiness, which directly impact course grades and a student's continued eligibility in the program. All institutional Academic Policies apply. For specific protocols, refer to your course syllabus via the SWOSU Canvas Portal.

### **Exam Attendance & Make-up Policy**

- **Medical Absences:** Students absent due to illness, or injury must provide a written physician's note.
- **General Absences:** Non-medical absences require prior approval from the instructor or Program Director, unless caused by a verifiable emergency.
- **Make-up Exams:** Unless otherwise authorized, make-up exams must be completed during the next scheduled class session.
- **Penalties:** Unapproved absences from an exam will result in a score of zero.

### **Required Actions:**

- **Submit Documentation:** Upload medical justifications through your Student Portal or submit them to the department office.
- **Request Approval:** Contact your instructor immediately via the SWOSU Directory to discuss emergency absences.

### **Make-up Work Responsibilities**

Students are responsible for completing all course requirements (papers, tests, and clinical tasks) regardless of absence status. It is the student's responsibility to:

1. Obtain missed lecture notes from peers or the instructor.

Consult the instructor to determine specific make-up procedures.

*Note: Make-up exams and assignments may differ from the originals at the instructor's discretion*

## **Section 15: Weather, Dress Code, Withdrawal and Graduation**

### **○ 15.1 Inclement Weather**

1. Students and preceptors should use their best judgment
  - a. It is the student's responsibility to communicate with preceptors and experiential faculty
  - b. If the main campus is closed, but conditions are safe in the student/site location, then the student should go to their site
  - c. If the main campus is open, but travel conditions are unsafe in the student's/site location, then the student may stay home
2. Any hours missed should be made up if possible
  - a. If the hours cannot be made up (for example, if unsafe conditions occur on the last day of the rotation), the preceptor should deduct hours missed on the evaluation
  - b. If students have been at their rotation site extra hours during the rotation, then those hours can be used in place of the hours missed
3. MOST IMPORTANT, BE SAFE
4. The clinical instructor will be responsible for notifying the student if a clinical experience has been canceled due to weather conditions. The instructor will also notify the ACCE of his/her decision. The student will be responsible for notifying the clinical instructor and ACCE of a personal decision to miss a clinical due to inclement weather.
5. The faculty will review student absences for inclement weather.

### **Weather Communication & Notification**

If classes are dismissed or the campus is closed, notifications are sent through:

- **SWOSU Alert:** All students and staff are automatically enrolled in the RAVE emergency notification system to receive text alerts.
- **Official Hotline:** Updates are available by calling **(580) 774-3225**.
- **Digital Channels:** Check the SWOSU Homepage and official social media accounts.
- **Local Media:** Announcements are shared with area radio and television stations.

### **15.2 Physical Therapist Assistant (PTA) Program Dress Code**

#### **Professional Standards**

As representatives of SWOSU and the Physical Therapy profession, students must maintain a neat, professional, and well-groomed appearance at all times. Attire must inspire confidence and respect from patients, families, and the community while ensuring safety and sanitation.

- **General Expectation:** Students are expected to exercise mature discretion regarding hygiene and personal appearance.
- **Prohibited Items:** Being shirtless or barefoot is prohibited. Extreme styles that cause undue distraction or interfere with the educational process are not permitted.
- **Professional Events:** For field trips and guest lectures, professional dress is required. Jeans, shorts, and revealing clothing are prohibited.

#### **Personal Grooming & Hygiene**

- **Hair:** Must be clean and neatly groomed. Long hair must be pulled back and secured away from the face. Exaggerated hairstyles or distracting hair accessories are not permitted.
- **Facial Hair:** Students should be clean-shaven daily. Beards and mustaches are acceptable only if kept clean and neatly trimmed.
- **Nails:** Must be clean, well-groomed, and kept short to ensure patient safety and effective care.
- **Hygiene:** Daily bathing, use of deodorant, and consistent oral hygiene are required.

- **Fragrance:** Avoid strong perfumes, colognes, or scents, as many patients have sensitivities or allergies.

## **Jewelry & Body Art**

- **Jewelry:** Should be minimal and must not interfere with patient care.
- **Piercings:** Earrings are limited to earlobes only (maximum of two per ear). Cartilage piercings and visible body piercings are prohibited.
- **Tattoos:** Visible tattoos or body art must be covered whenever possible.

## **Attire Requirements**

### **Classroom Dress**

Daily attire is casual but must remain professional.

- Clothing must fully cover the midriff.
- Undergarments must not be visible at any time.

### **Laboratory Dress**

Students must always be prepared for lab activities. Lockers are provided for storing the required lab change of clothes.

- **Standard Lab Wear:** T-shirts and shorts are acceptable. Clothing must be loose enough to allow for skin palpation and soft tissue work.
- **Anatomical Access:** Students must be prepared to expose the trunk, shoulders, and hips.
  - **Women:** Sports bras, halter tops, or swimsuit tops (with back closures) are required for trunk access.
- **Transitioning:** Students must be fully dressed (minimum of shorts and a t-shirt) when leaving the PTA lab area.
- **Non-Compliance:** Students who are not dressed appropriately for the lab will be required to wear a hospital gown for the duration of the session

## **15.3 Withdrawal Policy**

### **Voluntary Withdrawal Process**

A student who intends to withdraw from a SWOSU Physical Therapist Assistant (PTA) course or the program after registration must complete the following steps to ensure a formal and clean departure:

1. **Program Director Notification:** Schedule an exit interview with the PTA Program Director to discuss the reason for withdrawal, review student records, and receive advisement on potential readmission.
2. **Administrative Clearance:** Formally notify the Registrar's Office and the Office of the Vice President of Student Services.
3. **Institutional Obligations:** Return all borrowed library materials and program equipment and settle all outstanding financial accounts. Failure to clear accounts may result in a hold on official transcripts.

### **Medical and Pregnancy-Related Withdrawal**

In compliance with Title IX regulations, students forced to withdraw due to a documented medical emergency or pregnancy-related condition will be granted the opportunity for readmission, provided they are in **Good Standing** at the time of withdrawal.

## Criteria for Good Standing

To qualify for the streamlined readmission process under medical or pregnancy provisions, the student must demonstrate:

- **Academic Proficiency:** A minimum cumulative grade of 75% in all PTA-prefix courses.
- **Professional Conduct:** Satisfactory performance ratings in all Behavioral Skills and Professionalism evaluations.

## 15.4 Readmission Policy

Students may be readmitted to the PTA Program **one time only** following a voluntary withdrawal or course failure. Readmission is not guaranteed; it is contingent upon available cohort space, the students' compliance with director-mandated conditions, and a formal review by the SWOSU Admissions Committee.

## Ineligibility for Readmission

Students are permanently ineligible for readmission if dismissed for:

- Unsafe, unethical, or illegal clinical practice.
- Significant violations of the PTA Professional Conduct Code or institutional integrity policies (e.g., academic dishonesty).

## Readmission Requirements

Students seeking to re-enter the program must:

1. **Submit Formal Intent:** Notify the Program Director in writing and complete the full application packet by the deadline for the following academic year.
2. **Re-Verify Compliance:** Submit updated references, shot records, and background checks.
3. **Complete Remediation:** Provide evidence of meeting all conditions set at the time of departure. These may include:
  - **Academic Audit:** Auditing previously passed technical courses to ensure knowledge retention.
  - **Competency Testing:** Demonstrating proficiency in clinical skills through a practical examination supervised by at least two faculty members.
  - **Medical Clearance:** Documentation of recovery from illness or injury if the withdrawal was medical in nature.

## Selection Process

Readmission requests are evaluated alongside the current applicant pool. If space is limited, the committee will prioritize students based on cumulative GPA, the nature of the initial withdrawal, and the strength of their remediation efforts.

## **15.5 Graduation & Licensure**

### **A. Degree and Credentialing**

Upon successful program completion, students earn an Associate of Applied Science (AAS) degree and gain eligibility for the National Physical Therapy Exam (NPTE). Candidates must obtain official licensure before practicing as a Physical Therapist Assistant in Oklahoma.

### **B. Application Process**

Prospective graduates must submit a licensure application to the Oklahoma State Board of Medical Licensure and Supervision. Please note that the Board conducts mandatory criminal background checks as part of the primary source verification process for all applicants.

### **C. Program Evaluation Surveys**

To maintain program excellence and accreditation standards, graduates and their employers are encouraged to complete post-graduation surveys.

## **DISMISSAL FROM THE PROGRAM**

A student may be dismissed from the Physical Therapist Assistant (PTA) program for any of the following reasons:

- **Academic Performance:** Failure to achieve a minimum grade of "C" (75%) in any PTA course.
- **Competency Levels:** Failure to achieve a minimal competency level of 75% on any graded exam after three attempts in any PTA course.
- **Clinical Performance:** Failure of any clinical practicum during the PTA course.
- **Professional Conduct and Safety:** Unprofessional appearance or unsafe conduct in the clinical area, including but not limited to unsafe clinical practice, which can jeopardize patient safety and well-being.
- **Compliance with Regulations:** Failure to comply with the rules and regulations of the program, SWOSU, or any affiliating agency.
- **Attendance:** Excessive absences in any course or clinical.
- **Academic Integrity and Plagiarism:** Any infraction related to academic integrity and/or plagiarism will trigger an immediate review by the Physical Therapist Assistant (PTA) program faculty and **Southwestern Oklahoma State University (SWOSU)** administration. Upon completion of the review, the program reserves the right to implement immediate program removal or required remediation, depending on the severity of the violation.

\*All students must adhere to the standards of ethical conduct outlined in the SWOSU Student Handbook and the specific professional requirements of the PTA program.

## **15.6 PTA Program Student Discipline Policy**

### **1. Standards of Professional Conduct**

Students must demonstrate professional behaviors consistent with the clinical environment. Prohibited conduct includes:

- **Academic Dishonesty:** Cheating, plagiarism, or theft of materials.
- **Unprofessional Behavior:** Inappropriate dress, use of cell phones during class/clinicals, or viewing inappropriate websites.
- **Safety Violations:** Actions that endanger the health or safety of students, staff, or patients.
- **Confidentiality Breaches:** Unauthorized release of patient or clinical site information.

### **2. Progressive Disciplinary Steps**

Disciplinary actions typically follow a progressive sequence to allow for student growth.

1. **Initial Conference:** A meeting between the faculty member and student to discuss the behavior and provide feedback.
2. **Written Warning:** If behavior persists, a written record is placed in the student's file, documenting specific improvement goals and a deadline.
3. **Academic Alert/Probation:** Formal status indicating the student is at risk of program dismissal due to conduct or academic failure (e.g., scoring below 75% on exams).
4. **Program Dismissal:** If satisfactory improvement is not demonstrated by the deadline, the PTA Program Director may dismiss the student.

### **3. Disciplinary Actions**

Depending on the severity of the infraction, actions may include:

- **Suspension:** Temporary removal from classes and clinical privileges.
- **Withholding Benefits:** Exclusion from examinations.
- **Remediation:** Skills coaching or restorative practices to address behavioral gaps.

### **4. Student Rights and Due Process**

- **Fairness:** All discipline must be fair, consistent, and documented.
- **Grievance Process:** Students have the right to challenge disciplinary findings through a formal grievance procedure.
- **Disability Accommodations:** Discipline for students with disabilities must comply with federal laws, such as Section 504 of the Rehabilitation Act, ensuring they are not unfairly punished for disability-related behaviors.

### **5. Program Amendments**

The PTA program reserves the right to amend these policies to align with updated college standards or Commission on Accreditation in Physical Therapy Education (CAPTE) requirements.

## Honor Role

The undergraduate student's semester record must have no grade of "I", "U", "F", or "D" to be considered for the honor rolls. Types and qualifications for honor rolls are as follows:

*President's Honor Roll:* Undergraduate students who complete 15 or more hours during a semester and earn a 4.00 grade point average qualify for this honor roll.

*Dean's Honor Roll:* Undergraduate students who complete 15 or more hours during a semester and earn a 3.00 or higher grade point average qualifies for this honor roll.

## SWOSU GRADE SCHEDULE

|          |                           |
|----------|---------------------------|
| A .....  | Excellent                 |
| B .....  | Good                      |
| C .....  | Average                   |
| D .....  | Lowest Passing Grade      |
| F .....  | Failure                   |
| I .....  | Incomplete                |
| W .....  | Withdrawal                |
| AW ..... | Administrative Withdrawal |
| S .....  | Satisfactory              |
| P .....  | Pass                      |
| U .....  | Failure                   |
| N .....  | Grade Deferred            |
| X .....  | Thesis in Progress        |
| AU ..... | Audit                     |

Grade Points: Students earn grade points on this schedule:

|         |                            |
|---------|----------------------------|
| A ..... | 4 points per semester hour |
| B ..... | 3 points per semester hour |
| C ..... | 2 points per semester hour |
| D ..... | 1 point per semester hour  |
| F ..... | 0 points per semester hour |
| U ..... | 0 points per semester hour |
| S ..... | 0 points per semester hour |

## ACADEMIC & CLINICAL CONFIDENTIALITY

All academic and clinical records are strictly confidential. In compliance with FERPA regulations, the institution will not release student information without a formal written request from the student.

## GRADUATION & LICENSURE

### A. Degree and Credentialing

Upon successful program completion, students earn an Associate of Applied Science (AAS) degree and gain eligibility for the National Physical Therapy Exam (NPTE). Candidates must obtain official licensure before practicing as a Physical Therapist Assistant in Oklahoma.

### B. Application Process

Prospective graduates must submit a licensure application to the Oklahoma State Board of Medical Licensure and Supervision. Please note that the Board conducts mandatory criminal background checks as part of the primary source verification process for all applicants.

### C. Program Evaluation Surveys

To maintain program excellence and accreditation standards, graduates and their employers are encouraged to complete post-graduation surveys.

## Section 16: Faculty Review Policies

### ○ 16.1 Faculty Development Plan

#### **Policy:**

To maintain academic excellence and CAPTE compliance, all Physical Therapist Assistant (PTA) faculty must maintain an active Faculty Development Plan (FDP) on file. This plan serves as a roadmap for professional growth in the areas of teaching, scholarship, clinical currency, and service.

#### **Procedure:**

- **Plan Development:** Each faculty member will create an FDP featuring specific, measurable goals related to contemporary PT practice, instructional methodology, and educational theory.
- **Review Cycle:** Plans will be formally reviewed and updated biennially (every 2 years). The review will incorporate feedback from student evaluations and annual performance appraisals.
- **Performance Monitoring:** In the event of insufficient progress toward established goals, the PTA Program Director will meet with the faculty member to modify the plan. Modifications may include remediation steps, adjusted timelines, or targeted professional development resources.
- **Compliance:** Failure to meet the revised objectives or maintain a current FDP may result in further administrative action to ensure program quality and accreditation standards.

#### **Core Faculty Review**

- **Evaluation Frequency:** All core faculty members undergo formal performance evaluations at the conclusion of each semester. This process incorporates student courses and instructor evaluations to assess teaching effectiveness and instructional quality.
- **Performance Standards:** Faculty are expected to maintain a "Satisfactory" rating based on the program's established performance threshold.
- **Improvement Process:** If an instructor's evaluation falls below the threshold, the PTA Program Director will conduct a formal review of the surveys with the faculty member. Together, they will develop a targeted plan for improvement.
- **Development Planning:** Any required pedagogical or professional changes will be integrated into the Faculty Development Plan. This plan is reviewed annually to ensure progress and alignment with program goals.

#### **Adjunct and Supporting Faculty Review**

- **Guest Lecturer Evaluation:** To maintain instructional excellence, students complete a Guest Lecturer Evaluation Form after each individual lecture.
- **Performance Standards:** All guests and adjunct faculty must achieve a "Satisfactory" rating to remain in good standing.
- **Remediation:** If the satisfaction threshold is not met, the lead course instructor and/or Program Director will provide formal counseling and collaborate with the adjunct to create a specific Performance Improvement Plan.
- **Utilization Policy:** Sustained performance issues are addressed strictly. If an adjunct or guest lecturer falls below the performance threshold three times, they will no longer be utilized by the PTA program.

## **16.2 SWOSU Institutional Policy Review**

### **Policy Statement**

The PTA Program Director and faculty conduct a formal annual review of all proposed and existing Southwestern Oklahoma State University (SWOSU) institutional policies, procedures, and administrative regulations each **May**. The purpose of this review is to ensure institutional requirements remain consistent with the program's mission, goals, and accreditation standards.

### **Review Criteria**

The PTA faculty will propose revisions or deletions if a policy is found to be:

- Redundant or no longer necessary for program operations.
- Inconsistent with the Program's Mission Statement.
- Obstructive to the program's ability to achieve its established goals and objectives.

### **Procedure for Review**

1. **Annual Assessment:** The Program Director and faculty review institutional policies every May.
2. **Recommendation Submission:** The Program Director submits recommended changes or concerns to the appropriate **Program Supervisors** or University Administration.
3. **Formal Approval:** Changes affecting institutional standing are implemented only after Board of Regents approval or official administrative authorization as required.

## **16.3 PTA Program Policy Review**

### **Policy Statement**

The **PTA Policy and Procedure Manual** is a living document reviewed annually in May by program staff. Informal reviews and updates are conducted throughout the academic year as professional standards or situational needs evolve.

### **Continuous Improvement Process**

Policies are adopted, edited, or discontinued based on systematic feedback from key stakeholders, including:

- **Students and Graduates:** Feedback regarding program accessibility and academic integrity.
- **Clinical Partners:** Input from Clinical Instructors (CIs) regarding clinical education and student performance.
- **Advisory Committee:** Recommendations from the PTA Advisory Board regarding industry trends and entry-level competencies.
- **Regulatory Changes:** Updates necessitated by State Regents or CAPTE accreditation updates.

### **Notification of Changes**

Upon revision, the program will notify students and faculty of updates to the Student Manual. Students are responsible for reviewing and adhering to the most current versions of all program policies.

*Form (SWOSU PTA Program Policy Stakeholder Feedback Form)*

## **16.4 Policy for Resources**

### **Faculty**

The PTA program ensures a sufficient number of core faculty to meet teaching, service, and administrative expectations.

- **Staffing Threshold:** The program will maintain at least **two full-time core faculty members**. One must be a physical therapist licensed in the program's jurisdiction.
- **Recruitment Trigger:** If staffing falls below this threshold, the Program Director will initiate recruitment efforts immediately to ensure instructional continuity.
- **Recruitment Process:**
  1. **Notification:** Formally notify the PTA program supervisor and the institution's Human Resources department.
  2. **Ad Placement:** Advertise the vacancy in regional and national physical therapy publications and online job boards, such as the APTA Career Center or ZipRecruiter.
  3. **Stakeholder Outreach:** Notify all clinical education sites and advisory committee members of the opening to leverage professional networks.
  4. **Direct Recruitment:** Contact qualified individuals who previously expressed interest or hold relevant post-professional credentials.

### **Equipment and Supplies Needs**

Equipment, supplies, and technology are assessed annually to ensure they reflect contemporary physical therapy practice and meet CAPTE program standards.

- **Assessment Methods:** Needs are identified through annual surveys of students, faculty, and clinical instructors, alongside reviews of current industry trends.
- **Assessment Process:**
  1. **Review:** The Program Director and faculty review all survey data and feedback from clinical agencies.
  2. **Evaluation:** If **25% or more** of stakeholders indicate a specific need, or if a technology is deemed essential for contemporary expertise, the item is formally evaluated for its impact on student learning outcomes.
  3. **Approval:** For adopted items, a written justification and formal budget request are submitted to the administration for final approval and procurement.

### **Equipment Inspection Form**

1. **Frequency:** Conduct "high-use" inspections monthly and full biomedical calibrations annually as per industry standards.
2. **Loss of Faith:** Include a clause that any faculty or student can initiate a "Loss of Faith" tag, immediately removing equipment from use if they suspect a safety risk, even if it hasn't failed a scheduled inspection.
3. **Storage:** Keep these completed logs in a centralized Maintenance Record Binder [for](#) 5-7 years to satisfy accreditation audits.

## Equipment Tag Out & "Loss of Faith" Procedure

### Policy Statement

Any faculty member, student, or staff member who suspects a piece of equipment is malfunctioning, unsafe, or failing to meet clinical standards must immediately remove it from service. This is referred to as a "**Loss of Faith**" event. Use of the equipment is prohibited until it is inspected, repaired, and cleared by an authorized individual or biomedical technician.

### Procedure Steps

1. **Immediate Cessation:** Stop using the equipment immediately. If in use with a "patient" (student peer), ensure the individual is safe before addressing the machine.
2. **Physical Isolation:**
  - Unplug the device and coil the cord.
  - If portable, move the item to a designated "**Red Tag**" area or a locked storage closet.
3. **Labeling (The Tag):** Affix a highly visible "Out of Service" or "Do Not Use" tag to the power cord or main console. The tag must include:
  - Date of tag-out.
  - Name of the person who identified the issue.
  - Specific description of the malfunction (e.g., "Smell of ozone," "Timer skipping," or "Frayed casing").
4. **Notification:** Notify the Program Director or Lab Coordinator within **24 hours**.
5. **Professional Assessment:** The Program Director will schedule a safety inspection or calibration service.
6. **Return to Service:** Only the Program Director or an authorized technician may remove the tag after the equipment is repaired and passes the **Safety Inspection Form** criteria.

### Documentation

All tag-out events must be recorded in the Equipment Maintenance Log to track the "life history" of the asset and inform future budgeting and replacement decisions.

## **Section 17: Program Compliance and Assessment**

### **○ 17.1 Program Enrollment**

Program enrollment appropriately reflects available resources and local/regional workforce needs. The program maintains an internal goal of application numbers more than 150% of cohort acceptance level.

Procedure: In the event that qualified applications fall below this threshold, the Program Director will increase participation in the following recruitment enhancements:

- **Media Outreach:** Execute targeted advertisements in feeder school publications and local media.
- **Counselor Engagement:** Formally notify SWOSU counselors to prioritize PTA program briefings for local high school and career technology advisors.
- **Institutional Networking:** Distribute program brochures to regional colleges and universities, supplemented by on-site visits with health career advisors.
- **Campus Presence:** Increase visibility through info-sessions, signage, and digital marketing at the SWOSU campuses.

## **17.2 PROGRAM GRADUATION & OUTCOMES**

To ensure student success and meet workforce demands, the PTA program monitors specific benchmarks regarding licensure and employment.

Procedure: The program tracks the following annual thresholds:

- Graduation rates will exceed 60% of each cohort.
- Licensure Success: Maintain a minimum ultimate pass rate of 85% on the National Physical Therapy Exam (NPTE) for each cohort.
- Employment Rate: Achieve a 90% employment rate in physical therapy within six months of licensure.
- Regional Impact: Aim for 60% of graduates to be employed within the State of Oklahoma.

Action Plan: If thresholds are not met, the program will offer career counseling or board-prep remediation to affected graduates and conduct a formal review of the curriculum's alignment with current licensure standards.

## **17.3 CURRICULUM REVIEW**

**Policy:** The PTA curriculum undergoes a rigorous annual review by program faculty to ensure clinical relevance and pedagogical effectiveness.

Procedure: Evaluations are conducted via the Systematic Evaluation Plan (SEP), using the following benchmarks:

- Stakeholder Feedback: 75% of Graduate and Employer surveys must reflect a rating of "4" or higher on the Likert scale.
- Instructional Quality: 75% of Course/Instructor evaluations must meet or exceed a score of "2."
- Clinical Alignment: Feedback from Clinical Instructors (CIs) via clinical assessment tools is reviewed for emerging trends or skill gaps.

Revision Process: All data and suggestions are reviewed by the PTA core faculty. Results are used to drive curriculum mapping, equipment upgrades, or pedagogical shifts.

## **17.4 Core Faculty Review**

Policy: To maintain instructional excellence, all core faculty undergo performance evaluations at the conclusion of every semester. The Program Director (with the assistance of the Department Chair and Program Supervisor) are specifically responsible for the evaluation of faculty and their professional development. Faculty will not only exceed the Program and University standards for instruction but will also be evaluated for continuing contemporary expertise in their assigned teaching areas.

- Evaluations: Faculty are assessed using student course/instructor evaluations every semester and must maintain a "Satisfactory" rating. Faculty also participate in departmental continuance performance reviews every two years.
- Performance Improvement: If a faculty member underperforms, the Program Director will conduct a formal review session to identify deficiencies.
- Development: Remediation strategies will be documented in the Faculty Development Plan, which is updated annually to track scholarly agendas, service, teaching effectiveness, and professional growth.

## **17.5 Associated Faculty Review**

Policy: Guest lecturers and adjunct faculty are held to the same standards of instructional quality as core faculty to ensure a seamless educational experience. They are evaluated similar to core faculty; associated faculty are evaluated for their contemporary expertise and instructional effectiveness.

Procedure:

- Student Assessment: Students complete a Guest Lecturer Evaluation Form following each session.
- Thresholds: A "Satisfactory" rating is required. If ratings are unsatisfactory, the Program Director or lead course instructor will counsel the associate instructor and establish a written improvement plan.

- Termination of Use: If an associate instructor or guest lecturer fails to meet the satisfactory threshold during three separate instances, they will be removed from the program's active lecturer list.

### **PTA Program Compliance Summary Table**

| <b>Program Policy Area</b>       | <b>Updated Benchmark / Action</b>                                                     | <b>Relevant CAPTE Standard</b> | <b>Compliance Notes</b>                                                                                               |
|----------------------------------|---------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Graduation Rate</b>           | <b>60% or higher</b>                                                                  | <b>1C1</b>                     | Graduation is calculated for each cohort; must meet or exceed 60%.                                                    |
| <b>Licensure Pass Rate</b>       | <b>85% or higher</b>                                                                  | <b>1C2</b>                     | Ultimate licensures pass rate is measured for each cohort.                                                            |
| <b>Employment Rate</b>           | <b>90% or higher</b> (within 6 months of licensure)                                   | <b>1C3</b>                     | Measured against graduates seeking employment and measured for each cohort.                                           |
| <b>Program Enrollment</b>        | Documented assessment if qualified applicants fall below 150% of expected class size. | <b>2D2</b>                     | Admissions and enrollment data must be analyzed annually to ensure program viability and resource adequacy.           |
| <b>Curriculum Review</b>         | Annual review by <b>Core Faculty</b> using a Systematic Evaluation Plan (SEP)         | <b>4N</b>                      | Core faculty must hold primary responsibility for curriculum development and revisions based on stakeholder feedback. |
| <b>Core Faculty Review</b>       | Regular performance evaluations and <b>Faculty Development Plans</b>                  | <b>4E &amp; 4H</b>             | The Program Director (PD) is responsible for faculty evaluation and ensuring faculty maintain contemporary expertise. |
| <b>Associated Faculty Review</b> | Evaluation of guest lecturers and adjuncts for instructional effectiveness            | <b>4F</b>                      | Associated Faculty require regular performance assessments similar to program faculty.                                |

## **Section 18: Clinical Practicum Information**

### **Southwestern Oklahoma State University Physical Therapist Assistant Program**

#### **Clinical Policies and Procedures**

As participants in student clinical experiences located within external healthcare facilities, Physical Therapist Assistant (PTA) students must adhere to all policies and procedures of their assigned site. Failure to comply with facility guidelines is grounds for immediate removal from the clinical rotation.

For transparency and identification, students must inform patients of their student status and always wear their official program ID badge.

Patients maintain the right to refuse treatment by a student without recourse. Students will not be penalized for such refusals. Furthermore, clinical instructors at these facilities are not granted the rights or privileges of faculty members at Southwestern Oklahoma State University.

#### **Affirmative Action Compliance Statement**

Southwestern Oklahoma State University, to the extent required by law, in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Section 402 of the Readjustment Assistance Act of 1974, Americans with Disabilities Act amendment Act of 1990, the American with Disability Act as Amended of 2009, and other federal laws and regulations does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, gender, sexual orientation, genetic information or status as a veteran in any of its policies, practices, or procedures. This includes but is not limited to admissions, employment, financial assistance, housing and educational service.

## **18.1 Clinical Practicum Information (I, II, III)**

Clinical education is a cornerstone of the Physical Therapist Assistant (PTA) program. During Clinical Practicums I, II, and III, students integrate and apply theoretical knowledge and psychomotor skills acquired in the classroom and laboratory to real-world patient care. These experiences take place at off-campus clinical facilities. This section outlines the specific policies, expectations, and administrative procedures governing the clinical education phase.

### **Clinical Rotation Overview**

The Southwestern Oklahoma State University (SWOSU) PTA curriculum includes three distinct clinical affiliations totaling **640 clinical hours**. To ensure a well-rounded professional foundation, the Academic Coordinator of Clinical Education (ACCE) and the Program Director collaborate to assign diverse clinical settings, exposing students to a broad spectrum of patient populations and diagnoses.

### **Clinical Schedules**

Students are required to attend clinical rotations full-time (five days per week) according to the following sequence:

- **Clinical Practicum I** (Semester 3, Summer)
  - Duration: Six (6) weeks, full-time.
- **Clinical Practicum II** (Semester 5, Spring)
  - Duration: Four (4) weeks, full-time.
- **Clinical Practicum III** (Semester 6, Summer)
  - Duration: Six (6) weeks, full-time.

## **18.2 Clinical Education Site Contract Status**

The **Southwestern Oklahoma State University (SWOSU) Physical Therapist Assistant (PTA) Program** is committed to maintaining high-quality clinical education sites that facilitate the successful completion of clinical affiliation experiences. To ensure educational excellence and regulatory compliance, all clinical sites must maintain active, fully executed Clinical Affiliation Agreements and up-to-date facility documentation.

- **Contract Review Cycle:** The **Academic Coordinator of Clinical Education (ACCE)** conducts an annual review of all existing clinical site contracts.
- **Contract Renewals:** Upon successful annual review, existing contracts are continued automatically until one of the parties' requests discontinuations of the contractual relationship.
- **Performance Criteria:** Renewal is contingent upon the facility's ability to provide appropriate clinical education as determined by student evaluations, ACCE assessments, and clinical instructor surveys.
- **Documentation Requirements:** Each renewing site must submit an updated Clinical Site Information Form (CSIF), detailing facility capabilities and the qualifications of all Clinical Instructors (CIs). Sites that fail to provide the current CSIF will not be eligible for contract renewal.
- **Placement Restriction:** Students from the **SWOSU PTA Program** will only be assigned to facilities with a valid contract and current CSIF on file with the university.

## **18.3 Assessment of Clinical Education Sites & Faculty**

### **Policy Statement**

To ensure the highest quality of clinical education for the **SWOSU PTA Program**, all clinical education sites and Clinical Instructors (CIs) will undergo regular, systematic evaluation. This process facilitates continuous improvement, supports faculty development, and maintains compliance with program and accreditation standards.

### **1. Evaluation Procedures**

- **Student Evaluations:** Following each clinical affiliation, students must complete the Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction form.
  - **CI Evaluation:** 20 objective items (1–5 scale) and 3 narrative questions.
  - **Site Evaluation:** 11 narrative questions assessing the learning environment.
- **ACCE Assessments:** The Academic Coordinator of Clinical Education (ACCE) will conduct the following annual reviews:
  - **Annual Affiliate Clinical Site Evaluation:** 13 objective items (1–5 scale) assessing site administrative and educational support.
  - **Clinical Site/Faculty Development Assessment:** 6 narrative questions identifying specific growth opportunities for site faculty.

### **2. Performance Benchmarks & Quality Control**

- **Deficiency Threshold:** Any clinical instructor or facility receiving a mean score below **3.0** on objective measures, or documented negative narrative feedback, will be flagged for review.
- **Counseling & Professional Development:** The ACCE and Program Director will meet with flagged parties to review findings and establish a customized **Professional Development Plan (PDP)** based on assessed weaknesses.

### **3. Active Status and Contract Renewal**

- **Suspension of Use:** Facilities or instructors with identified deficiencies will be placed on "Inactive Status" and will not be utilized for student placement until the prescribed PDP is completed.
- **Reactivation:** Upon verified completion of development activities, the individual or site will return to "Active Status." **Contractual Standing:** Failure to complete required professional development before the scheduled contract review will result in the **non-renewal** of the clinical site agreement with the SWOSU Physical Therapist Assistant program. *Form(Clinical Education Professional Development Plan (PDP))*

## **18.4 Clinical Placement Policy**

Clinical education is a critical component of the Physical Therapist Assistant (PTA) program, designed to provide diverse physical therapy experiences and facilitate the attainment of entry-level skills required for the practice of a **Licensed Physical Therapist Assistant**.

### **Assignment Process**

- **Assignments** are made by the Academic Coordinator of Clinical Education (ACCE) and subsequently reviewed by the Program Director.
- **Student Input:** Students must submit a written, prioritized list of desired clinical settings to the ACCE (refer to the *Student Placement Choices* document). This is considered alongside the students' prior experiences and interests.
- **Final Decision:** The decisions made by the PTA faculty regarding all clinical placements are final.
- **Communication:** Questions or comments regarding placements should be directed to the PTA ACCE or Program Director.

### **Clinical Site Requirements**

- Students will only be assigned to facilities that possess a current and valid contract with the University (SWOSU).
- **Clinical sites** have the right to deny or withdraw a student's access at any time.

### **Changes and Refusals**

- **Refusal of Assignment:** Any refusal to accept an assigned placement without just cause will put the student at risk of dismissal from the PTA program.
- **Placement Changes:** Student placements are typically reserved months in advance. Changes may be considered if a serious situation warrants, but they are not guaranteed.
- **Requesting a Change:** A *Request for Change in Clinical Assignment* form must be completed and submitted to the ACCE for consideration. Students must understand that finding alternative placements is often not possible once initial assignments are made, and change requests may be denied.

### **Process Of Clinical Site Assignment**

At the start of each Spring semester, the Academic Coordinator of Clinical Education (ACCE) distributes the Clinical Rotation Schedule to all partner facilities. Center Coordinators of Clinical Education (CCCEs) must return completed forms via mail or email to the **SWOSU PTA Program** promptly. The ACCE then analyzes these responses to compile a master placement list, which is finalized by the **Program Director**.

### **Student Orientation & Documentation**

During program orientation, students receive comprehensive instruction on clinical requirements. This includes the Clinical Performance Instrument (CPI) and the **Clinical Practicum I Syllabus**. Students must review and sign the **Clinical Affiliation Consent Form** and are provided with:

- Rotation dates and facility directions.
- Clinical Instructor (CI) details (where applicable).
- Clinical Attendance Records and liability insurance documentation.
- Protocols for requesting a site change via the **Request for Change of Clinical Assignment Form**.

### **Facility Notification**

The program notifies clinical sites of student assignments via email. This correspondence includes a student profile and a compliance packet containing:

- Risk management and liability insurance forms.
- Signed confidentiality statements and student photographs.
- A summary of completed coursework/skills and drug screen verification (as required by the facility).

### Student Responsibilities Pre-Rotation

- **1–2 Weeks Prior:** Students must contact the clinical site to confirm the rotation details.
- **2 Weeks Prior:** Students must submit the **Pre-Affiliation Information Form** to their CI. This document outlines the student's educational background, prior healthcare experience, learning preferences, and specific clinical goals for rotation.

## CLINICAL ATTENDANCE, PROJECTS, AND PERFORMANCE EVALUATION

### Attendance and Punctuality

Students are expected to attend clinical assignments regularly and to be on time. Accurate records of absence and tardiness are maintained by Clinical Instructors (CIs) and become part of the student's permanent transcript. All provisions of the Academic Policies regarding attendance are in effect.

- **Reporting Absences:** If a student will be absent, they must notify both the Clinical Instructor and the Academic Coordinator of Clinical Education (ACCE) prior to the facility's scheduled start time.
- **Deductions and Penalties:**
  - **Excused Absence:** Students are allowed one (1) reported absence per rotation without a point deduction.
  - **Unreported Absence:** Failure to report an absence result in a **25-point deduction** and may lead to program dismissal.
  - **Tardiness:** Each tardy results in a **5-point deduction**. Arrival more than 30 minutes late is classified as a ½ day absence, resulting in a **12.5-point deduction**.
  - **Cumulative Impact:** Three (3) tardies equal one (1) absence. If a student has five regardless of make-up status, they will be dismissed from the program.
- **Make-up Requirements:** A mandatory make-up day is required for every absence. These must be scheduled at the convenience of the CI and ACCE (e.g., Saturdays or holidays). A maximum of four (3) days may be made up per rotation; however, each day beyond the first excused absence will still incur a **25-point deduction**.

### Clinical Projects

Clinical sites may require participation in continuing education or clinical in-services.

- **In-Service Requirement:** To be eligible for a grade of "A" during the final clinical rotation, the student must complete a formal in-service presentation.

### Performance Grading (PTA CPI)

Student clinical performance is evaluated using the APTA Physical Therapist Assistant Clinical Performance Instrument (PTA CPI). This standardized tool assesses the student's progression across 14 performance dimensions.

- **Grading Criteria:** The final clinical grade is determined by the ACCE based on the CI's ratings and comments within the CPI, the achievement of specific "Performance Benchmarks" designated for the current rotation, and the successful completion of required clinical hours and projects.
- **CPI Submission:** Students and CIs must complete both a Midterm and a Final Evaluation on the CPI Web platform. Failure to complete evaluations by the established deadline will result in a grade of "Incomplete" or a reduction in the final course grade.
- **Red Flags:** Any "Significant Concerns" box checked by a CI on the CPI regarding safety or ethical behavior may result in immediate clinical failure, regardless of the numerical point total.
- If a student fails a Clinical Practicum, the Clinical Coordinator, Program Director, and Clinical Instructor will determine whether the student may repeat the rotation or must be dismissed from the program. Any required makeup clinical hours must be completed during the student's personal time, such as during winter or summer breaks. If the student is not permitted to repeat the experience, a grade of "WF" (Withdrawal Failing) will be assigned.

**Semester Grade** will be determined by averaging total points from 1st and 2nd rotation.

If a "D" or below is received on either practicum, then the overall grade will be an **Incomplete** until the practicum is repeated.

If a student fails a Clinical Practicum (a score below 70%), the Clinical Coordinator in conjunction with the Program Director and Clinical Instructor reserves the right to decide whether the student must repeat the clinical experience or leave the program. A make-up clinical experience must be made during the student's own time (i.e., Christmas, Summer Vacations). If the student is not allowed to repeat the clinical, a "WF" will be assigned.

## **18.5 Confidentiality & Professionalism**

### **Policy Statement**

Maintaining the confidentiality of all patients, facility, and peer information is a cornerstone of professional behavior and a legal requirement for Physical Therapist Assistant students. In accordance with the APTA Standards of Ethical Conduct for the PTA, students must protect all private information and disclose it only to authorized authorities as required by law.

### **Key Requirements**

- **Patient Privacy:** Students must adhere strictly to the Health Insurance Portability and Accountability Act (HIPAA). This includes, but is not limited to, the use of only the "Minimum Necessary" information for educational purposes and ensuring all identifying data (names, birthdates, facility IDs) is removed from case studies or assignments.
- **Professional Boundaries:** It is a violation of professional ethics to discuss patients, clinical instructors, facility operations, or classmates in public settings, including hallways, elevators, or via social media.
- **Academic Integrity:** Information regarding classmates' performance or personal details is protected under the Family Educational Rights and Privacy Act (FERPA) and must not be shared without written consent.

### **Disciplinary Actions**

Violations of confidentiality range in severity. While minor, inadvertent breaches (such as accidental overheard discussions) are addressed through retraining and the **Progressive Discipline Policy**, intentional or willful violations, including unauthorized access to medical records or posting patient information online, may be classified as major offenses. Such breaches can lead to immediate dismissal from the program and potential civil or criminal penalties.

## Social Media Policy

### General Principles

Students must recognize that social media postings are never truly private, even with high privacy settings. Once content is shared, the author loses control over how it is used or distributed. All online activity must reflect the professional standards of the PTA program.

### Strict Prohibitions

- **No Patient Identifiers:** Students are strictly prohibited from posting any Protected Health Information (PHI). This includes names, photos, videos, room numbers, or descriptions of "unusual cases" that could identify a patient through context.
- **No Clinical Media:** Taking photos or videos in patient-care areas on personal devices is forbidden. This includes background images where charts, monitors, or wristbands may be visible.
- **No Disparaging Content:** Students must not post negative or unprofessional comments about patients, clinical facilities, instructors, or peers. Such behavior undermines the trust of the healthcare team.
- **No Clinical Uniforms in Posts:** To prevent the appearance of representing the program or clinical site, students may not post photos wearing program uniforms or badges.

### Professional Boundaries

- **Separation of Roles:** Students should refrain from "friending" or following current or former patients and their families. Maintaining these boundaries is essential for a therapeutic relationship.
- **Personal Responsibility:** Content on personal accounts is the sole responsibility of the student. Posts must not claim to speak for the university or clinical facility.

### Consequences

Violation of this policy is considered a breach of professional ethics. Serious violations, such as intentional HIPAA breaches or defamatory posts about a clinical site, may result in immediate dismissal from the program.

## 18.6 PTA Program Dress Code on Clinicals

### Professional Standards

As representatives of SWOSU and the Physical Therapy profession, students must maintain a neat, professional, and well-groomed appearance at all times. Attire must inspire confidence and respect from patients, families, and the community while ensuring safety and sanitation.

- **General Expectation:** Students are expected to exercise mature discretion regarding hygiene and personal appearance.
- **Prohibited Items:** Being shirtless or barefoot is prohibited. Extreme styles that cause undue distraction or interfere with the educational process are not permitted.
- **Professional Events:** For field trips and guest lectures, professional dress is required. Jeans, shorts, and revealing clothing are prohibited.

### Personal Grooming & Hygiene

- **Hair:** Must be clean and neatly groomed. Long hair must be pulled back and secured away from the face. Exaggerated hairstyles or distracting hair accessories are not permitted.
- **Facial Hair:** Students should be clean-shaven daily. Beards and mustaches are acceptable only if kept clean and neatly trimmed.
- **Nails:** Must be clean, well-groomed, and kept short to ensure patient safety and effective care.

- **Hygiene:** Daily bathing, use of deodorant, and consistent oral hygiene are required.
- **Fragrance:** Avoid strong perfumes, colognes, or scents, as many patients have sensitivities or allergies.

## **Jewelry & Body Art**

- **Jewelry:** Should be minimal and must not interfere with patient care.
- **Piercings:** Earrings are limited to earlobes only (maximum of two per ear). Cartilage piercings and visible body piercings are prohibited.
- **Tattoos:** Visible tattoos or body art must be covered whenever possible.

## **Attire Requirements**

### **Classroom Dress**

Daily attire is casual but must remain professional.

- Clothing must fully cover the midriff.
- Undergarments must not be visible at any time.

### **Laboratory Dress**

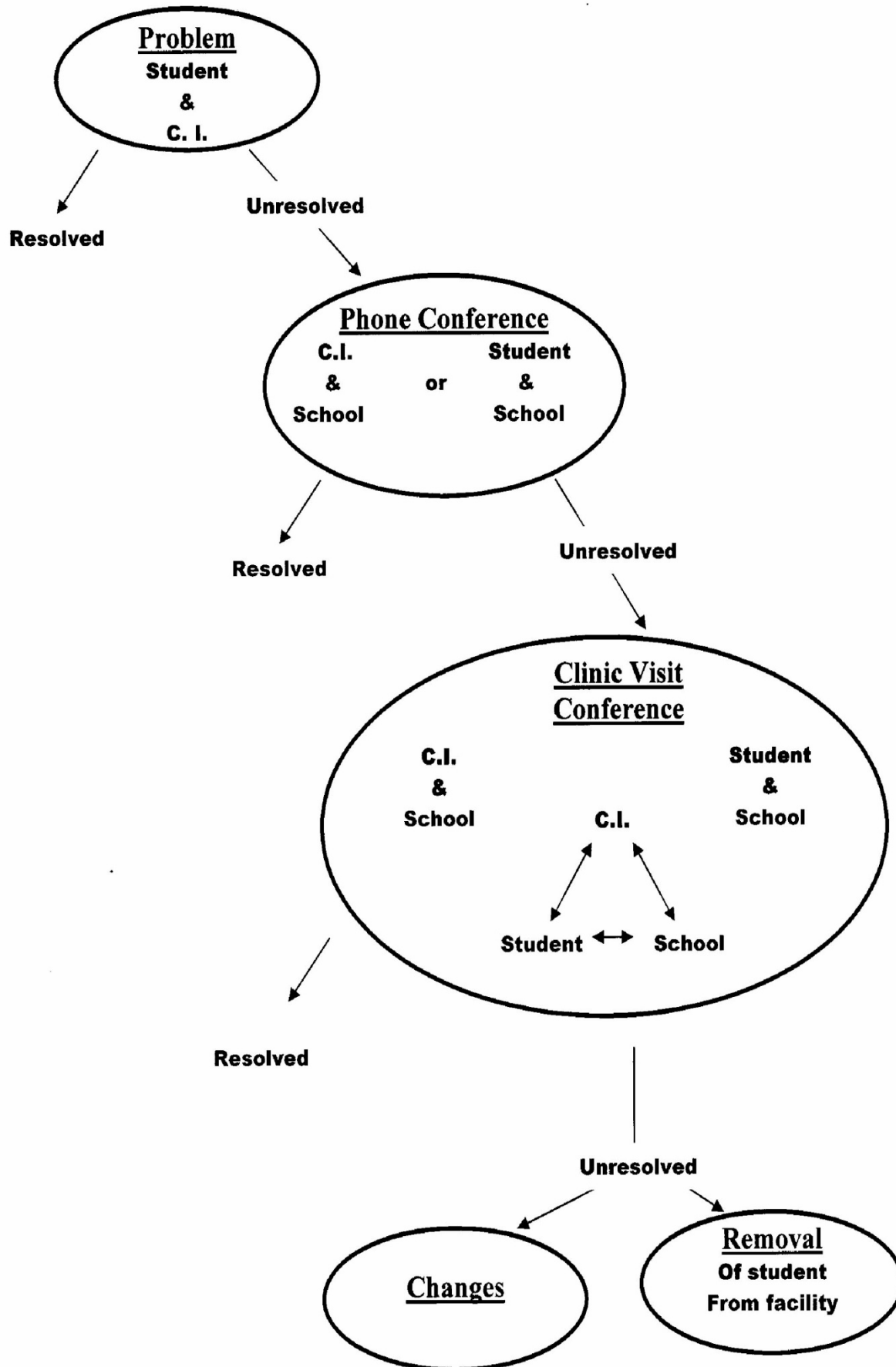
Students must always be prepared for lab activities. Lockers are provided for storing the required lab change of clothes.

- **Standard Lab Wear:** T-shirts and shorts are acceptable. Clothing must be loose enough to allow for skin palpation and soft tissue work.
- **Anatomical Access:** Students must be prepared to expose the trunk, shoulders, and hips.
  - **Women:** Sports bras, halter tops, or swimsuit tops (with back closures) are required for trunk access.
- **Transitioning:** Students must be fully dressed (minimum of shorts and a t-shirt) when leaving the PTA lab area.
- **Non-Compliance:** Students who are not dressed appropriately for the lab will be required to wear a hospital gown for the duration of the session.

## **Transportation Policy**

- **Individual Responsibility:** Students must provide their own transportation for all academic and clinical requirements. This includes travel to off-campus clinical sites.
- **Financial Accountability:** All costs associated with travel, including gas, tolls, and parking fees, are the sole responsibility of the student.
- **Attendance & Punctuality:** Students are expected to arrive at clinical sites and classrooms at the designated time, regardless of weather conditions or traffic.
- **Assignment Finality:** Clinical placements are based on educational requirements; assignments will not be adjusted based on carpooling needs or proximity to the student's residence.
- **Liability:** The college is not responsible for any personal injury or property damage incurred during student travel to or from program-related locations.

## Clinical Site Problem Resolution



## **18.8 Professional Conduct and Attitude**

Every Physical Therapist Assistant (PTA) serves as an ambassador for the entire physical therapy profession. A student's expressed attitudes, demonstrated through facial expressions, body language, and verbal communication, directly influence a patient's perception of healthcare. Students are expected to maintain an attitude of openness, motivation, and professional excellence.

The following 13 standards outline the expected behaviors for all PTA students:

1. **Honesty and Integrity:** Adheres strictly to the profession's Code of Ethics. Refuses to lie, steal, or deceive in any capacity.
2. **Punctuality:** Demonstrates reliability by arriving on time for all classes, labs, and clinical rotations. Submits all assignments by the established deadlines.
3. **Cooperativeness:** Follows departmental protocols and demonstrates a proactive willingness to work within a team.
4. **Pride in Workmanship:** Strives for continuous improvement in academic and clinical performance. Proactively seek assistance when facing challenges in meeting performance standards.
5. **Professional Maturity:** Accepts full responsibility for actions and their consequences. Recognizes personal limitations, strives to resolve conflicts professionally, and maintains accountability for all equipment and supplies.
6. **Consideration for Others:** Maintains a respectful and courteous demeanor with peers, faculty, and staff. Collaboration in the classroom and lab is the foundation for successful integration into a multidisciplinary healthcare team.
7. **Patient-Centered Care:** Prioritizes patient needs above all else. Maintains strict patient confidentiality (HIPAA) and refrains from any verbal or non-verbal cues that may cause a patient alarm or embarrassment. Never speaks disparagingly of other healthcare providers in the presence of a patient.
8. **Enthusiasm and Initiative:** Displays active engagement in all learning environments and volunteers for responsibilities beyond the minimum requirements.
9. **Receptivity to Feedback:** Accepts constructive criticism gracefully. Remains non-defensive and uses feedback as a primary tool for professional growth.
10. **Clinical Decorum:** Maintains a professional "clinical mindset" during lab and class. Avoids disruptive "visiting" or social chatting. Students must remember that patients can often overhear conversations in hallways or waiting rooms; therefore, all communication should remain professional and relevant.
11. **Loyalty:** Supports the ideals, policies, and reputation of the institution, the program, and the physical therapy profession through both words and actions.
12. **Professional Appearance:** Maintains personal hygiene and adheres strictly to the program's dress code and grooming guidelines.
13. **Tact and Discretion:** Exercises sound judgment in communication to maintain harmonious relationships with patients, peers, and faculty.

**NOTE:** *The faculty reserves the right to dismiss any student who fails to demonstrate the attitudes and behaviors outlined above. Professionalism is a core competency of the PTA program and is required for graduation and clinical placement.*

## Professional Conduct

### Clinical Rotations

Students must consistently demonstrate a professional demeanor to foster patient trust and safety. All clinical practice must adhere to the Oklahoma Physical Therapy Practice Act Administrative Code § 435:20-7-1, ensuring all treatments are performed under the direct supervision of a licensed Physical Therapist (PT) or Physical Therapist Assistant (PTA). Students are bound by the APTA Standards of Ethical Conduct, specifically items regarding dignity, confidentiality, and integrity.

#### Student Responsibilities:

- **Identification and Etiquette:** Students must always introduce themselves as a “Student Physical Therapist Assistant” (SPTA) and wear program-approved identification. Professional titles (Mr., Ms., Dr.) must be used for patients and staff unless otherwise invited.
- **Privacy:** Respect patient privacy by knocking before entering any treatment area and maintaining strict confidentiality in accordance with HIPAA.
- **Clinic Presence:** Students must avoid congregating in public or reception areas. Maintaining an active, professional presence prevents the perception of idleness and ensures clinical efficiency.
- **Communication Standards:** Sensitive clinical or facility matters must not be discussed in public areas (elevators, hallways). Personal conversations should be kept private and away from patient hearing.
- **Health and Hygiene:** Smoking, eating, and drinking are restricted to designated staff areas. Chewing gum is prohibited during clinical hours to maintain a professional appearance.
- **Gifts and Gratuities:** Students shall not accept personal gifts or tips. Patients wishing to express appreciation should be directed to the facility’s designated charitable funds or the APTA Social Responsibility initiatives.
- **Professional Boundaries:** Students must maintain objective, professional relationships. If a personal relationship develops with a patient, the student must notify their Clinical Instructor (CI) immediately for reassignment to avoid a conflict of interest.
- **Workplace Conduct:** Personal interactions with staff should be reserved for non-duty hours. Students are expected to accept constructive feedback with a growth mindset and remain at their assigned station unless the CI is otherwise notified.
- **Patient Advocacy:** Avoid loaning personal items to patients or performing personal errands, as these actions blur professional boundaries.

#### Policy Enforcement:

Adherence to these standards is a requirement for program retention. Repeated or gross violations of professional conduct will result in immediate review and potential dismissal from the PTA program.

### **18.9 Quality Assurance and Maintenance Policy**

- Competency Validation: Students must demonstrate clinical competence in all assigned interventions before independent patient contact, as measured by the APTA Clinical Performance Instrument (CPI).
- Ethical Conduct: Students are required to adhere to the APTA Standards of Ethical Conduct for the PTA, emphasizing integrity, accountability, and the reporting of any misconduct.
- Supervision Compliance: Direct supervision by a licensed PT or PTA is always mandatory. Students must communicate with the supervising PT immediately if a patient's status requires a change in the established plan of care.
- Safety and Risk Management: All clinical activities must prioritize patient and provider safety. Students must maintain Infection Control protocols and use equipment only as intended and maintained by the facility.
- Accurate Documentation: Clinical notes must be truthful, accurate, and timely, reflecting the nature and extent of services provided in accordance with APTA legal standards.
- Patient Confidentiality: Students must strictly follow HIPAA regulations and clinical site confidentiality agreements regarding patient information.
- Continuous Quality Improvement: Participation in formal program assessments and site evaluations is required to ensure the clinical education experience meets ongoing CAPTE accreditation standards.

## **18.9.1 Safety Regulations and Procedures**

### Equipment and Facility Management

1. **Proficiency:** Students must demonstrate competence in the operation of all equipment and supplies before use in a therapeutic or clinical setting.
2. **Pre-Use Inspection:** Inspect all equipment for defects or damage before use. Report any discrepancies or malfunctions immediately to a faculty member.
3. **Hazard Reporting:** Immediately notify the maintenance supervisor or clinical instructor of any hazardous objects, spills, or facility defects in hallways or work areas.
4. **Maintenance Standards:** All equipment must undergo annual calibration to remain compliant with OSHA and Medicare standards.
5. **Storage:** Following use, all equipment and supplies must be cleaned and stored in their designated locations according to facility protocol.

### Infection Control and Personal Safety

6. **Personal Protective Equipment (PPE):** Utilize gloves and appropriate PPE when handling trash, soiled dressings, body drainage, or blood spills.
7. **Isolation Protocols:** Maintain strict adherence to established CDC isolation precautions and facility-specific criteria.
8. **Body Mechanics:** Apply proper ergonomic principles when lifting, pulling, or pushing objects and during patient transfers to prevent musculoskeletal injury.
9. **Professional Conduct:** Focus entirely on the procedure at hand. Walk—do not run—in corridors and remain in your assigned activity area to minimize distractions.

### Emergency and Incident Reporting

10. **Injury/Illness Reporting:** Report all injuries (no matter how minor) or sudden illnesses to the instructor immediately.
11. **Fire Safety:** In the event of a fire, notify the person in charge of the immediate area and follow standard R.A.C.E. procedures.
12. **Scope of Competency:** If you are uncertain of your ability to perform a task, you must consult with an instructor before proceeding.

### Enforcement and Remediation

Failure to adhere to safety standards will result in formal counseling and mandatory remediation. Persistent failure to observe safety protocols will result in immediate removal from the classroom, laboratory, or clinical practicum.

Students who demonstrate an inability or unwillingness to follow these standards will be dismissed from their clinical placement with a failing grade and face permanent dismissal from the program.

## **18.9.2 Student Health and Immunizations Policy**

### **General Requirements**

To ensure safety and compliance, students must provide proof of the following certifications, immunizations, and screenings before initiation of clinical rotations. Requirements include, but are not limited to:

- **Hepatitis B (HBV):** Documentation of the three-dose series completion or proof of the initial vaccine start date.
- **Tuberculosis (TB):** Proof of two negative TB tests administered within the last 12 months.
- **Varicella (Chickenpox):** Documentation of the vaccine series, a positive titer, or a verified medical history of the disease.
- **MMR:** Documentation of Measles, Mumps, and Rubella doses #1 and #2.
- **Tetanus (Tdap):** Proof of vaccination within the last 10 years.
- **CPR Certification:** Verification must remain valid through **June 5 of the following year**.
- **Criminal Background Check:** Completion of a cleared formal background screening.
- **Drug Screening:** A 10-panel drug test

### **Facility-Specific Requirements**

Clinical facilities may mandate additional immunizations or proof of health insurance. Students assigned to these sites must meet all additional standards at least one month before the clinical start date. The program will provide notice of these requirements in a timely manner to allow for compliance.

### **Financial Responsibility**

Students are financially responsible for all costs associated with vaccinations, tests, certifications, and background checks.

- **CPR Training:** For students requiring updated certification, on-site training is available.
- **Personal Health Care:** Students are solely responsible for any personal healthcare or hospitalization costs incurred while enrolled in the SWOSU PTA Program.

### **Compliance and Deadlines**

Students failing to provide required documentation before the first clinical rotation will be reviewed on a **case-by-case basis**. For detailed procedures regarding late submissions, please refer to the SWOSU Application Process.

### **Safety and Scope of Practice**

Safety orientation is conducted during didactic instruction at SWOSU and again at the start of each clinical rotation. Faculty are available within the clinical area to provide guidance. Students are required to accept all patient assignments that fall within their designated scope of practice.

### **18.9.3 Background Checks and Clinical Site Placement Policy**

Background checks and drug screens are mandatory for all accepted students entering the program to ensure the safety and well-being of patients and the general public. Both checks must be passed to be eligible for admittance.

#### **Key Requirements and Procedures**

- **Initial Screening:** All students must undergo a criminal background check and a drug screen. The background check form will be provided with a specified deadline for return. The drug screen will be performed on-site or at a testing facility.
- **Ongoing Compliance:** Clinical sites and schools reserve the right to require repeat background checks at any time during the academic program.
- **Information Sharing:** Background check results, conviction records (regardless of location), and any self-disclosure information may be shared with affiliated clinical sites throughout the program duration.

Clinical facilities reserve the absolute right to refuse placement to any student based on their background check results or other criteria.

- **Accommodation Process:** If a student is refused by a specific clinical site, the school will make reasonable efforts to provide an alternative site that fulfills the program's objectives.
- **Inability to Meet Requirements:** If the school is unable to secure a suitable clinical placement, the student will be unable to complete the course requirements, and policies for dismissal from the program will be enforced.
- **Licensure Implications:** Any changes or issues present on a student's record will be reviewed by the **State Medical Board of Licensure and Supervision**. This board has the right to refuse a student's application to take the national licensure exam, which is necessary for professional practice.

### **18.9.4 Student Exposure and Injury Policy**

The SWOSU Physical Therapist Assistant (PTA) Program is committed to providing high-quality care and ensuring the safety of all clients, students, staff, and faculty. The program strictly adheres to the standards and guidelines established by SWOSU, the Centers for Disease Control and Prevention (CDC), the Occupational Safety and Health Administration (OSHA), and the American College Health Association (ACHA).

In response to public health concerns regarding communicable diseases (e.g., Hepatitis, Tuberculosis, STDs, and HIV/AIDS), the program strictly enforces Universal Precautions. Students receive comprehensive training in Universal Precautions. This content is reinforced throughout the curriculum and must be applied during all clinical rotations.

#### **Financial Responsibility:**

Students are responsible for implementing Universal Precautions and for all personal expenses incurred in the event of an exposure or injury. Students are strongly encouraged to review their health insurance policies for coverage details.

### **Clinical Facility Responsibility:**

Per the Agreement of Affiliation between SWOSU and its clinical partners:

- The Clinical Site shall provide access to emergency medical care for any student injured on-site.
- The Clinical Site is relieved of this responsibility once the student's personal physician assumes care.
- Any costs not covered by the student's personal insurance must be paid by the student directly to the Clinical Site. SWOSU assumes no financial liability for medical costs resulting from student injury or exposure.

### **18.9.5 Infection Control Guidelines: Standard Precautions**

Appropriate **Standard Precautions** should be taken, as outlined by current Centers for Disease Control and Prevention (CDC) guidelines and Occupational Safety and Health Administration (OSHA) regulations, by all PTA students and are the responsibility of the students. These guidelines describe comprehensive measures for health care workers to use with all patients to reduce the risk of transmission of infectious agents.

The PTA Program complies with the American Physical Therapy Association position that all health care workers must follow Standard Precautions and established infection control procedures to reduce the infection risk to the patient and themselves.

It is the responsibility of the student to follow these guidelines in all healthcare and clinical settings.

### **Core Elements of Standard Precautions**

Standard Precautions include the following practices, which are the minimum standard for all patient care:

#### **1. Hand Hygiene**

- Perform hand hygiene before and after all patient contact, after contact with blood, body fluids, secretions, excretions, non-intact skin, mucous membranes, or contaminated items, and immediately after removing gloves.
- Use an alcohol-based hand rub (ABHR) or wash with soap and water. Use soap and water if hands are visibly soiled.
- Ensure supplies (ABHR, tissues, etc.) are readily accessible in all patient care areas.

#### **2. Personal Protective Equipment (PPE)**

- Wear gloves, gowns, masks, eye protection, or face shields, as appropriate for the anticipated exposure, to protect skin and mucous membranes from contact with blood, all body fluids (except sweat), secretions, excretions, and non-intact skin.
- **Gloves:** Wear for touching blood and body fluids, mucous membranes, or non-intact skin of all patients (e.g., wound care, oral care, suctioning, handling soiled items). Change gloves after contact with each patient and discard them immediately after the task is completed or if they are torn or soiled.
- **Masks, Eye Protection, and Face Shields:** Worn during procedures likely to generate splashes or sprays of blood or other body fluids (e.g., wound debridement, burn care, suctioning, emptying large fluid containers).
- **Gowns/Aprons:** Worn to protect clothing and skin during procedures or activities that are likely to generate splashes or sprays or cause contact with blood or body fluids.
- Remove and discard PPE before leaving the patient's room or care area (except respirators, which are removed after exiting and closing the door).

#### **3. Needles and Sharps Safety**

- Take precautions to prevent injuries when handling sharp instruments and disposing of used needles.

- Needles must not be recapped, purposely bent, broken by hand, or removed from disposable syringes by hand.
  - Used disposable syringes, needles, scalpel blades, and other sharps must be placed in puncture-resistant, leak-proof, closable sharps containers at the point of use.
- 4. Respiratory Hygiene/Cough Etiquette**
- Cover the mouth and nose with a tissue when coughing or sneezing or cough/sneezing into the upper sleeve or elbow.
  - Perform hand hygiene immediately after contact with respiratory secretions.
  - Encourage patients with respiratory symptoms to wear a mask while in common areas and maintain spatial separation (>3 feet) when possible.
- 5. Patient Care Equipment and Environmental Cleaning**
- Handle patient care equipment soiled with blood or body fluids in a manner that prevents transmission and contamination of clothing.
  - Clean and disinfect reusable equipment properly before using on another patient.
  - Ensure routine and targeted cleaning and disinfection of environmental surfaces, especially frequently touched surfaces in the patient care environment. Promptly clean and decontaminate spills of blood or other potentially infectious materials following facility policy.
- 6. Laundry**
- Handle soiled linen as little as possible with minimum agitation.
  - All soiled linen should be bagged at the location where it was used (follow facility policy).
- 7. Waste Management**
- All waste is to be contained at the site of use for transport and disposal (standard waste liners and bags, or appropriate biohazard containers for regulated waste, as per facility policy).
  - Bulk blood, suctioned fluids, excretions, and secretions may be poured down a drain to a sewer following local regulations and facility policy.
- 8. Specimen Collection, Transportation, and Processing**
- All specimens of blood and body fluids are to be placed in a container that prevents leaking during transport.
  - Care should be taken to avoid contaminating the outside of the container and the laboratory form. A contaminated container must be placed in an agency-approved secondary container.
- 9. Resuscitation**
- Use approved resuscitation devices (e.g., Ambu bags, pocket masks) for resuscitation to prevent mouth-to-mouth contact.
  - Gloves and appropriate protective eyewear/masks should be worn if splashes of body fluids are anticipated during the procedure.
- 10. Transmission-Based Precautions (Used in Addition to Standard Precautions)**
- These are used for patients known or suspected to be infected or colonized with epidemiologically important pathogens requiring additional control measures (e.g., tuberculosis [airborne], influenza [droplet], MRSA/VRE [*C. difficile*] [contact]).
  - Specific guidelines for airborne, droplet, and contact diseases are available in all agencies for reference. These precautions require specific PPE and patient placement/room requirements.

## Clinical Education for The HIV/AIDS Infected Student

1. In accordance with the **Americans with Disabilities Act (ADA)**, students living with HIV/AIDS shall not be excluded from clinical education or assigned to restricted clinical rotations based solely on their HIV status. All clinical affiliation sites utilized by the **SWOSU/CKTC PTA Program** are required to comply with federal non-discrimination laws.
2. **Non-Disclosure:** Students are not legally required to disclose their HIV status to clinical sites. If a student chooses to disclose to the Program Director to request **Reasonable Accommodations**, this information will remain confidential and will not be shared with the clinical site without the student's explicit, written consent.
3. **Standard Precautions:** Because the PTA program adheres to **OSHA Bloodborne Pathogen Standards**, all students are trained to treat all patients and body fluids as potentially infectious. This universal approach ensures a safe environment for both the student and the patient, rendering a student's HIV status irrelevant to clinical safety.
4. **Site Compliance:** The program regularly reviews its **Clinical Affiliation Agreements** to ensure partners provide an environment free of discrimination. If a site is found to be in violation of these protections, the program will take immediate action to protect the student's educational rights and placement.

### **18.9.6 Responsibilities of the School**

The school shall designate an Academic Coordinator of Clinical Education (the "ACCE") to serve as the coordinator for the Clinical Rotations to work directly with Facility personnel and coordinate all the activities of Students.

The school shall provide a roster of the names of the ACCE, Instructors and Students (the "Roster"), along with a rotation schedule, to the Coordinator of Clinical Education at the Facility before the Clinical Rotations begin.

For each Student who will participate in the Clinical Rotations, the School shall provide to the Facility verification of the following immunizations and tests: (i) a complete Hepatitis B vaccination series (series of three or waiver); (ii) negative PPD or chest x-ray; (iii) MMR vaccination(s) or positive titer(s); (iv) a written verification of varicella history, varicella vaccination or a varicella titer by a physician or a physician's designee; and (v) a background check.

The school require that each Student, before beginning the Clinical Rotations have current CPR certification that meets standards acceptable to the Facility.

The school shall instruct Students that they are not permitted to accept orders from physicians or other health care professional in person or by telephone or call a physician or physician's office to obtain an order.

The school shall require Students to have transportation to and from the Facility, to arrive and depart promptly, and to park in areas designated by the Facility.

The school shall be responsible for all actions, activities and affairs of Students, the Clinical Instructor and all Instructors during the Clinical Rotations to the extent required by law.

The school shall be responsible for planning and implementing the educational program, including administration, programming, curriculum content, books and materials, faculty appointments, eligibility and admission criteria, Student selection, matriculation, promotion, graduation, Student performance evaluation, Instructor performance evaluation, references and all academic aspects of the Clinical Rotation programs.

### **18.9.7 Responsibilities of the Facility**

The Facility shall designate a Facility employee to serve as its coordinator (the "Facility Coordinator") for the Clinical Rotations and to work directly with the Clinical Instructor and Instructors to plan and coordinate the Clinical Rotations. The Facility may also designate one or more employees to serve as Clinical Instructors.

The Facility shall provide the Clinical Instructor with copies of the Facility's policies, rules, regulations and procedures that are applicable to Students' and Instructors' participation in the Clinical Rotations.

The Facility shall provide an orientation to the Clinical Instructor that includes a tour of the Facility and addresses any facilities or procedures of a particular Facility department pertinent to the Clinical Rotations.

The Facility shall permit Students and Instructors to assist in the provision of physical therapy to Facility patients, but the Facility may restrict their activities, including any patient care activities, at the Facility.

The Facility shall provide parking in designated areas for Students and Instructors.

The Facility shall permit the school and its accreditation agencies to visit, tour and inspect the Facility and its records relating to the Clinical Rotations on reasonable notice during the Facility administration's regular business hours, subject to requirements of patient confidentiality, legal compliance requirements of the Facility, and minimizing disruption or interference with Facility operations, including patient care activities.

The Facility shall make its classrooms, conference rooms and library facilities available to the School for the Clinical Rotations, without charge, subject to availability and Facility policies regarding use of its facilities.

The Facility shall make available emergency care and treatment to Students and Instructors, as necessary, subject to its usual charges.

The Clinical Instructor shall be responsible for the direct supervision of the student in all aspects while on clinical rotations. The Clinical Instructor shall report to the ACCE any areas of concern in regard to the student. The Clinical Instructor is responsible for assessing student performance at their facility using the clinical skills notebook provided to them by the school.

- **Conflicts and Removal of Students**

If a conflict arises between an employee of the Facility, on the one hand, and an Instructor or Student, on the other, the clinical Instructor and Facility Coordinator shall intervene in an attempt to resolve the matter. The Facility may require that the school immediately remove a student or Instructor from a Clinical Rotation when the Facility believes that the individual exhibits inappropriate behavior, is disruptive, does not comply with Facility rules or policies, or poses a threat to the health, safety or welfare of a patient, employee or any other person. In addition, upon receipt of the Roster or at any time after a Clinical Rotation begins, the Facility may refuse to allow any Student or Instructor to participate in the Clinical Rotation if the individual has an unfavorable record with the Facility from previous employment, another clinical rotation or any other reason.

### **18.9.8 Representatives and Warrants of the School**

The school represents and warrants to, and covenants with, the Facility as follows:

Each Student is currently enrolled at the school. Students who are under 18 years of age have obtained written permission of a parent or guardian to participate in the Clinical Rotation; if the student is an emancipated minor, then the student has furnished written authorization to participate in the Clinical Rotation.

Students are required to wear the appropriate attire (specified on the clinical information form) with name badges issued by the school, be well-groomed and make a neat appearance while at the Facility.

A Student may perform duties and procedures for which he or she has been prepared academically, but not any others.

The school shall continuously monitor and evaluate the competence and performance of each Student and shall remove from a Clinical Rotation any Student who is not competent or qualified to participate in the Clinical Rotation.

The instructors are duly licensed to practice Physical Therapy in Oklahoma; the license of each Instructor is unrestricted; and each Instructor must keep his or her license current, in good standing and unrestricted during the entire term of this Agreement.

The Clinical Instructors are experienced, qualified and currently competent to provide the services that are required of them for the Clinical Rotations and any services required of them under this Agreement.

The school has provided the ACCE, Instructors and Students with training on the Facility's policies and procedures with respect to protected health information that is necessary and appropriate for them to carry out the activities contemplated by this Agreement as required by applicable provisions of the Health Information Portability and Accountability Act of 1996 and regulations.

The school has not been excluded, debarred, or otherwise made ineligible to participate in any federal healthcare program as defined in 42 USC § 1320a-7b(f).

All information that has been furnished to the Facility concerning the School, Students and Instructors is true and correct in all respects.

All representatives and warranties in this Agreement shall remain true and correct during the term of this Agreement. If any of the representations and warranties become inaccurate in any way, the school shall immediately notify the Facility.

### **18.9.9 EMPLOYEES OF THE SCHOOL**

Other than any Facility employee designated as an instructor as permitted in this Agreement, the School, and not the Facility, is the employer of the Instructors and ACCE. The school shall be responsible for (a) the compensation and benefits payable and made available to the Instructors and ACCE, and (b) withholding any applicable federal and state taxes and other payroll deductions as required by law.

- **Insurance Coverage**

State Operated Institutions: This provision is applicable to Schools that are owned and operated by the State of Oklahoma. The school represents that it and its faculty are self-insured according to the Oklahoma Governmental Tort Claims Act. The school agrees to furnish verification of professional liability insurance covering the participating Students and Instructors. The Facility shall maintain insurance in amounts sufficient to cover its responsibilities under this Agreement. During the term of this Agreement, the School shall require Students and Instructors to maintain professional liability insurance in the minimum amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate, and with such coverages as may be acceptable to the Facility. Upon request, the school shall arrange for the students to provide a certificate of insurance to the Facility evidence of such coverage and shall notify the Facility immediately if any adverse change in coverage occurs for any reason. The policies shall ensure that they may not be cancelled or terminated without giving the Facility at least 30 days advance notice of cancellation or termination.

Institutions That Are Not State-Operated: This provision is applicable to Schools that are not owned and operated by the State of Oklahoma. During the term of this Agreement, the School shall continuously maintain for itself and for Students and Instructors professional liability insurance in the minimum amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate, and with such coverages as may be acceptable to the Facility. Upon request, the school shall provide a certificate of insurance to the Facility evidencing such coverage and shall notify the Facility immediately if any adverse change in coverage occurs for any reason. The policy shall ensure that it may not be cancelled or terminated without giving the Facility at least 30 days advance notice of cancellation or termination. The Facility shall maintain insurance in amounts sufficient to cover its responsibilities under this Agreement.

### **18.9.9.1 Clinical Education Faculty Development**

The program ACCE is to make clinical on-site visits and/or phone contact every year with each clinical facility. The Clinical Site/Faculty Development Assessment Tool, Evaluation of Clinical Educator, Clinical Faculty Evaluation, and Annual Clinical Site Evaluation are surveys used to allow the CI, student, and program ACCE to verbally communicate areas of needed improvement. Clinical faculty development activities are designed as a direct result of student, CI, and ACCE surveys. Activities are distributed to clinical facilities every other year to ensure the effectiveness of past and present clinical instructors. The development activities are designed to educate CIs on the clinical skills book, grading system, supervision during clinical rotations, learning styles, teaching styles, being an effective mentor, and becoming an effective clinical instructor. This ensures that the designed activities improve the effectiveness of the clinical instructor and meet the needs of the program.

CEU courses are also given at Caddo Kiowa Technology Center via webcast delivered by Jim Thorpe Rehabilitation Hospital. Information over CEU courses are distributed by Jim Thorpe Rehabilitation Hospital to all PT's and PTAs in the state of Oklahoma. Additional CEU courses will be hosted as need arises.

The ACCE will develop and distribute the clinical development activities to all clinical facilities with current contracts via e-mail. The ACCE is in communication with Jim Thorpe Rehabilitation Hospital for CEU courses via webcast.

- **Minimal Clinical Site Requirements**

SWOSU PTA Program's clinical contracts are reviewed on a yearly basis compiling the number of clinical sites and number of individual clinical settings. Minimal site policy requires a minimum of 150% clinical sites.

Procedure for deficient clinical affiliations will fall on the programs ACCE. The ACCE will make on-site visits to facilities in Oklahoma to recruit clinicals for placement of students.

#### **Minimal Requirements for Clinical Instructors**

1. One year's experience following national board certification.
2. Licensed in the state in which they practice.
3. Clinical instructors, both PT and PTA are meeting the CEU course requirements as listed in the State of Oklahoma Physical Therapy Practice Act or in the state in which they reside.
4. Clinical instructor is working at a facility with a current contract and completed CSIF Form with is on file at SWOSU's PTA program.

- **Clinical Facilities Thresholds**

The following thresholds have been set in relation to clinical sites/instructors:

- The program will maintain a minimum of 150% clinical affiliations
- All facilities will have complete CSIF on file
- All facilities will have a current clinical contract on file
- All clinical instructors will have a minimum of one year of experience
- All clinical instructors will hold a current license in their state of practice
- All clinical instructors will maintain the required CEU's for their state

If any of these criteria are not met, they will be reviewed immediately, and a plan of action will be implemented.

# SWOSU PTA Policy and Procedures Book

## Forms

### **Application Forms**

|                              |               |
|------------------------------|---------------|
| Enrollment Confirmation Form | (PPB-APP-001) |
| Early Admission Rubric       | (PPB-APP-002) |
| Regular Admission Rubric     | (PPB-APP-003) |
| Early Admission Instructions | (PPB-APP-004) |
| Interview Eval. Rubric       | (PPB-APP-005) |
| Interview Question Topics    | (PPB-APP-006) |
| Written Application Rubric   | (PPB-APP-007) |

### **Clinical Practicum Forms**

|                                       |               |
|---------------------------------------|---------------|
| Clinical Rotation Information Form    | (PPB-CLI-008) |
| Clinical Site Evaluation              | (PPB-CLI-009) |
| Clinical Instructor Assessment        | (PPB-CLA-010) |
| CI Professional Development Plan      | (PPB-CPD-011) |
| Clinical Site Problem Resolution Form | (PPB-CSR-012) |

### **Assessment Forms**

|                                                      |               |
|------------------------------------------------------|---------------|
| Faculty Development Plan                             | (PPB-ASP-013) |
| Faculty Performance Assessment                       | (PPB-ASP-014) |
| Guest Lecture Assessment                             | (PPB-AF-015)  |
| Employer Assessment for Graduates                    | (PPB-AF-016)  |
| Graduate Assessment Survey                           | (PPB-AS-017)  |
| NPTE Assessment Survey                               | (PPB- AS-018) |
| Faculty Development Plan (Biennial Review)           | (PPB-FDP-029) |
| Stakeholder Policy Feedback Form                     | (PPB-SPF-020) |
| Program Admissions Survey                            | (PPB-PAS-021) |
| Clinical Instructor Student Performance Survey       | (PBB-CIS-022) |
| Program Resource Survey                              | (PBB-PRS-023) |
| Current Student Assessment Survey                    | (PBB-CSS-024) |
| Faculty & Staff Resource and Job Satisfaction Survey | (PPB-FSS-025) |
| Student Resource Survey                              | (PPB-SRS-026) |

### **Program Specific Forms**

|                                    |               |
|------------------------------------|---------------|
| Student Affirmation and Honor Code | (PPB-PSF-027) |
| Incivility Resolution              | (PBB-PSF-028) |
| Clinical Grievance Hierarchy Form  | (PPB-PSF-029) |
| Equipment Inspection Form          | (PPB-EIF-030) |
| Safety Items Form                  | (PPB-SIF-031) |

**SWOSU PTA Program  
Enrollment Confirmation Form**

**202X-202X Academic Year**

Please complete and return this form by **[Insert Date]** to confirm your intent to enroll or to decline your position in the Physical Therapist Assistant (PTA) program.

**Section 1: Status Election**

*(Please check one)*

☐ **I ACCEPT** my selection into the SWOSU PTA program.

- I understand that my acceptance is **contingent** upon the successful completion of any deficiencies outlined in my admission letter.
- I acknowledge that this form serves to reserve my placement and does not constitute a final guarantee of enrollment unless my admission letter states "complete application, no deficiencies noted."

☐ **I DECLINE** my selection into the SWOSU PTA program for the upcoming academic year.

- *Optional: I am declining because...* \_\_\_\_\_

**Section 2: Student Information & Signature**

*To ensure you receive orientation materials, please provide your current contact details.*

**Full Name (Printed):** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SWOSU PHYSICAL THERAPIST ASSISTANT PROGRAM**  
**Early Admission Scoring Rubric**

|                                                                                                                                                                                       | Points Possible                                                                                   | Points received |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------|
| <b>SWOSU Student:</b> At least 1 Semester (12hrs) completed<br>Currently in 1 <sup>st</sup> Semester (12hrs) enrolled<br>With SWOSU                                                   | 5 points<br>3 points                                                                              |                 |
| <b>Geographic Location:</b> Western Okla. (west of I-35)                                                                                                                              | 3 points                                                                                          |                 |
| <b>GPA Achieved:</b> SWOSU PTA GE/pre-req Courses:<br><br>English I&II, Med Term, A/P I&II, History PT, Functional Anat, General Psych, U.S. History, Math, American Gov and Politics | 4.0-----5 points<br>3.75-----4 points<br>3.5-----3 points<br>3.25-----2 points<br>3.0-----1 point |                 |
| <b>Work Experience:</b> Physical Therapy Aide or experience in a health-related field (minimum 6 months)                                                                              | 4 points (PT Aid)<br>2 points (Other health-related)                                              |                 |
| <b>Degree:</b> Possesses a Degree at the time of application.<br>Master Degree<br>Bachelor Degree<br>Associate Degree or completed 62 hours                                           | 6 points<br>4 points<br>2 points                                                                  |                 |
| <b>Overall GPA:</b><br>3.50-3.6<br>3.61-3.7<br>3.71-3.8<br>3.81-3.9<br>3.91-4.0                                                                                                       | 1 points<br>2 points<br>3 points<br>4 points<br>5 points                                          |                 |
| <b>Written Application</b><br><br>Grammar/Spelling – 3 points<br>Answers – 3 points                                                                                                   | 6 points                                                                                          |                 |
| <b>References</b><br><br>Truly Exceptional<br>Outstanding                                                                                                                             | 4 points<br>2 points                                                                              |                 |
| <b>Observation Form</b> – 20 Hours<br>2 points Truly Exceptional Rating<br>1 point Outstanding Rating                                                                                 | 2 points                                                                                          |                 |
| <b>Total Points</b><br><br>Applicant Name: _____                                                                                                                                      | 40                                                                                                |                 |

**SWOSU PHYSICAL THERAPIST ASSISTANT PROGRAM**  
**Regular Admission Scoring Sheet**

|                                                                                                                                                                                                                 | Points Possible                                          | Points received |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------|
| <b>Interview</b>                                                                                                                                                                                                | 20                                                       |                 |
| <b>SWOSU Student:</b> At least 1 Semester (12hrs) completed<br>Currently in 1 <sup>st</sup> Semester (12hrs) enrolled                                                                                           | 5 points<br>3 points                                     |                 |
| <b>Geographical Location:</b> Western Okla. (west of I-35)                                                                                                                                                      | 3 points                                                 |                 |
| <b>GE/Pre-Req. Courses Completed:</b> (with A or B - 0.5 points each)<br><br>English I&II, Med Term, A/P I&II, History of PT, Functional Anat,<br>General Psych, U.S. History, Math, American Govt and Politics | 11                                                       |                 |
| <b>Work Experience:</b> Physical Therapy Aide or experience in a health-related field (minimum 6 months)                                                                                                        | 4 points (PT Aid)<br>2 points (Other)                    |                 |
| <b>Degree:</b> Possesses a degree at the time of application.<br>Master Degree<br>Bachelor Degree<br>Associate Degree or completed 62 hours                                                                     | 6 points<br>4 points<br>2 points                         |                 |
| <b>Overall GPA:</b><br>3.50-3.6<br>3.61-3.7<br>3.71-3.8<br>3.81-3.9<br>3.91-4.0                                                                                                                                 | 1 points<br>2 points<br>3 points<br>4 points<br>5 points |                 |
| <b>Written Application:</b><br><br>Grammar/Spelling – 3 points<br>Answers – 3 points                                                                                                                            | 6 points                                                 |                 |
| <b>References:</b><br>Truly Exceptional<br>Outstanding                                                                                                                                                          | 4 points<br>2 points                                     |                 |
| <b>Observation Form:</b> Minimal 20 Hours<br>2 points Truly Exceptional Rating<br>1 point Outstanding Rating                                                                                                    | 2 points                                                 |                 |
| <b>Total Points</b><br><br>Applicant Name: _____                                                                                                                                                                | 66                                                       |                 |



### Early Decision Admission Opportunity -PTA

Students with outstanding academic achievement are invited to apply for Early Decision admission to our Physical Therapist Assistant Program, which offers priority consideration for up to 60% of available program seats. This pathway is designed for applicants who have demonstrated strong preparation and meet the following criteria:

1. Cumulative GPA of 3.5 or higher
  2. Completion of all prerequisite and general education courses
  3. Grade of A in Human Anatomy or equivalent course
  4. Over 45 total college hours
- \*\*\*\*ALL FOUR CRITERIA MUST BE\*\*\*\***

### COMPLETED AT THE TIME OF APPLICATION

See the tiered structure below for application and program-selection notification deadlines. Those admitted through the Early Decision process can secure their place in the program before the regular admission cycle. Applicants who are not offered early admission in either Level 1 or 2, will automatically have their applications reconsidered during the standard review period and will remain eligible for admission through the regular admission application process.

### Tiered Early Decision Structure

Within the Early Decision Admission Opportunity, applicants will be reviewed in the following tiers:

- **Level 1 Early Admission:**
  - Applicants who meet all early admission opportunity requirements with a cumulative GPA of at least 3.75 and a minimum of 60 completed college credit hours are eligible to apply as Level 1 Early Admission candidates.
  - Level 1 Early **Admission applications** must be completed and submitted by **January 30th** for priority review within the Early Decision pool. **Notification** of selection will be by **February 30th**.
  - Qualified Level 1 applicants will be reviewed first and may receive early offers of admission, contingent upon continued academic performance and completion of all prerequisite and program requirements.
- **Level 2 Early Admission:**
  - Applicants who meet all early admission opportunity requirements with a cumulative GPA of at least 3.50 and a minimum of 45 completed college credit hours are eligible to apply as Level 2 Early Admission candidates.
  - Level 2 Early **Admission applications** must be completed and submitted by **February 15th** for priority review. **Notification** of selection will be by **February 30th**.
  - Qualified Level 2 applicants may receive early offers of admission, contingent upon continued academic performance and completion of all prerequisite and program requirements.
- **Regular Admission:**
  - Applicants who do not meet Level 1 or Level 2 criteria, or who **apply** after the early admission deadlines but on or before **March 1st**, will be considered in the regular admission pool according to the standard program admission criteria and timelines. **Notification** of selection will be by **April 30<sup>th</sup>**.

| Feature                       | Level 1 Early Admission | Level 2 Early Admission | Regular Admission |
|-------------------------------|-------------------------|-------------------------|-------------------|
| Application Deadline          | January 30th            | February 15th           | March 1st         |
| Notification Of Acceptance by | February 30th           | February 30th           | April 30th        |
| GPA Requirement               | 3.75+                   | 3.50+                   | 2.70+             |
| Credit Hours                  | 60+ hours               | 45+ hours               | 15                |
| Review Priority               | First Priority          | Second Priority         | Standard Pool     |

### Important Information

- **Automatic Reconsideration:** Applicants not selected during the Early Decision phase 1 are automatically rolled into the phase 2 selection. Those not selected are then rolled into the Regular Admission pool for reconsideration—no second application is required.
- **Contingency:** All early offers are contingent upon maintaining academic performance and successfully completing any final program-specific requirements.

\*\*\*\*\*

**Final student acceptance into the initial PTA cohort is pending CAPTE candidacy approval, which is expected by June 2027. Official student acceptance notifications will be issued immediately following this approval. We appreciate your patience during this regulatory process.**

**SWOSU PTA Program**  
**Interview Evaluation Rubric (20 Points)**

Form (PPB-APP-005)

| Criteria                | 4 - Exceptional                                                                                     | 3 - Strong                                                         | 2 - Average                                                          | 1 - Developing                                                 |
|-------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------|
| <b>Professionalism</b>  | Polished, professional attire; excellent non-verbal cues (eye contact, posture).                    | Professional appearance; good eye contact and engagement.          | Casual but acceptable; inconsistent non-verbal engagement.           | Unprofessional attire or poor demeanor (disengaged).           |
| <b>Communication</b>    | Articulate, concise, and highly persuasive; no filler words.                                        | Clear and easy to understand; logically structured answers.        | Generally clear but occasionally rambles or uses excessive fillers.  | Difficult to follow; vague or extremely brief responses.       |
| <b>Clinical Insight</b> | Deep understanding of the PTA role vs. PT; cites specific <a href="#">observation experiences</a> . | Good grasp of PTA responsibilities; understands the "team" aspect. | Basic understanding of the field; limited reflection on observation. | Confuses PTA role with other fields; lacks clinical awareness. |
| <b>Problem Solving</b>  | Provides specific, complex examples of handling conflict or stress.                                 | Can describe a past challenge and a logical resolution.            | Struggles to think of examples or provides "surface-level" answers.  | Unable to provide examples of overcoming difficulty.           |
| <b>Program Fit</b>      | Demonstrates specific research into <a href="#">SWOSU's PTA program</a> ; clear, long-term goals.   | Knows program basics; expresses genuine interest in the field.     | General interest in healthcare; unsure why they chose SWOSU.         | No clear motivation for this program or the career path.       |

**TOTAL INTERVIEW SCORE:** \_\_\_\_\_ / 20

**Applicant Name:**

**Date:**

**SWOSU PTA Program**  
**Interview Question Topics**

**Category: Clinical Insight & Motivation**

- **Item 1:** Career Choice & Motivation
- **Item 2:** Professional Role Awareness & Collaboration
- **Item 3:** Clinical Observation Reflection
- **Item 4:** Professional Goals & Program Alignment

**Category: Problem Solving & Ethics**

- **Item 5:** Patient Management & Conflict Resolution
- **Item 6:** Ethical Decision-Making & Integrity
- **Item 7:** Critical Thinking & Adaptability
- **Item 8:** Clinical Safety & Professional Judgment

**Category: Professionalism & Soft Skills**

- **Item 9:** Stress Management & Resiliency
- **Item 10:** Interpersonal Conflict Resolution
- **Item 11:** Cultural Competence & Communication
- **Item 12:** Receptiveness to Feedback & Self-Improvement

(PPB-APP-007)

**SWOSU PTA Program**  
**Written Application Rubric**

**A. Grammar & Spelling (3 Points)**

- **3 pts:** Zero to 1 minor error; professional tone and sophisticated sentence structure.
- **2 pts:** 2–4 minor errors; clear writing but basic structure.
- **1 pt:** Multiple errors that occasionally distract from the meaning.
- **0 pts:** Significant errors throughout; difficult to read.

**B. Quality of Answers (3 Points)**

- **3 pts:** Answers are insightful, specific, and directly address all parts of PTA.
- **2 pts:** Answers are complete but generic (uses "I want to help people" without specific examples).
- **1 pt:** Answers are brief, incomplete, or fail to address the prompt's core question.
- **0 pts:** No effort shown or content is irrelevant.

**TOTAL WRITTEN SCORE:** \_\_\_\_\_ / 6

**APPLICANT NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SWOSU PTA Program**  
**Clinical Rotation Information Form**

**I. Facility & Department Contact Information**

- **Facility Name:** \_\_\_\_\_
- **Physical Address:** \_\_\_\_\_
- **Clinical Center Web Address:** \_\_\_\_\_
- **Center Coordinator of Clinical Education (CCCE):** \_\_\_\_\_
- **CCCE Phone/Email:** \_\_\_\_\_
- **Primary Clinical Instructor (CI):** \_\_\_\_\_
- **CI Phone/Email:** \_\_\_\_\_
- **PT Department Phone & Extension:** \_\_\_\_\_

**II. Location & Travel Instructions**

- **Parking Instructions:** (e.g., Designated student lot, parking permit required, or street parking)

- 
- **Public Transit/Travel Directions:** \_\_\_\_\_
  - **Entry Instructions:** (e.g., Main entrance, staff badge-only door, or check-in at security) \_\_\_\_\_

**III. Student Dress Code & Personal Appearance**

Students must adhere to the facility dress code at all times.

- **Required Attire:** [ ☐ ] Scrubs (Color: \_\_\_\_\_) [ ☐ ] Polo & Slacks [ ☐ ] Lab Coat [ ☐ ] Other: \_\_\_\_\_
- **Identification:** Facility-issued or student ID badge must be worn visibly.
- **Footwear:** Closed-toe, non-slip athletic or professional shoes.
- **Equipment:** A watch with a second hand (analog or digital) is required.
- **Grooming Standards:**
  - Nails must be short, clean, and free of artificial enhancements.
  - Tattoos must be covered and long hair tied back neatly.
  - Avoid heavy fragrances; scents should be minimized in patient care areas.

**IV. Facility Rules & Student Requirements**

- **Work Hours:** Typically 40 hours per week; students must follow CI's schedule.
- **Attendance Policy:** Notify both CI and Academic Coordinator (ACCE) prior to any absences.
- **Documentation:** Students must sign patient records according to state practice acts.
- **Supervision:** Students require appropriate supervision based on the setting and [APTA supervision levels](#).
- **Cell Phone Policy:** Personal devices are restricted to designated breaks/emergencies.
- **Confidentiality:** Strict adherence to HIPAA and facility privacy policies is mandatory.

**V. Required Documentation Checklist (Due Before Day 1)**

- TB Skin Test / Medical Exam
- Proof of Health & Malpractice Insurance
- Background Check & Drug Screen
- CPR / BLS Certification

(PBB-CLI-009)

### Clinical Site Evaluation

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

ACCE: \_\_\_\_\_ Setting Type: \_\_\_\_\_

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#### Instructions

Please rate the clinical site based on the following scale. Place an 'X' or circle the appropriate number.

- **5: Exceptional** (Exceeds all expectations)
- **4: Proficient** (Meets all expectations consistently)
- **3: Satisfactory** (Adequate, meets minimum standards)
- **2: Needs Improvement** (Inconsistent or lacks resources, requires an action plan)
- **1: Unsatisfactory** (Does not meet program standards, requires an action plan)
- **N/A: Not Applicable / Not Observed**

---

#### I. Facility & Learning Resources

| Criteria                                                                                  | Rating       |
|-------------------------------------------------------------------------------------------|--------------|
| 1. The site facilitates interprofessional interaction with various healthcare providers.  | 1 2 3 4 5 NA |
| 2. Therapeutic modalities are available and accessible for student instruction/practice.  | 1 2 3 4 5 NA |
| 3. A diverse range of rehab equipment is available for student instruction/practice.      | 1 2 3 4 5 NA |
| 4. Evidence-based resources (journals, texts, models) are accessible on-site.             | 1 2 3 4 5 NA |
| 5. Clinical and educational space is adequate for both patient care and student learning. | 1 2 3 4 5 NA |

#### II. Clinical Education & Environment

| Criteria                                                                                 | Rating       |
|------------------------------------------------------------------------------------------|--------------|
| 6. The environment is active, stimulating, and conducive to PTA learning needs.          | 1 2 3 4 5 NA |
| 7. The site provides a sufficient variety of patient diagnoses and learning experiences. | 1 2 3 4 5 NA |
| 8. The number of Clinical Instructors (CIs) is sufficient to support the student load.   | 1 2 3 4 5 NA |
| 9. A qualified Site Coordinator (SCCE) effectively manages student assignments.          | 1 2 3 4 5 NA |
| 10. CIs demonstrate effective teaching behaviors and adult learning principles.          | 1 2 3 4 5 NA |
| 11. CIs demonstrate professional engagement (e.g., APTA membership, specialty certs).    | 1 2 3 4 5 NA |

#### III. Overall Recommendation

| Criteria                                                                      | Rating       |
|-------------------------------------------------------------------------------|--------------|
| 12. I recommend continued use of this site for SWOSU/CKTC clinical rotations. | 1 2 3 4 5 NA |

---

#### Comments & Qualitative Feedback

Identify specific strengths or areas requiring program intervention:

ACCE Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Part IV: Student Perspective (To be completed by Student or via Exit Interview)**

| Criteria                                                                     | Rating       |
|------------------------------------------------------------------------------|--------------|
| 13. The CI provided timely and constructive feedback on my performance.      | 1 2 3 4 5 NA |
| 14. I felt safe to ask questions and admit when I was unsure of a task.      | 1 2 3 4 5 NA |
| 15. The caseload was appropriate for my current level of PTA training.       | 1 2 3 4 5 NA |
| 16. I was given sufficient opportunities to practice hands-on interventions. | 1 2 3 4 5 NA |

**Part V: Clinical Exposure & Diagnosis Tracking**

*Student: Please check all diagnostic categories encountered during this rotation.*

| Musculoskeletal                                           | Neuromuscular                                         | Cardiopulmonary                                      |
|-----------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Post-Surgical (TKA, THA, TSA)    | <input type="checkbox"/> Stroke / CVA                 | <input type="checkbox"/> CHF / Hypertension          |
| <input type="checkbox"/> Sprains, Strains, & Tears        | <input type="checkbox"/> Traumatic Brain Injury (TBI) | <input type="checkbox"/> COPD / Emphysema            |
| <input type="checkbox"/> Spinal Disorders (LBP, Stenosis) | <input type="checkbox"/> Spinal Cord Injury (SCI)     | <input type="checkbox"/> Post-MI / Cardiac Rehab     |
| <input type="checkbox"/> Osteoarthritis / Rheumatoid      | <input type="checkbox"/> Parkinson's Disease          | <input type="checkbox"/> Peripheral Vascular Disease |
| <input type="checkbox"/> Amputation / Prosthetics         | <input type="checkbox"/> Multiple Sclerosis (MS)      | <input type="checkbox"/> General Deconditioning      |
| Integumentary & Other                                     | Pediatric (If Applicable)                             | Specialized Care                                     |
| <input type="checkbox"/> Wound Care / Ulcers              | <input type="checkbox"/> Developmental Delay          | <input type="checkbox"/> Vestibular / Balance        |
| <input type="checkbox"/> Burn Management                  | <input type="checkbox"/> Cerebral Palsy               | <input type="checkbox"/> Pelvic Health               |
| <input type="checkbox"/> Lymphedema                       | <input type="checkbox"/> Spina Bifida                 | <input type="checkbox"/> Chronic Pain Mgmt           |
| <input type="checkbox"/> Diabetic Foot Care               | <input type="checkbox"/> Genetic Disorders            | <input type="checkbox"/> Oncology Rehab              |

**Part VI: Final Summary**

Identify the top 3 most frequent diagnoses treated:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Part VII: Interventions & Skills Log**

*Student: Check all interventions performed. Clinical Instructor (CI): Please initial to confirm safe, competent execution.*

| Therapeutic Exercise & Activity     | Performed                | CI Initials |
|-------------------------------------|--------------------------|-------------|
| Range of Motion (PROM, AAROM, AROM) | <input type="checkbox"/> |             |
| Strengthening / Resistance Training | <input type="checkbox"/> |             |
| Stretching (Static, Dynamic, PNF)   | <input type="checkbox"/> |             |

|                                   |                          |
|-----------------------------------|--------------------------|
| Balance / Proprioception Training | <input type="checkbox"/> |
| Aerobic Conditioning / Endurance  | <input type="checkbox"/> |
| Neuromuscular Re-education        | <input type="checkbox"/> |

|                                                                |                          |                    |
|----------------------------------------------------------------|--------------------------|--------------------|
| <b>Functional Mobility &amp; Gait</b>                          | <b>Performed</b>         | <b>CI Initials</b> |
| Bed Mobility & Positioning                                     | <input type="checkbox"/> |                    |
| Transfers (Sit-to-Stand, Sliding Board, etc.)                  | <input type="checkbox"/> |                    |
| <a href="#">Gait Training</a> (with/without Assistive Devices) | <input type="checkbox"/> |                    |
| Stair Training / Architectural Barriers                        | <input type="checkbox"/> |                    |
| Wheelchair Management & Fitting                                | <input type="checkbox"/> |                    |

|                                          |                          |                    |
|------------------------------------------|--------------------------|--------------------|
| <b>Physical Agents &amp; Modalities</b>  | <b>Performed</b>         | <b>CI Initials</b> |
| Therapeutic Ultrasound                   | <input type="checkbox"/> |                    |
| Electrical Stimulation (TENS, NMES, IFC) | <input type="checkbox"/> |                    |
| Cryotherapy (Ice Packs, Ice Massage)     | <input type="checkbox"/> |                    |
| Thermotherapy (Hot Packs, Paraffin)      | <input type="checkbox"/> |                    |
| Mechanical Traction (Cervical/Lumbar)    | <input type="checkbox"/> |                    |
| Intermittent Compression                 | <input type="checkbox"/> |                    |

|                                           |                          |                    |
|-------------------------------------------|--------------------------|--------------------|
| <b>Other Clinical Skills</b>              | <b>Performed</b>         | <b>CI Initials</b> |
| Soft Tissue Mobilization / Massage        | <input type="checkbox"/> |                    |
| Wound Care / Dressing Changes             | <input type="checkbox"/> |                    |
| Patient / Caregiver Education             | <input type="checkbox"/> |                    |
| Data Collection (MMT, Goniometry, Vitals) | <input type="checkbox"/> |                    |

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

## Clinical Instructor (CI) Assessment

**Purpose:** Your feedback is vital for the continuous improvement of our clinical partnerships. Data is aggregated and shared anonymously with CIs at year-end to foster professional growth.

**CI Name:** \_\_\_\_\_ **Clinical Site:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Rotation Dates:** // \_\_\_\_ to // \_\_\_\_

---

### Quantitative Evaluation

*Please select the number that best reflects your experience with your CI.*

**Key:** 1= Never | 2= Rarely | 3= Occasionally | 4= Frequently | 5= Always | **N/A**= Not Observed

#### I. Professionalism & Role Modeling

1. Demonstrates a high level of professional ethics and legal standards. 1 2 3 4 5 N/A
2. Models a positive attitude toward the PT profession and the PTA role. 1 2 3 4 5 N/A
3. Exhibits self-confidence and proficiency in clinical skills. 1 2 3 4 5 N/A
4. Prioritizes patient safety and advocates for patient needs. 1 2 3 4 5 N/A

#### II. Communication & Feedback

5. Clearly defines expectations and learning objectives early in the rotation. 1 2 3 4 5 N/A
6. Provides specific, timely, and constructive "real-time" feedback. 1 2 3 4 5 N/A
7. Handles sensitive corrections or conflict privately and professionally. 1 2 3 4 5 N/A
8. Actively listens and remains approachable for questions/concerns. 1 2 3 4 5 N/A

#### III. Instructional Quality & Critical Thinking

9. Relates academic theory and Evidence-Based Practice to clinical interventions. 1 2 3 4 5 N/A
10. Uses questioning techniques to foster my clinical reasoning/problem-solving. 1 2 3 4 5 N/A
11. Gradually increases my autonomy based on my demonstrated competence. 1 2 3 4 5 N/A
12. Facilitates exposure to a variety of diagnoses and treatment techniques. 1 2 3 4 5 N/A
13. Admits knowledge gaps and demonstrates how to research the correct info. 1 2 3 4 5 N/A

### Qualitative Feedback

**1. Strengths:** What were the most effective aspects of this CI's teaching style or clinical expertise? (e.g., "Excellent at explaining manual therapy," or "Great at pacing the day.")

**2. Areas for Growth:** Provide 1–2 specific suggestions for how this CI could improve the learning experience for future students.

**3. Site Resources:** Did the clinical site provide adequate space, equipment, and a welcoming environment for a PTA student?

**4. Overall Rating:** How would you rate this CI as a clinical educator?

☐ Exceptional ☐ Effective ☐ Satisfactory ☐ Inconsistent ☐ Unsatisfactory

## **Clinical Professional Development Plan (PDP)**

**Date of Review:** [Insert Date]

**Site Name:** [Insert Facility Name]

**Clinical Instructor (if applicable):** [Insert Name]

**Reviewer:** [ACCE Name]

---

### **I. Identification of Deficiencies**

*Based on the APTA Student Evaluation of Clinical Experience or ACCE Annual Assessment.*

- **Average Score Received:** [e.g., 2.4/5.0]
- **Primary Areas of Concern:** (Check all that apply)
  - Communication/Feedback delivery
  - Alignment with PTA Scope of Practice
  - Clinical Reasoning Support
  - Administrative/Site Orientation
  - Other: [Specify]
- **Summary of Narrative Feedback:** [Insert brief summary of student/ACCE comments]

### **II. Required Development Activities**

*To be completed by the CI or Facility Representative before returning to Active Status.*

1. **Instructional Module:** Complete the APTA Clinical Instructor Education & Credentialing Program (CIECP) or equivalent program-provided module.
2. **Mentorship:** Shadowing of a Lead CI or meeting with the ACCE to review CPI Performance Criteria.
3. **Documentation Review:** Submission of a sample student weekly planning form or feedback log.

### **III. Timeline and Completion**

- **Proposed Completion Date:** [Date]
- **Follow-up Meeting Date:** [Date]
- **Site Status:** [ ] INACTIVE (No student placements permitted)

### **IV. Final Validation (Post-Development)**

- **ACCE Assessment of Progress:** [Successful / Unsuccessful]
- **ACCE Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_
- **Site/CI Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_
- **New Status:** [ ] ACTIVE (Eligible for student placement)

Clinical Site Problem Resolution Form



## Faculty Development Plan

**Faculty Name:** \_\_\_\_\_ | **Academic Cycle:** [20\*\*-20\*\*]

**Current Position:** \_\_\_\_\_ | **Date of Review:** \_\_\_\_\_

### **I. Annual Instructional Development (Current Year)**

*Identify and prioritize three specific areas for growth to enhance your effectiveness as an educator.*

1. **Priority 1:** \_\_\_\_\_
2. **Priority 2:** \_\_\_\_\_
3. **Priority 3:** \_\_\_\_\_

**Narrative/Comments:** (Describe the specific need or student feedback driving these priorities.)

### **II. Long-Term Professional Goals (5-Year Outlook)**

*Aligned with CAPTE Standard 4G, goals should ideally cover teaching methodology, clinical expertise, and scholarship/service.*

| Goal Description | Target Date | Status / Metric for Success          |                                      |                              |
|------------------|-------------|--------------------------------------|--------------------------------------|------------------------------|
| 1.               |             | <input type="checkbox"/> Not Started | <input type="checkbox"/> In Progress | <input type="checkbox"/> Met |
| 2.               |             | <input type="checkbox"/> Not Started | <input type="checkbox"/> In Progress | <input type="checkbox"/> Met |
| 3.               |             | <input type="checkbox"/> Not Started | <input type="checkbox"/> In Progress | <input type="checkbox"/> Met |

### **III. Action Plan & Resource Requirements**

*What specific steps and resources (e.g., APTA Learning Center courses, journal subscriptions, or workshops) are needed to achieve the goals above?*

- **Required Resources:** \_\_\_\_\_
- **Budgetary Needs (if any):** \_\_\_\_\_
- **Timeline for Implementation:** \_\_\_\_\_

### **IV. Program Leadership Recommendations**

*To be completed by the Program Director or Faculty Peer Reviewer.*

- **Recommended Areas of Concentration:** \_\_\_\_\_
- **Alignment with Program Mission:** ☐ Yes ☐ No
- **Additional Support Offered:** \_\_\_\_\_



## Chair Evaluation of Faculty

Academic Year \_\_\_\_\_

College of \_\_\_\_\_

School of \_\_\_\_\_

Department of \_\_\_\_\_

### PART I. STATEMENT OF PURPOSE

SOUTHWESTERN OKLAHOMA STATE UNIVERSITY is a community of scholars who pursue knowledge through study and research and who then transmit through teaching and publication that which they have learned. Since Southwestern is accountable to the society that sanctions and sustains its existence, prudence dictates that it periodically render judgment on the professional and instructional effectiveness of its faculty so that it might properly reward excellence and offer guidance for improving professional competencies where warranted. The ultimate purpose of this evaluation is to assure that Southwestern's students will receive the high quality education to which they are entitled and that society will otherwise benefit from its indulgence.

### PART II. PERSONAL DATA

Department

NAME \_\_\_\_\_

RANK \_\_\_\_\_

Tenure granted \_\_\_\_\_

Highest Degree Earned \_\_\_\_\_ University \_\_\_\_\_

Joined SWOSU Faculty \_\_\_\_\_ Total Years Experience in Higher Education \_\_\_\_\_ years

Total Years Experience in Public School Education \_\_\_\_\_ years

Total Years Additional Professional Experience \_\_\_\_\_ years

### PART III. ACADEMIC EVALUATION

#### CATEGORY A. INSTRUCTIONAL EFFECTIVENESS

**Strengths**

**Concerns**

## **Guest Lecture Assessment**

**Subject:** Feedback Request: Guest Lecture by [Lecturer Name]

Dear Students,

Thank you for participating in today's guest lecture. To help us maintain the quality of our PTA program and provide valuable feedback to our speakers, please take a moment to complete this brief evaluation.

### **Lecture Details**

- **Guest Lecturer:** [Name]
- **Course:** [Course Name/Number]
- **Subject:** [Topic]

### **Evaluation**

*Please rate the following on a scale of 1 to 5:*

**(5: Strongly Agree | 4: Agree | 3: Neutral | 2: Disagree | 1: Strongly Disagree)**

### **Instruction & Delivery**

- The presenter explained concepts and theories clearly: [   ]
- The presenter was well-organized and prepared: [   ]
- The presenter used enough examples/demonstrations to clarify instruction: [   ]

### **Content & Relevance**

- The material was engaging and held my interest: [   ]
- The content effectively supplemented our current coursework: [   ]
- The handouts and visual aids (slides) were high quality and easy to follow: [   ]

### **Lab Component (if applicable)**

- Lab time was used effectively for hands-on learning: [   ]
- The instructor provided helpful feedback during lab activities: [   ]

### **Overall Impact**

- Overall, this lecture was a valuable addition to the course: [   ]

### **Open Feedback**

- **What was the most valuable takeaway from this session?**  
[Answer here]
- **Do you have any suggestions for improving this presentation?**  
[Answer here]

**Employer Assessment for Graduates**  
**For Graduate Performance**

Subject: Graduate Performance Survey: Feedback on SWOSU PTA Graduates

Dear [Supervisor Name],

As part of our commitment to maintaining the highest standards for the **SWOSU Physical Therapist Assistant Program**, we are reaching out to gather feedback on our recent graduates currently in your employment.

Your insights are vital for our program's accreditation and continuous improvement. Please take a moment to evaluate the professional performance of **[Employee Name]** (Class of [Year]).

**Facility & Employment Overview**

- **Facility Type:** [Acute / Rehab / Skilled Care / Outpatient / Home Health / Other]
- **Number of SWOSU/CKTC graduates currently employed at your site:** [ ]

**Performance Evaluation**

*Please rate the employee's entry-level preparation on a scale of 1 (Poor) to 5 (Excellent):*

- 1. Professionalism:** Interpersonal communication and ethical conduct.

[1] [2] [3] [4] [5]

- 2. Clinical Reasoning:** Problem-solving and working within the established Plan of Care.

[1] [2] [3] [4] [5]

- 3. Clinical Proficiency:** Treatment of Musculoskeletal, Neurological, and Cardiopulmonary conditions.

[1] [2] [3] [4] [5]

- 4. Collaborative Care:** Effective documentation and teamwork with other healthcare providers.

[1] [2] [3] [4] [5]

- 5. Cultural Competence:** Responding to diverse patient needs and values.

[1] [2] [3] [4] [5]

**Program Feedback**

- **Strengths:** What are the primary strengths of PTA graduates from our program?
- **Growth Areas:** In which areas could our graduates be better prepared?
- **Future Hiring:** Would you consider hiring another SWOSU PTA graduate in the future? [Yes / No]

Thank you for your time and for your dedication to the clinical education of future PTAs. If you prefer to mail a physical copy, please send it to the address listed below.

Sincerely,

**Jy Bass, M.Ed., PTA, AT(r)**

Program Director, Physical Therapist Assistant Program

Southwestern Oklahoma State University

100 Campus Drive

Weatherford, OK 73096

## **Graduate Assessment Survey**

### **Subject: We Value Your Feedback: PTA Program Graduate Survey**

Dear Graduate,

Congratulations on your career as a Physical Therapist Assistant! As we strive to maintain the highest standards for our PTA Program, your feedback is essential. Please take a few moments to complete this brief survey regarding your transition from the classroom to the clinic.

### **I. PERSONAL & LICENSURE INFORMATION**

- **Full Name:**
- **Graduation Year:**
- **Current Mailing Address:**
- **Primary Phone Number:**
- **States where you are currently licensed:**

### **II. EMPLOYMENT HISTORY**

*Please list your employment history since graduation, starting with your current role. Include full-time, part-time, or contract positions.*

- **Employer Name & Address:**
- **Job Title/Position:**
- **Status (Full-time/Part-time/PRN):**
- **Facility Type (e.g., Acute, Rehab, Outpatient, Home Health, SNF, Pediatrics, etc.):**

*(Repeat the above for additional previous employers)*

### **III. PROGRAM PREPARATION ASSESSMENT**

*Please rate how well the PTA program prepared you for entry-level practice using the following scale:*

**5 = Excellent | 4 = Good | 3 = Average | 2 = Fair | 1 = Poor | NA = Not Applicable**

1. Interpersonal and professional communication:
2. Clinical problem-solving and critical thinking:
3. Working within a PT's Plan of Care while using independent judgment:
4. Demonstration of medical and professional ethics:
5. Management of musculoskeletal conditions:
6. Management of neurological disease or trauma:
7. Management of cardiopulmonary disease or trauma:
8. Management of metabolic/oncological/complex medical conditions:
9. Instilling the importance of lifelong learning:
10. Fostering wellness and preventative behaviors:
11. Partnering with patients and families in the care process:
12. Interprofessional collaboration and teamwork:

13. Understanding cost implications and resource management:
14. Professional development and accountability:
15. Cultural competence and sensitivity to diverse populations:
16. Responding to community-specific health needs:
17. Effective and thorough clinical documentation:

---

#### **IV. OPEN FEEDBACK**

Please share any additional comments regarding our curriculum, course sequencing, faculty, or clinical education sites:

---

Thank you for your time and your continued dedication to the profession.

**Please reply directly to this email or mail a printed copy to:**

Jy Bass, M.Ed., PTA, AT(r)  
Program Director, Physical Therapist Assistant Program  
100 Campus Drive  
Weatherford, OK 73096

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**NPTE ASSESSMENT SURVEY**

**Subject:** We value your feedback: National PTA Board Exam Survey

**Dear [Student Name],**

On behalf of the **SWOSU Physical Therapist Assistant Program**, a huge congratulations on completing your NPTE! We are incredibly proud of your hard work and transition into the profession.

To help us maintain the highest standards for future SPTAs, we would appreciate 2–3 minutes of your time to provide feedback on your board preparation experience. Your insights are essential for our program's growth.

**Graduate Information:**

- **Student Name:** [Pre-filled]
- **Date of Exam:** [Optional]
- **Result:** [ ☐ ] Pass [ ☐ ] Fail [ ☐ ] Overall Score

**1. Content Preparation**

How well did the program curriculum align with the content you encountered on the National Board Exam? Were there specific topics (e.g., Neuromuscular, Integumentary, or Non-Systems) that you felt were over-emphasized or under-emphasized?

**2. Curriculum Gaps**

Looking back at your coursework, were there specific skills, pathologies, or interventions that you felt were not covered in sufficient depth to answer board-level questions?

**3. Program Improvements**

What specific changes could we implement at SWOSU to better prepare future students? (e.g., more practice exams, different lab equipment, increased focus on clinical reasoning).

**4. Self-Assessment & Study Habits**

Reflecting on your personal preparation, what was your primary study method? Do you feel you allocated sufficient time for review, or is there a resource you wish you had utilized sooner?

Thank you for your honesty and for helping us strengthen the program. We wish you the absolute best in your career as a Physical Therapist Assistant!

Best regards,

**Jy Bass, Med., PTA, AT(r)**  
Director SWOSU PTA Program

## Faculty Development Plan (Biennial Review)

Faculty Member: \_\_\_\_\_ Initial Plan Date: \_\_\_\_\_

Review Cycle: ☐ Year 1 (Mid-cycle Check) ☐ Year 2 (Formal Biennial Review)

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### Section 1: Professional Development Goals

Faculty must set at least one goal in each of the following [standardized areas](#):

| Goal Area             | Specific, Measurable Goal (SMART)                                 | Anticipated Timeline | Resources Needed |
|-----------------------|-------------------------------------------------------------------|----------------------|------------------|
| Teaching/Instruction  | (e.g., Update lab rubrics for <a href="#">clinical currency</a> ) |                      |                  |
| Contemporary Practice | (e.g., Attend APTA specialty workshop on neuro)                   |                      |                  |
| Educational Theory    | (e.g., Complete <a href="#">course on active learning</a> )       |                      |                  |
| Service/Scholarship   | (e.g., Join state APTA committee or publish)                      |                      |                  |

---

### Section 2: Progress Tracking & Review

*To be completed by the Faculty Member and Program Director every 2 years.*

- **Status of Previous Goals:** ☐ Met ☐ In Progress ☐ Not Met
  - **Narrative of Accomplishments:** (Briefly describe evidence of compliance such as CEU certificates or revised syllabi.)
  - **Program Director's Feedback:** (Evaluate progress and alignment with [program outcomes](#).)
- 

### Section 3: Modifications (If Required)

*Complete only if progress is insufficient or goals must shift to ensure [programmatic compliance](#).*

- **Reason for Modification:** \_\_\_\_\_
- **Revised Action Plan:** \_\_\_\_\_

### Signatures:

Faculty Member: \_\_\_\_\_ Date: \_\_\_\_\_

**Stakeholder Policy Feedback Form**

**Stakeholder Profile**

- **Name (Optional):** \_\_\_\_\_
- **Role:** ☐ Current Student ☐ Graduate ☐ Clinical Instructor ☐ Advisory Board Member ☐ Other
- **Date of Review:** \_\_\_\_\_

**Policy Evaluation**

*Please rate the following based on your experience with current [SWOSU PTA program policies](#) (1=Strongly Disagree, 5=Strongly Agree).*

1. **Clarity:** Policies are clearly written and easy to understand. 1 2 3 4 5
2. **Accessibility:** Policies are easily located in the student/clinical manual. 1 2 3 4 5
3. **Relevance:** Policies reflect current clinical and professional [PTA standards](#). 1 2 3 4 5
4. **Equity:** Policies are applied fairly across all students and clinical sites. 1 2 3 4 5

**Narrative Feedback**

- **Specific Policy Recommendation:** Identify any specific policy or procedure that you feel requires revision, adoption, or discontinuation.
- **Rationale for Change:** Describe how this change would improve [program outcomes](#) or student success.
- **Clinical Alignment:** (For CIs and Advisory Members) Are there any policies currently out of sync with [contemporary physical therapy practice](#)?
- **Additional Comments:** Provide any other feedback that may assist the faculty in their annual May review.

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**For Program Faculty Use Only (Annual May Review)**

- **Action Taken:** ☐ No Action ☐ Policy Edited ☐ New Policy Adopted ☐ Policy Discontinued
- **Faculty Review Date:** \_\_\_\_\_
- **Summary of Changes:** \_\_\_\_\_

## SWOSU Physical Therapist Assistant (PTA) Program Applicant Admissions Assessment Survey

**Form (PPB-PAS-021)**

### Instructions:

Thank you for participating in this survey. The data collected will remain confidential and will be analyzed in aggregate to assess and improve our program's admissions criteria, process, and prerequisites. Your feedback is vital for ensuring our standards align with student success and our overall program mission.

### Section 1: Demographics & Prior Academic Background

*This section collects baseline data to track student completion trends and resource alignment as per CAPTE guidelines.*

1. What was your primary educational background prior to enrolling in this PTA program?
  - ☐ First-time college student
  - ☐ Some college, no degree
  - ☐ Completed Associate Degree (A.A. or A.S.)
  - ☐ Completed Bachelor's Degree or higher (Post-baccalaureate)
2. If you transferred or have prior college experience, was your previous focus in an allied health field?
  - ☐ Yes
  - ☐ No

### Section 2: Assessment of Prerequisites & Academic Preparation

*Evaluates whether the prerequisite requirements adequately prepared you for the rigor of the PTA curriculum.*

| Prerequisite Course / Criteria                                                                                | Strongly Disagree        | Disagree                 | Neutral                  | Agree                    | Strongly Agree           |
|---------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Anatomy & Physiology adequately prepared me for the core biomechanical and clinical concepts.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General Education courses (English, Math) prepared me for the technical writing and calculation requirements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The minimum GPA requirement was a fair indicator of the academic stamina required for this program.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The observation hours requirement gave me a realistic understanding of contemporary PTA clinical practice.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Section 3: The Admissions Process & Experience

*Assesses the transparency, fairness, and execution of the admissions application and entry points.*

3. How clear and accessible was the admissions information provided on the program's official website or handbook?
  - ☐ Very Unclear
  - ☐ Somewhat Unclear
  - ☐ Neutral
  - ☐ Clear
  - ☐ Very Clear
4. Rate your experience with the following components of the admissions process:

| Component | Poor | Fair | Neutral | Good | Excellent |
|-----------|------|------|---------|------|-----------|
|-----------|------|------|---------|------|-----------|

|                                                 |                          |                          |                          |                          |                          |
|-------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Clarity of application instructions             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communication from the admissions panel/faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Program interview process (if applicable)       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fairness of the selection scoring rubric        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### **Section 4: Behavioral & Professional Alignment**

*Meets contemporary recommendations for assessing behavioral issues, professionalism, and soft skills needed for clinical practice before entry.*

5. Do you feel the admissions process accurately evaluated your non-academic soft skills (e.g., communication, empathy, ethical behavior, resilience)?
  - Yes, completely
  - Somewhat
  - Neutral
  - No, not effectively
6. Open-Ended: What soft skills or behavioral expectations do you wish had been emphasized more clearly during the admissions process to better prepare you for clinical interactions?

#### **Section 5: Alignment with Program Mission & Student Success**

*Directly measures the core requirement of CAPTE Element 2D1.*

7. The program's mission and expectations of professional PTA practice were clearly communicated to me prior to full enrollment.
  - Strongly Disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly Agree
8. Looking back, do you feel that meeting the admissions criteria guarantees a student has the baseline capabilities to succeed in this curriculum?
  - Yes
  - No (Please specify below)
9. Open-Ended: What changes would you recommend making to the prerequisite courses or selection criteria to improve overall student success and graduation rates?

## SWOSU PTA Clinical Instructor Survey Student Preparedness & Performance

**Purpose:** This survey helps our academic program monitor compliance with CAPTE accreditation standards. Your feedback directly assesses the students' academic preparedness and clinical performance, ensuring they meet the required competency benchmarks.

### Part I: General Information

- **Student Name:** \_\_\_\_\_
- **Clinical Instructor Name:** \_\_\_\_\_
- **Facility Name / Setting:** \_\_\_\_\_
- **Rotation Type:** ☐ Initial/Introductory ☐ Intermediate ☐ Terminal/Final

### Part II: Student Academic Preparedness

*Please evaluate how well the program's academic curriculum prepared the student for this specific clinical experience.*

| Assessment Area                                                                                     | Excellent                | Above Average            | Average                  | Below Average            | Poor                     | Not Observed             |
|-----------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Basic Sciences:</b> Knowledge of anatomy, physiology, and kinesiology.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Pathophysiology:</b> Understanding medical conditions, precautions, and contraindications.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Data Collection Skills:</b> Competency in measuring ROM, MMT, vital signs, and pain levels.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Intervention Skills:</b> Knowledge of therapeutic exercise, modalities, and functional training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Documentation:</b> Quality and accuracy of daily notes, billing, and progress tracking.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Curricular Comments:** Identify specific academic areas where the student showed exceptional strength or required additional remediation.

### Part III: Clinical Performance & Safety

*Rate the student's actual performance during the rotation based on their expected training level.*

| Performance Domain                                                                                      | Entry-Level              | Advanced Progress        | Advanced Beginner        | Significant Deficit      | Not Observed             |
|---------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Safety:</b> Demonstrates sound clinical judgment and protects patient/self safety.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Professionalism:</b> Follows professional ethics, dress codes, and clinic policies.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Plan of Care (POC) Adherence:</b> Competently guides interventions within the PT's established plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Communication:</b> Communicates clearly with patients, families, and healthcare teams.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Direction & Supervision:** Understands the legal PTA role and requests PT input appropriately. ☐ ☐ ☐ ☐ ☐

#### **Part IV: CAPTE Alignment & Global Benchmarks**

**1. For terminal/final clinical rotations only:** Did this student demonstrate entry-level clinical performance required of a graduate PTA prior to completing this rotation?

- ☐ Yes
- ☐ No
- ☐ Not Applicable (This is an initial or intermediate rotation)

**2. Supervisory Compliance:** Did the student consistently operate under the required direct supervision of a licensed Physical Therapist or authorized PT/PTA team?

- ☐ Yes
- ☐ No (*If no, please clarify below*)

#### **3. Qualitative Performance Summary:**

Please summarize the student's primary strengths and areas needing development to hit milestone benchmarks.

**Form: (PPB-PRS-023)**

## **SWOSU PTA Program Resource Assessment Survey**

**Purpose:** This survey collects stakeholder feedback to evaluate the adequacy and effectiveness of our program resources (facilities, equipment, technology, and support services). Your feedback directly drives our continuous quality improvement process.

**Instructions:** Please rate the items below based on your primary role in the program during the current academic cycle.

### **Part 1: Participant Profile**

- **Primary Role:**
  - Program Core / Associated Faculty
  - Clinical Instructor (CI) / Clinical Partner
  - Recent Graduate / Graduate Student
- **Years of Affiliation with this Program:**
  - Less than 1 year
  - 1–3 years
  - 4+ years

### **Part 2: Program Resource Evaluation**

*Rating Scale: 5 = Strongly Agree | 4 = Agree | 3 = Neutral | 2 = Disagree | 1 = Strongly Disagree | N/A = Not Applicable*

#### **Section A: Physical Facilities and Lab Space**

- **Space Adequacy:** Classroom and laboratory spaces are large enough to safely accommodate student cohorts during technical training.
- **Safety & Accessibility:** Program facilities are safe, clean, well-lit, and accessible in compliance with standard safety guidelines.
- **Independent Practice:** Students have sufficient access to open lab hours and practice spaces outside of scheduled class times.

#### **Section B: Equipment and Instructional Materials**

- **Contemporary Relevance:** Lab equipment represents contemporary physical therapy practice and reflects current healthcare settings.
- **Quantity:** There are enough tools, modalities, and supplies available to ensure active, hands-on participation for all students.
- **Maintenance & Safety:** Equipment is well-maintained, routinely calibrated, and safe for student and faculty use.
- **Consumables:** Consumable supplies (e.g., linens, electrodes, tape) are consistently stocked and readily available.

#### **Section C: Technology and Information Resources**

- **Hardware & Software:** Computers, simulation tools, and educational software adequately support learning and instruction.
- **Technical Support:** Help desk and technology support staff are responsive and successfully resolve technical issues.

- **Library Resources:** The physical or digital library provides sufficient access to foundational physical therapy literature, journals, and databases.

#### **Section D: Student and Faculty Support Services**

- **Academic Support:** Student services (tutoring, advising, and counseling) are accessible and effectively support student success.
- **Administrative Support:** Administrative and secretarial services are sufficient to handle program operations and management.
- **Faculty Development:** Financial allocations and resource distributions adequately support faculty professional development and training.

#### **Section E: Clinical Education Resources (*CIs and Graduates Only*)**

- **Preparation:** The program prepares students with the fundamental hands-on skills and professional behaviors needed for clinical rotations.
- **Communication:** The Program ACCE provides clear, accessible manuals and explicit performance expectations.
- **Assessment Tools:** Evaluation systems (CPI) are well-supported by program training and instructions.

#### **Part 3: Qualitative Feedback & Open-Ended Comments**

1. **Strength Identification:** What specific program resources (e.g., a specific piece of lab equipment, a software tool, library access) add the most value to the educational or clinical teaching experience?
2. **Resource Deficiencies:** Are there any immediate gaps in facilities, equipment, or technology that negatively affect the learning environment or student safety?
3. **Future Projections:** What emerging physical therapy technologies or clinical equipment should the program prioritize for purchase over the next 3 years?

## Southwestern Oklahoma State University

### Physical Therapist Assistant Program

### (SPTA) Student Assessment Survey

**Instructions:** Please take a few moments to complete this survey. Your feedback is confidential and will be utilized in our aggregate program assessment matrix to maintain the highest quality of education and support services.

#### Part I: General Information

**Current Cohort:**        ☐ Year 1 / Semester 1        ☐ Year 1 / Semester 2  
                                 ☐ Year 2 / Semester 1        ☐ Year 2 / Semester 2

#### Part II: Institutional & Student Support Services (CAPTE 2D6)

*Please rate your satisfaction and experience with the following campus and program support networks.*

##### 1. Academic Advising & Career Counseling

- **The academic advising I receive specific to the PTA program sequence is accurate and helpful.**
  - Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
- **Information regarding career opportunities and path requirements is easily accessible.**
  - Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

##### 2. Financial Aid & Financial Fact Sheet Clarity

- **The financial aid services provided by the institution adequately address my needs.**
  - Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A
- **The program provided clear, transparent information regarding total costs of attendance via the [Student Financial Fact Sheet](#) prior to enrollment.**
  - Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

### 3. Academic Resources & Student Success

- **Tutoring or remediation resources for rigorous PTA coursework are readily available.**
  - Strongly Agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree [ ] N/A
- **Campus disability or accessibility services are responsive and effectively implemented when requested.**
  - Strongly Agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree [ ] N/A

### 4. Open Feedback: Support Services

- **What improvements could be made to student support services to better facilitate your success in the program?**  
(Open text response)

## Part III: Clinical Education Coordination & Resources (CAPTE 2D8)

*Please rate your experience with the administrative, preparatory, and placement processes of clinical education.*

### 1. Communication & Information Availability

- **Information regarding clinical education requirements, handbooks, and policies is clear and distributed in a timely manner.**
  - Strongly Agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree
- **The Academic Coordinator of Clinical Education (ACCE) is accessible and responsive to student questions and concerns.**
  - Strongly Agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree

### 2. Placement Suitability & Capacity

- **The program has adequate clinical site placements to accommodate all students in my cohort without unnecessary graduation delays.**
  - Strongly Agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree
- **The clinical assignment process considers student learning needs and equity.**
  - Strongly Agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree

### 3. Onboarding & Technology Readiness

- **The software or platform used to manage clinical onboarding and performance evaluations (e.g., [PTA CPI Web](#)) was easy to navigate and well-explained.**
  - Strongly Agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree
- **The coordination team effectively prepared me for compliance requirements (immunizations, background checks, drug screens) prior to entering my clinical rotation.**
  - Strongly Agree [ ] Agree [ ] Neutral [ ] Disagree [ ] Strongly Disagree

### 4. Open Feedback: Clinical Coordination

- **What aspects of the clinical placement and preparation process did you find most or least effective?**  
*(Open text response)*

**Southwestern Oklahoma State University**  
**Physical Therapist Assistant (PTA) Program**  
**Faculty & Staff Resource & Job Satisfaction Survey**

**Instructions:** Please rate your level of agreement with the following statements regarding your employment, workload, and the adequacy of resources provided to support the PTA program.

**Rating Scale:**

**5 = Strongly Agree   4 = Agree   3 = Neutral   2 = Disagree   1 = Strongly Disagree**

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**Section 1: Personnel & Institutional Support (CAPTE 2D6 - Financial & Support Staff)**

\_\_\_\_\_ **01:** The financial resources allocated to the PTA program are sufficient to meet instructional and operational needs.

\_\_\_\_\_ **02:** The program has adequate administrative/secretarial support staff to manage clerical workloads efficiently.

\_\_\_\_\_ **03:** My overall job satisfaction within the PTA program is high, and I feel valued by the institutional leadership.

\_\_\_\_\_ **04:** The program provides sufficient financial support for my professional development and continuing education requirements.

**Section 2: Facilities & Space (CAPTE 2D6 - Facilities & Space)**

\_\_\_\_\_ **01:** The physical classroom and laboratory spaces are sufficient in size and configuration to support safe, entry-level clinical instruction.

\_\_\_\_\_ **02:** Program faculty and staff members have adequate individual office space to ensure privacy for student advisement and administrative tasks.

\_\_\_\_\_ **03:** The facilities, including open laboratory hours, are reliably accessible to both faculty and students.

**Section 3: Equipment & Learning Resources (CAPTE 2D6 - Equipment & Materials)**

\_\_\_\_\_ **01:** The laboratory equipment, clinical supplies, and instructional materials are adequate, contemporary, and reflective of current physical therapy practice.

\_\_\_\_\_ **02:** Library resources, academic databases, and professional learning resources are sufficiently accessible to support faculty teaching and student learning.

#### **Section 4: Technology & IT Support Staff (CAPTE 2D6 - Technology & Support Staff)**

\_\_\_\_\_ **01:** The hardware and software systems provided by the institution adequately support my teaching, administrative, or clinical coordination responsibilities.

\_\_\_\_\_ **02:** Information Technology (IT) support staff are effective, responsive, and consistently complete or resolve tech repairs and work orders within 24 hours.

\_\_\_\_\_ **03:** Classroom technology (e.g., projectors, audiovisual components, anatomicalFaculty software) is reliable and updated regularly.

#### **Section 5: Student Services (CAPTE 2D6 - Student Services)**

\_\_\_\_\_ **01:** Institutional student services (academic advising, counseling, financial aid, disability services) are sufficient and readily accessible to support our PTA students.

#### **Open-Ended Comments**

1. What specific resource deficiencies (facilities, equipment, staffing, or technology) currently hinder your ability to perform your job effectively?
2. Please share any suggestions for improving IT response times or the quality of technical support.

**Southwestern Oklahoma State University**  
**Physical Therapist Assistant (PTA) Program**  
**Student Resources Survey**

**Purpose:** *This survey gathers feedback regarding the adequacy, safety, and accessibility of our program space, facilities, and equipment.*

**Part 1: Program Space and Facilities (CAPTE Element 2D6)**

Please rate your agreement with the following statements regarding the physical space and facilities dedicated to the PTA program.

**1. The dedicated PTA classroom space is supportive of effective teaching and learning.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**2. The PTA laboratory space is adequate in size to safely accommodate all students during practical sessions.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**3. I am able to access the laboratory space outside of regularly scheduled class times to practice clinical skills.**

- Always
- Frequently
- Sometimes
- Rarely
- Never / Not Allowed

**4. Environmental controls (temperature, ventilation, lighting, and cleanliness) in the classroom and lab spaces are well-maintained.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**5. Storage spaces for student belongings, instructional materials, and project supplies are adequate and secure.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**6. Facility safety features (e.g., first aid kits, emergency exits, clear floor pathways) are clearly marked, accessible, and functional.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**7. Comments on Space and Facilities:**

*(Please share specific feedback on what works well or what improvements are needed regarding classrooms, labs, or study spaces.)*

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## **Part 2: Equipment and Technology Needs (CAPTE Element 2D6)**

Please rate your agreement with the following statements regarding the equipment, modalities, and instructional technologies available in the program.

**8. There is a sufficient quantity of clinical equipment (e.g., treatment tables, assistive devices, goniometers) so that I do not have to wait excessively during lab work.**

- Strongly Agree
- Agree

- Neutral
- Disagree
- Strongly Disagree

**9. The clinical equipment and therapeutic modalities (e.g., ultrasound, e-stim units, thermal packs) reflect current physical therapy practice.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**10. All equipment used during laboratory sessions is in good repair, clean, and safe to operate.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**11. The learning and instructional technology (e.g., audiovisual systems, anatomical models, simulation software) helps me effectively learn the course content.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**12. Technical support is readily available if there is an issue with the classroom technology or software programs.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**13. Comments on Equipment and Technology:**

*(Please list any specific equipment or technology items that are frequently unavailable, outdated, or in need of repair.)*

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**Part 3: Demographics & Logistics**

**14. What is your current cohort status in the PTA Program?**

- First-Year Student
- Second-Year Student

**15. If you could make one immediate improvement to the PTA facilities or equipment resources to enhance your learning experience, what would it be?**

## **STUDENT AFFIRMATION AND HONOR CODE**

As a Physical Therapist Assistant (PTA) student, I recognize that I am entering a profession rooted in public trust. This role requires the highest levels of discretion, integrity, and professionalism. I acknowledge my responsibility to act in accordance with the essential attributes of the physical therapy profession and the APTA Core Values.

**By initialing each item, I signify my agreement to the following:**

### **Confidentiality & Privacy**

\_\_\_\_\_ I will protect the privacy of faculty, peers, patients, and their families. I will not disclose confidential information obtained in my capacity as a Southwestern Oklahoma State University (SWOSU) PTA student. I will strictly adhere to HIPAA guidelines and institutional policies regarding agency information.

### **Academic Standards**

\_\_\_\_\_ I have read the syllabus for my current PTA courses and understand the grading criteria. I acknowledge that I must maintain an exam average of 75% or higher to achieve a passing grade for any PTA course.

### **Professional Ethics**

\_\_\_\_\_ I will conduct myself in a manner that reflects professional values and strictly adheres to the APTA Code of Ethics for the Physical Therapist Assistant.

### **Academic Integrity**

\_\_\_\_\_ I will uphold the SWOSU PTA Academic Integrity Policy. I will not participate in or condone academic dishonesty, including but not limited to plagiarism, cheating, theft of materials, or misrepresentation of facts.

### **Exam Security**

\_\_\_\_\_ I will not recreate, record, or share any portions of program examinations for personal use or the use of others.

\_\_\_\_\_ I will not access or accept unauthorized information regarding any exam administered during my enrollment.

### **Authenticity of Records**

\_\_\_\_\_ I will sign only my own name to documents and assignments. I will not sign on behalf of another student, nor will I allow another student to access my work for the purpose of copying or distribution.

### **Digital & Social Media Responsibility**

\_\_\_\_\_ I will not post or discuss information regarding faculty, peers, patients, clinical facilities, or families on any electronic or social media platform (e.g., Instagram, TikTok, Facebook, X, etc.). I will not save sensitive data to open-access desktops or shared drives, ensuring all digital communication remains HIPAA-compliant and professional.

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

(PPB-PSF-028)

### **Incivility Resolution**

Name of Student: \_\_\_\_\_

Student ID: \_\_\_\_\_

Student Contact Information: \_\_\_\_\_

Date/Time of Incident: \_\_\_\_\_

Name of Department: \_\_\_\_\_

Name of Class: \_\_\_\_\_

Section: \_\_\_\_\_ Course Call#: \_\_\_\_\_

Name of Instructor: \_\_\_\_\_

Campus: \_\_\_\_\_

Description of Incident: *(Give a written objective and detailed account. If additional space is needed, note and attach)*

Resolution Statement: *(required for reentry into class)*

☐ Level 1   ☐ Meeting   ☐ Agreement   ☐ No Agreement   ☐ No Meeting

\_\_\_\_\_  
*Student's Signature*

\_\_\_\_\_  
*Date of Meeting*

\_\_\_\_\_  
*Instructor's Signature*

☐ Level 2   ☐ Meeting   ☐ Agreement   ☐ No Agreement   ☐ No Meeting

\_\_\_\_\_  
*Student's Signature*

\_\_\_\_\_  
*Date of Meeting*

\_\_\_\_\_  
*Instructor's Signature*

\_\_\_\_\_  
*Division Chair's or Designee's Signature*

☐ Level 3   ☐ Meeting   ☐ Agreement   ☐ No Agreement   ☐ No Meeting

\_\_\_\_\_  
*Student's Signature*

\_\_\_\_\_  
*Date of Meeting*

\_\_\_\_\_  
*Instructor's Signature*

\_\_\_\_\_  
*Division Chair's or Designee's Signature*

\_\_\_\_\_  
*Dean's or Designee's Signature*

Clinical Grievance Hierarchy Form



(PPB-EIF-030)

## Equipment Inspection Form

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### INSPECTION CHECKLIST

Check "Pass," "Fail," or "N/A" for each category. Provide details for any failures.

| Category      | Specific Checkpoints                                                                | Status                                                | Notes/Corrective Action |
|---------------|-------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------|
| Electrical    | Frayed cords, intact plugs, proper grounding, display functionality.                | <input type="checkbox"/> P <input type="checkbox"/> F |                         |
| Structural    | No cracks, rust, loose bolts, or <a href="#">warped components</a> .                | <input type="checkbox"/> P <input type="checkbox"/> F |                         |
| Mechanical    | Smooth movement, adequate lubrication, <a href="#">functional switches/timers</a> . | <input type="checkbox"/> P <input type="checkbox"/> F |                         |
| Safety Guards | Shields/barriers are <a href="#">firmly secured</a> and not easily removed.         | <input type="checkbox"/> P <input type="checkbox"/> F |                         |
| Cleanliness   | Free of dust, corrosion, or <a href="#">hazardous residues</a> .                    | <input type="checkbox"/> P <input type="checkbox"/> F |                         |
| Labeling      | Manufacturer warnings and <a href="#">operating instructions</a> are legible.       | <input type="checkbox"/> P <input type="checkbox"/> F |                         |

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### FINAL DISPOSITION

- **Result:** ☐ Passed ☐ Failed (Requires Repair) ☐ Retired from Service
- **Maintenance Required:** (Specify if professional calibration or biomedical tech is needed)
- **Next Inspection Due:** \_\_\_\_\_
- **Signature:** \_\_\_\_\_

## **Safety Item Form: Clinical Competency**

**Document ID:** PPB-SIF-024

**Category:** Policy & Procedure – Program Specific Forms

**Effective Date:** [Insert Date]

### **1. Vital Signs & Patient Monitoring**

*The student must accurately assess physiological status to determine the safety of treatment.*

- **Baseline Vitals:** Heart rate (60-second count), BP (systolic/diastolic), and respiration measured prior to activity.
- **Intra-activity Monitoring:** Continuous assessment for cardiac/respiratory distress (cyanosis, diaphoresis, labored breathing). **Stop intervention immediately if observed.**
- **Post-intervention Check:** Re-assess vitals and inspect skin integrity (specifically after thermal or electrical modalities).

### **2. Mobility & Transfer Safety**

*Strict adherence to physical safety protocols is required to prevent critical failures.*

- **Gait Belt Application:** Applied snugly around the waist (never chest or underarms) before standing/walking.
- **Body Mechanics:** Wide base of support maintained; load kept close to body; no spinal twisting.
- **Brakes and Locks:** All wheelchair, bed, or commode brakes must be locked prior to transfer.
- **Weight-Bearing Adherence:** Physician orders (NWB, PWB, TTWB) verified and strictly followed.

### **3. Contraindications & Precautions**

*A mandatory "safety screen" must be performed before any physical agent or exercise.*

- **Medical Record Review:** Plan of Care (POC) verified; screen for "red flags" (DVT, recent fractures, etc.).
- **Sensation Testing:** Sharp/dull or light touch tests completed before heat, cold, or e-stim application.
- **Verbal Screening:** Direct questioning regarding pacemakers, pregnancy, or metal implants.

### **4. Environmental & Infection Control**

- **Hand Hygiene:** Wash/sanitize immediately upon entry and after session conclusion.
- **Equipment Setup:** Floor cleared of trip hazards (O2 tubing, IV lines, rugs) before patient stands.
- **Call Bell Access:** Patient provided with a call light/bell whenever left in a positioned state.

### **5. Professional "Red Lines"**

- **Scope of Practice:** Treatment performed only if instructed and "signed off" by faculty.
- **Supervision:** Task must be refused if a licensed PT/PTA is not on-site to provide required supervision.

**Student Attestation:**

I certify that I have reviewed these safety protocols and understand that failure to adhere to any item above may result in a critical safety failure.

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

**Instructor/Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_