

# **Southwestern Oklahoma State University**



## **Physical Therapist Assistant Program**

**Student Handbook**

**2027-2028**

Dear Student:

Congratulations on your admission to the Physical Therapist Assistant (PTA) Program at Southwestern Oklahoma State University! You are embarking on a transformative journey toward a vital career in healthcare—one dedicated to restoring mobility, managing pain, and empowering lives through compassionate clinical practice.

This PTA Student Handbook serves as your essential guide to the professional standards, clinical expectations, and student services that will define your time in this program. As you transition from student to healthcare professional, please note:

- **Policy Compliance:** You are required to adhere to all current and revised policies outlined herein.
- **Active Awareness:** Because our standards evolve to reflect shifts in the healthcare industry, you are responsible for staying informed of updates communicated by the department faculty.

At SWOSU, we pride ourselves on a culture of collaboration. Our faculty bring diverse clinical expertise to provide you with personalized mentorship across our classrooms, laboratories, and clinical environments. By bridging theoretical knowledge with rigorous hands-on application, you will develop the critical problem-solving skills necessary to excel on the national board exam and thrive as a licensed PTA.

Your perspective is invaluable to us. We welcome your feedback to help us continually refine our program and strongly encourage you to take an active leadership role in our committees and student organizations.

We look forward to partnering with you on this professional journey. Welcome to the SWOSU family!

Sincerely,

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**SWOSU GENERAL PROGRAM INFORMATION**

**General Program and Clinical Policy Statement**

**Program Policies**

The purpose of this handbook is to outline the specific policies and procedures for students in the Southwestern Oklahoma State University Physical Therapist Assistant program. Students 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 or 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**

The SWOSU Physical Therapist Assistant (PTA) curriculum is built on the philosophy that every person has the right to equal educational opportunity to develop their abilities fully. The program's priority is to prepare individuals for professional employment and service to the community through the promotion of health, prevention of disability, and restoration and maintenance of function.

The curriculum is specifically designed for professional program experience, leveraging adult learning theories to optimize success. Key instructional principles guide this design:

- ◆ Promoting **learner autonomy**, transitioning students from dependence to independence.
- ◆ **Valuing prior experience** as a foundation for new learning.
- ◆ **Enhancing learning readiness** through applied, real-world experiences and social role integration.
- ◆ **Ensuring immediate practical application** of knowledge.

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.

**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 to serve 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 outcome performance information will be collected systematically to foster success in all activities of the PTA curriculum.

### TECHNICAL STANDARDS

To meet program objectives and perform job duties required in the profession, PTA students must be able to:

- ◆ **Demonstrate critical, logical, and analytical thinking** to recognize and define problems, develop and implement solutions, and evaluate outcomes.
- ◆ **Exhibit strong interpersonal skills** and enjoy working with people from varied backgrounds and disabilities, demonstrating compassion and cultural competence.
- ◆ **Effectively teach and motivate patients** by explaining the rationale for selected interventions and encouraging active participation in their recovery.
- ◆ **Possess the necessary motor, visual, auditory, and tactile skills** to safely and effectively assess patients, interpret information, and perform physical therapy interventions.

Specifically, students:

\*\*\*The following technical standards must be met with reasonable accommodations.\*\*\*

- ◆ **Must be able to physically perform** activities such as lifting and moving moderate weights (25-60 pounds) and exerting sufficient pushing/pulling force to position or move patients and equipment safely.
- ◆ **Need sufficient visual acuity** to observe and interpret patient responses, read documentation, and safely use equipment.
- ◆ **Must possess adequate auditory ability** to hear patient requests, equipment alarms, and other members of the healthcare team.
- ◆ **Need sufficient tactile and fine motor skills** to palpate body tissues, assess the quality of pulses, and perform manual techniques effectively.
- ◆ **Must be capable of managing stress and resources** and exercising independent judgment under both routine and emergency conditions.

## PTA EDUCATION

### **Program Expectations and Core Competencies**

The career of a Physical Therapist Assistant (PTA) is demanding yet extremely rewarding. To meet professional demands, graduates of the PTA Program must develop **key competencies**, including independent thinking, values clarification, foundational physical therapy theories, critical thinking skills, and excellent communication skills. These areas are integrated throughout the entire PTA curriculum. Students will be challenged through class discussions, presentations, special projects, written examinations, lab practicals, and clinical practicums. Active participation and an open mind are essential to maximize every learning opportunity.

Independent thinking is challenged and enhanced through the completion of special projects, examinations, term papers, and problem-solving scenarios in labs and clinical settings. Students will utilize departmental and library resources for further development of their independent thought processes and ideas. Students will need to assess patients within the scope of PTA practice and apply learned principles effectively. Independent study is encouraged by continuous professional growth throughout the program. Students will benefit from the ability to self-assess, self-correct, and pursue self-directed learning to deepen their knowledge and understanding of the profession.

Students must learn to be responsible and accountable for their own actions. Individuals enter the physical therapy field with diverse value systems shaped by their unique environments. Discussing controversial issues is critical for students to become aware of their own beliefs and to develop sensitivity to the differences in others. Students will define and address their values throughout the program, with opportunities to grow in their sensitivity to the diverse patient populations encountered in clinical facilities. Coursework will cover ethical and legal standards, as well as the scope and limitations of the physical therapist assistant profession. During clinical rotations, students will be exposed to a wide variety of role models and will be able to assess how professional attitudes contribute to positive patient outcomes.

The PTA student needs to possess strong written and oral communication skills, as well as an understanding of the principles of human behavior. All PTA courses are developed using the Commission on Accreditation in Physical Therapy Education (CAPTE) guidelines for practicing in an ethical, legal, professional, safe, and effective manner. The curriculum focuses on implementing comprehensive treatment plans, utilizing appropriate assessment and measurement techniques, and

building these areas to train graduates to work effectively in a variety of settings, with a special emphasis on the rural settings that often incorporate several areas of physical therapy practice.

Critical thinking skills are challenged in all PTA courses. During labs and practicums, students will need to assimilate data quickly, requiring the efficient retrieval of previously learned information to manage on-the-spot problem-solving. All courses have curricula designed to enhance the students previously learned skills. Students need to develop the capability to identify and define problems, examine data, carry out treatment plans, and assess patient outcomes. They must be able to distinguish facts and relevant information when assessing types of treatments and understanding the impact of both positive and negative outcomes.

The development of strong verbal and nonverbal communication skills is a critical competency for physical therapy professionals. The PTA program systematically integrates communication training, utilizing diverse methods to build student proficiency:

- ◆ **Curriculum Integration:** Students will enhance their abilities through required coursework, including presentations and written projects.
- ◆ **Clinical Documentation:** The program emphasizes high-quality documentation, introducing the S.O.A.P. note format in the first semester and developing it further in later classes. Students must produce legible, timely, and comprehensive notes to ensure treatment reproducibility.
- ◆ **Professional Standards:** Consistent application of correct grammar, spelling, and professional formatting is mandatory, reflecting the high standards required in a clinical environment.
- ◆ **Interprofessional Interaction:** The curriculum is designed to facilitate a transition to professional medical communication, enabling graduates to interact effectively and appropriately with a diverse range of stakeholders, including patients, their families, other professionals, and payers

Students will have access to supplemental educational opportunities through community initiatives, the American Physical Therapy Association (APTA) and the Oklahoma Physical Therapist Association (OPTA) events. To leverage these valuable learning experiences, students must maintain flexibility in their schedules. Advance notice will be provided to facilitate necessary work schedule adjustments.

## **STUDENT LEARNING OUTCOMES**

Upon successful completion of the SWOSU Physical Therapist Assistant Program, the graduate will be able to perform the following duties under the supervision of a Physical Therapist in an ethical, legal, safe, and effective manner:

### **1. Professionalism & Ethical Practice**

- ◆ **Adhere to Standards:** Demonstrate practice that is consistent with the *APTA Code of Ethics, Standards of Ethical Conduct for the PTA*, and the *Guide for Conduct of the PTA*.
- ◆ **Legal Compliance:** Comply with all applicable state and federal laws and the specific state practice acts governing physical therapy.

- ◆ **Scope of Work:** Maintain practice within the legal and clinical scope of a PTA's abilities.
- ◆ **Social Responsibility:** Demonstrate professional behaviors including advocacy, citizenship, and a commitment to meeting societal expectations for healthcare.

## 2. Communication & Cultural Competence

- ◆ **Effective Communication:** Interact effectively and professionally (verbally and non-verbally) with patients, families, physical therapists, and the interprofessional healthcare team.
- ◆ **Cultural Sensitivity:** Recognize and respond appropriately to individual and cultural differences in all aspects of service delivery.

## 3. Implementation of Plan of Care (Interventions)

Implement comprehensive treatment plans developed by a Physical Therapist, demonstrating proficiency in:

- ◆ **Functional Training:** ADLs, body mechanics, gait/locomotion training, and management of assistive, adaptive, prosthetic, and orthotic devices.
- ◆ **Infection Control:** Maintain rigorous safety and infection control procedures.
- ◆ **Manual Therapy:** Perform massage and passive range of motion techniques.
- ◆ **Physical & Mechanical Agents:** Appropriately apply thermal/athermal agents, biofeedback, compression, electrotherapy, hydrotherapy, and traction.
- ◆ **Therapeutic Exercise:** Execute programs for aerobic conditioning, balance, coordination, posture, stretching, and strengthening.
- ◆ **Wound Management:** Perform integumentary repair and protection techniques.

## 4. Data Collection & Clinical Reasoning

Demonstrate competency in performing data collection essential for monitoring patient status and progress, including:

- ◆ **Physiological Status:** Aerobic capacity, ventilation, respiration, and circulation.
- ◆ **Body Metrics:** Anthropometric characteristics, integumentary integrity, and joint mobility.
- ◆ **Neuromuscular Status:** Arousal/cognition, neuromotor development, and muscle performance (manual muscle testing and tone).
- ◆ **Functional Status:** Pain levels, posture, range of motion, and community/work reintegration.
- ◆ **Clinical Adjustment:** Modify interventions within the PT's established plan of care and report changes to the supervising Physical Therapist.

## 5. Documentation & Administration

- ◆ **Quality Documentation:** Produce thorough, accurate, and timely documentation that meets regulatory and facility requirements.
- ◆ **Resource Management:** Provide accurate information for billing, reimbursement, and participation in performance improvement (Quality Assurance) activities.

- ◆ **Discharge Support:** Contribute effectively to discharge planning and follow-up care.

## 6. Career Development & Education

- ◆ **Patient Education:** Instruct patients, caregivers, and other healthcare providers in therapeutic techniques and wellness.
- ◆ **Evidence-Based Practice:** Read, interpret, and apply current healthcare literature to clinical practice.
- ◆ **Lifelong Learning:** Recognize the importance of and participate in ongoing professional development and career-long learning.
- ◆ **Emergency Response:** Execute appropriate actions and protocols in emergencies.

## PROGRAM OUTCOMES EVALUATION

The faculty utilizes a comprehensive suite of assessment tools to evaluate and enhance program efficacy. Data from the following sources are analyzed to identify trends and implement continuous quality improvements:

- ◆ **Student Feedback:** Course and faculty evaluations, along with focus group interviews conducted with graduating students.
- ◆ **Retention Analysis:** Review of program withdrawal rates and identified reasons for non-completion.
- ◆ **Clinical Performance:** Clinical instructor evaluations documented in CPI instrument.
- ◆ **Post-Graduate Outcomes:** Annual Graduate Surveys and Graduate Employer Surveys.

**Review Process:** These findings are presented during the year-end Program Advisory Committee meeting and reviewed with the Dean and program supervisors to guide strategic planning for the upcoming academic year.

## **CLASS/CLINICAL RULES AND REGULATIONS**

### **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.

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

- ◆ **Medical Absences:** Students absent due to illness or injury must provide a written physician's note. *Form (SHB-GR-014)*
- ◆ **General Absences:** Non-medical absences require prior approval from the instructor or Program Director, unless caused by a verifiable emergency. (Bereavement, inclement weather or other matters deemed appropriate by the instructor.) *Form (SHB-GR-014)*
- ◆ **Make-up Exams:** Unless otherwise authorized, make-up exams must be completed during the next scheduled class session. *Form (SHB-GR-015)*
- ◆ **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. *Form (SHB-GR-014)*
- ◆ **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:

- ◆ 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.*

### **Cell Phone & Electronic Device Usage**

Mobile devices must be completely silenced (no audio or haptics) during all academic and clinical sessions. Usage is permitted only during transitions between classes or clinical breaks. Students must strictly comply with all individual clinical facility phone policies.

### **Transportation**

Students are responsible for arranging their own transportation to the SWOSU campus and all assigned clinical rotation facilities.

## Professional Conduct: Food, Drink, & Breaks

- ◆ **Food & Drink:** To maintain safety and hygiene, consumption is limited to authorized areas and designated times. **Food and beverages are strictly prohibited in all laboratory settings.**
- ◆ **Breaks:** Students should address personal needs during scheduled intervals. In clinical or laboratory settings, students must adhere to the specific site policies regarding the timing and duration of breaks.

## Substance Abuse and Drug Screening for Physical Therapist Assistant Students

### Purpose and Scope

The Physical Therapist Assistant (PTA) program has an ethical and legal obligation to ensure the safety and well-being of the public. This policy outlines the procedures for substance abuse screening to maintain a safe educational and clinical environment and to address the national concern of chemical abuse among healthcare professionals. This policy applies to all students enrolled in the PTA program. *Form (SHB-ORI-002)(SHB-OGI-003)(SHB-ORI-004)(SHB-CL-010)*

### Definitions

- ◆ **Substance Abuse/Misuse:** The use of alcohol or other drugs in a manner that is harmful to the individual, patients, or others.
- ◆ **Non-Negative Result:** An initial drug screen result that is not clearly negative, indicating either the presumptive presence of a substance or a specimen abnormality. This result requires secondary confirmatory testing and review by a Medical Review Officer (MRO) before a final determination is made.
- ◆ **Clinical Facility:** Any off-campus healthcare setting where students perform required clinical rotations.

### Policy Statement

The PTA program is committed to a drug-free environment. Students are prohibited from the unlawful possession, use, or being under the influence of alcohol or illicit drugs while participating in academic or clinical activities. The program reserves the right to require students to participate in a drug screen for substance use at any time. The drug screen will be performed on-site or at a testing facility.

### Procedures

#### Consent to Testing

- ◆ **Mandatory Consent:** All students must sign a consent form for drug testing as a condition of enrollment and participation in clinical rotations. *Form(SHB-ORI-002)*
- ◆ **Cost:** All costs associated with initial, random, and follow-up drug testing are the sole responsibility of the student.

## Types of Testing

The program may require substance abuse screening in the following circumstances:

- ◆ **Pre-Clinical Screening:** All students are required to pass a 10-panel drug test (typically urinalysis) before the start of their first clinical rotation.
- ◆ **Reasonable Suspicion Testing:** A student may be required to submit to a drug screen if program faculty or clinical instructors have reasonable suspicion of substance use based on specific, objective observations regarding the student's appearance, behavior, speech, or performance.
- ◆ **Random Testing:** The program director or designated representative may select students for unannounced random drug testing at various times throughout the year.
- ◆ **Post-Incident Testing:** A student involved in an incident or accident during academic or clinical activities may be required to undergo testing.

## Testing Methodology

- ◆ **Specimens:** The program primarily utilizes urine samples for screening; however, serum or hair samples may be collected and monitored when indicated.
- ◆ **Confirmation:** All non-negative initial screens must be sent for confirmation testing at a certified laboratory using established procedures. A Medical Review Officer (MRO) will review all confirmed positive results.

## Consequences of a Non-Negative Test Result

Students with a confirmed non-negative drug test will face a structured process:

- ◆ **Confidential Interview:** The Medical Review Officer (MRO) will confidentially interview the student to determine if there is a legitimate medical explanation for the result.
- ◆ **Notification of Facilities:** Per clinical affiliation agreements, all clinical facilities where the student is assigned will be notified of the positive drug test outcome. Clinical sites reserve the right to deny a student access to their facility.
- ◆ **Dismissal from Program:** If the program is unable to place the student in a clinical rotation due to a non-negative test result, the student will be dismissed from the program.
- ◆ **Case-by-Case Review & Rehabilitation:** Students testing non-negative will be dealt with on a case-by-case basis. The student may be required to:
  - Undergo a substance abuse evaluation by a qualified professional.
  - Enroll in and complete a substance abuse treatment or rehabilitation program at the student's expense.
  - Submit to follow-up testing (at the student's expense and on their own time) at various intervals determined by the program director.
  - The PTA Program is not obligated to find an alternative clinical site placement.

## Confidentiality

All drug testing information and results will be treated as confidential, stored securely, and only shared with personnel who have a legitimate need to know (e.g., program director, clinical

coordinators, MRO, relevant school administration) or as required by law or clinical site agreements.

### **Appeals Process**

Students may appeal a non-negative drug test result by following the procedures outlined in the **Academic Hierarchy** section of the Student Handbook.

### **Background Checks and Clinical Site Placement Policy**

Background checks 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, *Form (SHB-ORI-003)*, will be provided with a specified return deadline.
- ◆ **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.

### **Clinical Placement**

#### **Clinical Placement and Assignment Process**

Clinical assignments are facilitated by the Academic Coordinator of Clinical Education (ACCE) and reviewed by the Program Director. The primary goal of clinical placement is to provide students with diverse physical therapy experiences, ensuring the development of essential skills required for practice as a Licensed Physical Therapist Assistant.

### **Refusal of Clinical Assignment**

Refusal to accept a clinical assignment without documented just cause may result in dismissal proceedings from the PTA program. Students must understand that placements are arranged months in advance.

### **Clinical Assignment Changes**

Requests for changes to assigned placements will be considered only if extenuating circumstances warrant a review.

- ◆ **Procedure:** A "Request for Change in Clinical Assignment" form must be completed and submitted to the ACCE. *Form(SHB-CL-011abc)*
- ◆ **Outcome:** Students are advised that securing alternative placements is often not possible once initial assignments are confirmed, and requests for changes may be denied.
- ◆ **Communication:** All questions or comments regarding this policy should be directed to the PTA ACCE or Program Director.

### **Final Decision Authority**

Decisions made by the Physical Therapist Assistant (PTA) faculty regarding the ultimate clinical placements are final.

### **Facility Requirements**

Students will only be assigned to clinical facilities that possess a current, valid affiliation contract with the SWOSU PTA Program.

### **Student Professional Liability Insurance**

#### **Program-Provided Coverage**

The SWOSU PTA program provides current medical professional liability insurance for each student, as required by program clinical affiliation contracts.

- ◆ **Scope of Coverage:** This insurance exclusively covers students' professional practice during program-related clinical rotations and activities that are a direct requirement of the PTA program.

#### **Supplemental Coverage**

Students interested in obtaining additional professional liability insurance, personal liability, or personal health insurance that extends coverage beyond program-related activities should contact the Program Director for further information.

### **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:** 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

#### Tattoos and Body Art

- ◆ **Visibility:** Tattoos must attempt to be covered by the approved clinical attire (e.g., long-sleeved undershirts or bandages).
- ◆ **Content:** Any visible tattoos must not contain images or language that is offensive, profane, or discriminatory.
- ◆ **Clinical Sites:** Students must adhere to the specific tattoo policies of their assigned clinical facility, which may be more restrictive than the program's policy.

#### Body Piercings and Jewelry

- ◆ **Facial Piercings:** For safety and infection control, facial piercings (including nose, lip, eyebrow, or tongue rings) are generally prohibited or must be replaced with discreet, flesh-colored spacers.
- ◆ **Earrings:** Students may wear up to two pairs of small, professional stud earrings. Hoops and dangling earrings are prohibited to prevent injury during patient transfers or manual therapy.
- ◆ **Gauges:** Ear gauges must be filled with solid, flesh-toned plugs.
- ◆ **Safety Compliance:** Any jewelry that interferes with the use of Personal Protective Equipment (PPE) or poses a snagging hazard must be removed.

#### Compliance and Enforcement

- ◆ **Daily Inspection:** Faculty and clinical instructors reserve the right to request that a student cover a tattoo or remove jewelry deemed unprofessional or unsafe.
- ◆ **Non-Compliance:** Failure to adhere to these standards may result in dismissal from the lab or clinical site for the day, which may impact the student's grade or program standing.

**Attire Requirements****Classroom Dress**

Daily attire is casual but must remain professional.

- ◆ Clothing must fully cover the student's personal areas.
- ◆ 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.
- ◆ **Lab to other program areas:** 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.

**Safety Standards**

Safety is the highest priority. Students must adhere to all precautions established by the program and clinical sites. Key areas of awareness include:

- ◆ **Emergency Protocols:** Emergency exits, fire drill procedures and other protocols.
- ◆ **Vital Signs & Patient Monitoring:** Students must accurately assess a patient's physiological status to determine if it is safe to proceed with or continue treatment.
- ◆ **Mobility & Transfer Safety:** Safety during physical movement is the most frequent area for critical failures.
- ◆ **Contraindications & Precautions:** Students are required to perform a "safety screen" before applying any physical agent or exercise.
- ◆ **Environmental & Infection Control:** Hand washing, Equipment setup/safety, and Verbal screening.
- ◆ **Professional "Red Lines": Scope of Practice and Supervision rules.**
- ◆ **Consequences:** Failure to follow safety standards leads to counseling and remediation. Persistent issues will result in removal from activities, while an inability or unwillingness to comply will lead to program dismissal and a failing grade.

## **Student Resources and Support**

### **Library & Learning Resources**

- ◆ **SWOSU (Weatherford):** Full access to campus libraries. You can find current schedules and services via the SWOSU Library website.
- ◆ **On-Site Resources:** Computers, printers, scanners, and A/V equipment. Specialized software and writing assistance are also available.

### **Computer Labs & Student Services**

- ◆ **Workstations:** Multiple campus computer labs provide adequate workstations with printing and scanning capabilities.
- ◆ **Locations:** For a full list of available facilities and current policies, visit the SWOSU Computer Lab Locations page.
- ◆ **Academic Support:** SWOSU offers free tutoring in various subjects and provides writing assistance through its dedicated Assessment Center.

### **Student Support Services**

#### **Center for Health and Well-being/Counseling Services/Health Services**

Students experiencing mental health, personal, or emotional problems may find it helpful to contact the SWOSU counseling office or email [susan.ellis@swosu.edu](mailto:susan.ellis@swosu.edu). (Office: Wellness 158, Phone 580.774.3776). (Refer to the SWOSU Student Handbook for more information or speak with the instructor).

The SWOSU nurse is available to treat minor first aid, immunizations, and testing. (Office: Wellness 152, Phone 580.774.3776). (Refer to the SWOSU Student Handbook for more information or speak with the instructor).

#### **Resources for Student Success**

In the Canvas course, on the left side of the screen in the Course Navigation, you will find ***Resources for Student Success***. The Center for Excellence in Teaching and Learning has developed a course guide to assist you with all of your academic needs. The course includes numerous resources and strategies for student success such as: Canvas orientation, university and student policies, numerous links for academic support, information about the library, tutoring, writing center, financial support, technology, and many other important resources to help you not just in this course, but all of your courses.

#### **Tutoring Services Available**

SWOSU provides tutoring opportunities for all students. On-campus tutoring services are available for various subjects such as Biology, Chemistry, Computer Information Access, Economics, Statistics, History, Mathematics, Physics, Spanish, and more. Refer to the [tutoring link](#) located on SWOSU's Student Services web page.

24/7 online tutoring services are also available for all students in all program areas via Upswing. To log in, go to [www.swosu.edu](http://www.swosu.edu), click on GoSWOSU, log in, and click on Upswing icon.

Southwestern provides an on-campus Writing Center for all students who wish to have their papers reviewed for grammar and sentence structure prior to submission. For more information, go to: <https://bulldog.swosu.edu/student-services/writing-center/index.php>.

Southwestern also provides 24/7 online Writing Lab via Upswing (login instructions located above). The Upswing Writing Lab offers the following guidance:

- ◆ General writing review, which helps students master every state of the writing process.
- ◆ Citation service, which helps students cite any source in both MLA and APA and quickly format Reference Lists or Works Cited page with Upswing's citation engine.
- ◆ Paper review service, which allows students to submit an assignment for review by a writing or subject expert and receive feedback on how to improve their assignments.

## **CLASS OFFICERS**

Each cohort elects two representatives to serve as class officers. These officers act as the official liaisons between their cohort and the PTA Program Faculty, the Oklahoma Physical Therapy Association (OPTA), and the American Physical Therapy Association (APTA). In addition to their advocacy roles, officers are responsible for developing and coordinating supplemental class activities.

### **Officer's Duties**

Class representatives serve as the primary leadership for their cohort. Key responsibilities include:

- ◆ **Leadership:** Presiding over all class meetings and serving as an ex officio member of all committees.
- ◆ **Coordination:** Supervising student body initiatives and acting as the formal liaison to the OPTA.
- ◆ **Planning:** Organizing National Physical Therapy Month activities and social events.
- ◆ **Administration:** Preparing meeting agendas, recording and distributing minutes, and managing voting processes.
- ◆ **Spirit:** Coordinating the design and purchase of class T-shirts.

## **STUDENT ORGANIZATIONS APTA & OPTA**

All students enrolled in the Physical Therapist Assistant (PTA) program are provided student memberships with the APTA/OPTA. While attendance at specific organization-sponsored events is optional, active participation and support of our professional associations are highly encouraged and regarded as a hallmark of professional development.

### **APTA/OPTA MEMBERSHIP**

Student membership in the APTA provides full association rights and privileges at a significantly reduced rate. Joining as a student also guarantees discounted "Early Career" rates for the first year following graduation. Benefits include:

- ◆ **Professional Publications:** Access to the *Physical Therapy Journal*, *PT Magazine*, and *PT Bulletin*.
- ◆ **Discounts:** Member-only pricing on APTA products and national conferences.
- ◆ **Education:** Access to continuing education resources and clinical research.

- ◆ **Insurance:** Eligibility for group insurance packets for students and their families.
- ◆ **Career Development:** Access to exclusive job boards and networking opportunities.
- ◆ **Dual Membership:** Automatic enrollment in the **Oklahoma Physical Therapy Association (OPTA)**.

## **Ethics and Professional Standards**

### **Program Rational and Expectations**

**Professional Standards:** Physical Therapy is a rigorous discipline requiring the mastery of both clinical knowledge and interpersonal skills. Because the curriculum is cumulative, consistent attendance is vital for success.

**Accreditation & Objectives:** To meet program objectives and **CAPTE accreditation standards**, the curriculum integrates classroom, laboratory, and clinical experiences. Participation in all three areas is a critical factor in student achievement.

**Workforce Readiness:** Punctuality, attendance, and 100% engagement in patient care are essential for program completion and are the same qualities sought by future employers.

**Clinical Success:** Missing clinical experiences jeopardizes a student's ability to meet course objectives and may result in an inability to earn a passing grade.

## **Code of Ethics and Standards of Conduct for the Physical Therapy Profession**

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 (APTA), this Code is binding on all APTA members.

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.

### **Six Pillars of Ethical Principles**

- ◆ **Autonomy:** Respects an individual's right to make decisions regarding their own life and body. This includes maintaining privacy, ensuring confidentiality, and obtaining informed consent for all physical interactions.
- ◆ **Beneficence:** Requires taking proactive steps to ensure the safety and welfare of others, aiming to advance the well-being of both the individual and society.

- ◆ **Nonmaleficence:** Mandates that professionals act with the specific intention to prevent or minimize harm, injury, or wrongdoing.
- ◆ **Justice:** Focuses on making objective decisions to achieve equitable outcomes, recognizing human dignity and the interdependence of the community.
- ◆ **Veracity:** Dictates absolute honesty and truthfulness in all professional actions and communications with both internal and external parties.
- ◆ **Fidelity:** Requires treating all people, groups, and populations with respect, fairness, integrity, and discretion.

## Ethical Commitments and Standards of Conduct

**1. Respect-**Physical therapists and physical therapist assistants shall respect the inherent dignity and rights of all individuals.

Standards of Conduct:

- 1.1 Physical therapists and physical therapist assistants shall not discriminate against any person.
- 1.2 Physical therapists and physical therapist assistants shall protect patients' and clients' confidential information and not disclose that confidential information except as authorized by the patient or client or as permitted or required by law.

Aspirational Illustrative Examples:

1. Physical therapists and physical therapist assistants shall strive to acknowledge and respect an individual's known identity and culture.
- 1.B Physical therapists and physical therapist assistants shall strive to recognize their explicit and implicit personal biases.

**2. Integrity-**Physical therapists and physical therapist assistants shall act with professional integrity and responsibility, and fulfill their respective legal and ethical obligations.

Standards of Conduct:

- 2.1 The physical therapist shall retain full responsibility for all physical therapist services provided under the provisions of the physical therapist's license, including all aspects of the evaluation and management of the patient or client.
- 2.2 Physical therapists and physical therapist assistants shall obtain ongoing informed consent after providing information that is understandable, honest, and necessary to allow the patient or client or their surrogate to make informed decisions about participation in physical therapist services or research.
- 2.3 Physical therapists and physical therapist assistants having knowledge that, in their reasonable judgment, raises a substantial question as to whether a colleague is unfit to perform their professional responsibilities with competence and safety shall report this information to the appropriate authorities.
- 2.4 Physical therapists and physical therapist assistants shall address known illegal or unethical acts by physical therapy personnel or that affect physical therapist services.
- 2.5 Physical therapists and physical therapist assistants shall comply with applicable mandatory reporter laws for suspected cases of abuse, neglect, or exploitation involving children or vulnerable adults.
- 2.6 Physical therapists and physical therapist assistants involved in research shall

comply with accepted standards governing the protection of research participants.

Aspirational Illustrative Examples:

2.A Physical therapists and physical therapist assistants shall strive to discourage misconduct by any physical therapy personnel or other health care professionals and make appropriate reports of known illegal or unethical acts, including verbal, physical, emotional, or sexual harassment.

2.B Physical therapists and physical therapist assistants shall strive to demonstrate integrity in their relationships with patients and clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.

2.C Physical therapists and physical therapist assistants shall strive to ensure that they take appropriate action to address known illegal or unethical acts by physical therapy personnel or that affect physical therapist services, such as by speaking directly to the individual, consulting with mentors, or reporting the misconduct to a supervisor or relevant legal authority.

**3. Accountability**-Physical therapists and physical therapist assistants shall be accountable for making sound professional judgments and decisions within the scope of practice established by laws and regulations.

Standards of Conduct:

3.1 Physical therapists and physical therapist assistants shall not exceed their professional, jurisdictional, and personal scopes of practice and shall communicate with, collaborate with, or refer to a peer or other health care professionals when necessary.

3.2 Physical therapists and physical therapist assistants shall practice without impairment from substance misuse and without impairment from cognitive deficiency or mental illness that, even with appropriate reasonable accommodation, adversely affects their practice.

3.3 Physical therapists and physical therapist assistants shall comply with applicable local, state, and federal laws and regulations, including any duty to report when concerned about the safety of other individuals.

**Aspirational Illustrative Examples:**

3.A Physical therapists shall strive to demonstrate independent and objective professional judgment and make decisions in the patient's or client's best interests in all settings.

3.B Physical therapists shall strive to make professional judgments and decisions that are informed by professional standards, evidence, provider knowledge and experience, and patient and client values.

3.C Physical therapist assistants shall strive to make decisions in the patient's or client's best interests, in consultation with the physical therapist.

3.D Physical therapists and physical therapist assistants shall strive to be accountable for the accuracy and truthfulness of information they disseminate, including in the use of emerging technologies, such as social media and artificial intelligence.

**4. Maintaining Professional Relationships**

Physical therapists and physical therapist assistants shall respect the boundaries of professional, therapeutic, organizational, and personal

relationships to promote a safe environment.

Standards of Conduct:

4.1 Physical therapists and physical therapist assistants shall not abusively exploit persons over whom they have supervisory, evaluative, or other authority (e.g., patients and clients, students, supervisees, research participants, and employees).

4.2 Physical therapists and physical therapist assistants shall not engage in any sexual relationship with any of their patients and clients, supervisees, or students.

4.3 Physical therapists and physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.

4.4 Physical therapists shall provide reasonable notice and information about alternative sources for obtaining care if the physical therapist terminates the provider relationship while the patient or client continues to need physical therapist services.

Aspirational Illustrative Examples:

4.A Physical therapists and physical therapist assistants shall avoid initiating or entering into sexual relationships with individuals over whom they have significant influence on patients' and clients' care decisions and should refer patients and clients to other providers if an existing close personal or sexual relationship with such a person might influence or impinge on the integrity of the relationship between the provider and patient or client.

4.B Physical therapists and physical therapist assistants shall strive to collaborate with patients and clients to empower them in making decisions about their health care.

4.C Physical therapists and physical therapist assistants shall strive to create an inclusive and civil work environment that strives to promote each colleague's sense of belonging.

4.D Physical therapists and physical therapist assistants shall strive to, as appropriate, encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

**5. Compassion and Trust-**Physical therapists and physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients and clients.

Standards of Conduct:

5.1 Physical therapists and physical therapist assistants shall provide the information necessary to allow patients and clients, or their surrogates, to make informed decisions about physical therapist services or participation in clinical research, including ensuring that information regarding the authorship of clinical documentation, patient education materials, publications, and presentations is truthful, accurate, and relevant.

5.2 Physical therapists and physical therapist assistants shall address barriers to communication and comprehension with recipients of services, caregivers, students, and research participants.

Aspirational Illustrative Examples:

5.A Physical therapists and physical therapist assistants shall strive to demonstrate care and compassion in the provision of physical therapist services.

5.B Physical therapists and physical therapist assistants shall strive to be responsible and accountable for the use of respectful, accurate, and truthful written, verbal, and nonverbal communication in all forms, including social media.

5.C Physical therapists and physical therapist assistants shall strive to recognize the public trust placed in them as health care professionals and maintain professional responsibility when information is disseminated using current and emerging technologies, including but not limited to social media and artificial intelligence.

## **6. Responsible Business and Organizational Practices**

Physical therapists and physical therapist assistants shall promote accountable and truthful organizational behaviors and business practices.

Standards of Conduct:

6.1 Physical therapists and physical therapist assistants shall provide information about their services that is truthful and accurate and shall not make misleading representations in any forms of communication, including billing.

6.2 Physical therapists and physical therapist assistants shall ensure that documentation for physical therapist services accurately reflects the provider, nature, and extent of the services provided.

6.3 Physical therapists and physical therapist assistants shall disclose any conflicts of interest and not permit any conflicts of interest to interfere with professional judgments and decisions.

6.4 Physical therapists and physical therapist assistants shall not, at any time, accept gifts or other considerations that influence or give an appearance of influencing their professional judgment and decision-making.

6.5 Physical therapists and physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients and clients or to the public.

6.6 Physical therapists shall ensure that patients and clients are informed of their financial obligations prior to incurring charges so that shared decision-making can be incorporated into the treatment plan.

6.7 Physical therapists and physical therapist assistants shall not knowingly enter into or continue any employment or other arrangements that prevent them from fulfilling professional and ethical obligations to patients and clients.

Aspirational Illustrative Examples:

6.A Physical therapists and physical therapist assistants shall strive to provide relevant and truthful information to current and prospective patients and clients about the services to be provided.

6.B Physical therapists and physical therapist assistants shall strive to promote environments that support independent and accountable professional judgment as well as ethical and accountable decision-making.

6.C Physical therapists and physical therapist assistants shall strive to seek compensation that supports the provision of legal, safe, and effective physical therapist services.

**7. Direction and Supervision-**Physical therapists and physical therapist assistants shall provide appropriate and timely direction to and communication with anyone over whom they have legal supervisory responsibility.

## Standards of Conduct:

7.1 Physical therapists shall ensure that all duties directed to other physical therapy personnel are congruent with the credentials, qualifications, competencies, and legal scope of practice or scope of work of the individual.

7.2 Physical therapist assistants shall provide physical therapist services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when the patient's or client's status requires modification to the established plan of care.

7.3 Physical therapists shall exercise primary responsibility for the supervision of physical therapist assistants and support personnel.

7.4 Physical therapist assistants shall support and respect the supervisory role of the physical therapist to ensure quality of care and promote patient and client safety.

7.5 Physical therapist assistants shall take responsibility to communicate in a timely manner to the supervising physical therapist any areas in which they do not have the necessary level of knowledge and skill to practice safely and effectively.

## Aspirational Illustrative Example:

7.A Physical therapists and physical therapist assistants shall strive to take responsibility to mentor learners in order to help the learners develop knowledge, skills, behaviors, and attitudes that will enable them to provide safe and effective care while embodying professionalism.

**8. Professional Expertise**-Physical therapists and physical therapist assistants shall enhance their expertise and competency through career-long acquisition and refinement of knowledge, skills, abilities, and professional behaviors.

## Standards of Conduct:

8.1 Physical therapists shall recognize and practice within the limits of their skills and competence and refer a patient or client to another health care professional when it is in the best interests of the patient or client.

8.2 Physical therapists and physical therapist assistants shall practice consistent with accepted current standards of care.

## Aspirational Illustrative Examples:

8.A Physical therapists and physical therapist assistants shall strive to develop and maintain competence and exercise appropriate care in using current and emerging technologies, including but not limited to social media and artificial intelligence.

8.B Physical therapists and physical therapist assistants shall strive to engage in professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

8.C Physical therapists and physical therapist assistants shall strive to evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice, as appropriate to their professional roles.

8.D Physical therapists and physical therapist assistants shall strive to cultivate and support practice environments that support professional development, career-long learning, and excellence.

8.E Physical therapists and physical therapist assistants shall strive to reflect on and take action needed to maintain their own physical, emotional, and mental health,

and seek outside assistance when needed.

**9. Societal Responsibility-**Physical therapists and physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, and globally.

Aspirational Illustrative Examples:

9.A Physical therapists and physical therapist assistants shall strive to provide resources to assist those who they believe are in harm's way.

9.B Physical therapists and physical therapist assistants shall strive to recognize and address the multiple determinants of health that impact an individual's ability to optimize their own health and shall strive to provide appropriate suggestions to patients and clients of available community resources.

9.C Physical therapists and physical therapist assistants shall strive to advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

9.D Physical therapists and physical therapist assistants shall strive to recognize and respect the unique roles of other health professions and engage in interprofessional collaboration to meet the individual needs of people as well as improve access to appropriate services.

9.E Physical therapists and physical therapist assistants shall strive to provide pro bono physical therapist services or support organizations that meet the needs of people who are economically disadvantaged, uninsured, or underinsured.

9.F Physical therapists and physical therapist assistants shall strive to be responsible stewards of health care services and advocate for just utilization of those services, including taking action to reduce barriers to access.

9.G Physical therapists and physical therapist assistants shall strive to educate the public about the scope of practice and benefits of physical therapy as part of interprofessional collaborative practice to protect and advance the health and well-being of individuals, communities, and populations.

9.H Physical therapists and physical therapist assistants shall strive to be good stewards of limited resources and take action to avoid unnecessary waste of those resources.

### **ACADEMIC INTEGRITY AND PROFESSIONAL CONDUCT**

Integrity is expected of every student in all academic work. This means submitted work must be original and reflect an honest effort. Academic dishonesty, including cheating, fabrication, facilitation, and plagiarism, diminishes a student's education and discredits the educational community.

Students must rely on their own knowledge and skills during examinations. Use of outside references, old exams, or notes is prohibited unless explicitly permitted by the instructor. For research papers, students must synthesize information and provide proper documentation to avoid plagiarism. SWOSU maintains a zero-tolerance policy for cheating; violations may result in the maximum penalty allowed, including program dismissal.

The faculty views academic integrity and professional accountability as inextricably linked. These qualities are essential for safe, ethical physical therapy practice as defined by the APTA Code of Ethics. Students must also maintain strict confidentiality regarding patient and staff information during clinical labs. Progress in developing these professional, legal, and ethical standards is evaluated throughout all clinical courses.

### **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 seeks 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.*

### **Generic Abilities Assessment**

#### 1. Commitment to Learning

##### Beginning Level

- **Identify problems**
- **Formulates appropriate questions**
- **Locates appropriate resources**
- **Demonstrates positive attitude** toward learning (motivation)
- **Offers thoughts and ideas**

##### Developing Level (builds on preceding level)

- **Prioritizes information needs**
- **Analyzes and subdivides** large questions into components
- **Seeks professional literature**
- **Sets personal and professional goals**
- **Identifies own learning needs** based on previous experiences
- **Plans and presents** an in-service, research, or case study
- **Welcomes and seeks** new learning opportunities

##### Entry Level (builds on preceding levels)

- **Applies new information** and re-evaluates performance
- **Accepts** multiple solutions to a problem
- **Recognizes the need to verify** solutions to problems
- **Reads articles critically** and understands limits of application to professional practice
- **Researches and studies** areas where knowledge base is lacking

##### Post-Entry Level (builds on preceding levels)

- **Questions conventional wisdom**
- **Formulates and re-evaluates position** based on available evidence
- **Demonstrates confidence** in sharing new knowledge with all staff levels
- **Modifies programs and treatments** based on newly-learned skills and considerations
- **Consults** with other allied health professionals and physical therapists for treatment ideas
- **Acts as a mentor** in the area of specialty for other staff

## 2. Interpersonal Skills

### Beginning Level

- **Maintains professional demeanor** in all clinical interactions
- **Demonstrates interest** in patients as individuals
- **Respects cultural and personal differences**; is non-judgmental about patients' lifestyles
- **Communicate** with others in a respectful, confident manner
- **Respects the personal space** of patients and others
- **Maintains confidentiality** in all clinical interactions
- **Accepts** limited knowledge and experience

### Developing Level (builds on preceding level)

- **Recognizes the impact of non-verbal communication** and modifies accordingly
- **Assumes responsibility** for own actions
- **Motivates** others to achieve
- **Establish trust**
- **Seeking knowledge and input** from others
- **Respect the role** of support staff

### Entry Level (builds on preceding levels)

- **Listening to the patient** but reflects the original concern
- **Works effectively** with challenging patients
- **Responds effectively** to unexpected experiences
- **Discussing difficult issues** with sensitivity and objectivity
- **Delegates** as needed
- **Approaches others** to discuss differences in opinion
- **Accommodates** differences in learning styles

### Post-Entry Level (builds on preceding levels)

- **Recognizes role as a leader**
- **Build partnerships** with other professionals
- **Establishes mentor relationships**

## 3. Communication Skills

### Beginning Level

- **Demonstrates understanding of basic English** (verbal and written): uses correct grammar, accurate spelling, and expression
- **Writes legibly**
- **Recognizes the impact of non-verbal communication**, maintains eye contact, and listens actively
- **Maintains eye contact** (Removed as redundant with previous bullet point - kept here for clarity of what was removed)

Developing Level (builds on preceding level)

- **Utilizes non-verbal communication** to augment verbal message
- **Restates, reflects, and clarifies the message**
- **Collects necessary information** from the patient interview

Entry Level (builds on preceding levels)

- **Modifies communication** (verbal and written) to meet the needs of different audiences
- **Presents** verbal or written message with logical organization and sequencing
- **Maintains open and constructive communication**
- **Utilize communication technology effectively**
- **Dictates clearly and concisely**

Post-Entry Level (builds on preceding levels)

- **Demonstrates ability to write scientific research papers**
- **Fulfills role as patient advocate**
- **Communicates professional needs and concerns**
- **Mediates conflict**

#### 4. Effective Use of Time and Resources

Beginning Level

- **Focuses on tasks** at hand without dwelling on past mistakes
- **Recognizes own resource limitations**
- **Use existing resources effectively**
- **Uses unscheduled time efficiently**
- **Completes assignments** in a timely fashion

Developing Level (builds on preceding level)

- **Sets up own schedule**
- **Coordinates schedule** with others
- **Demonstrates flexibility**
- **Plans ahead**

Entry Level (builds on preceding levels)

- **Sets priorities** and reorganizes as needed
- **Considers patient's goals** in context of patient, clinic, and third-party resources
- **Has the ability to say "No"**
- **Performs multiple tasks** simultaneously and delegates when appropriate
- **Uses scheduled time** with each patient efficiently

Post-Entry Level (builds on preceding levels)

- **Uses limited resources creatively**
- **Manages meeting time effectively**
- **Takes initiative** in covering for absent staff members
- **Develop programs and work on projects** while maintaining case loads
- **Following up** on projects on time
- **Advances professional goals** while maintaining expected workload

5. Use of Constructive Feedback  
Beginning Level

- **Demonstrates active listening skills**
- **Actively seeking feedback and help**
- **Demonstrates a positive attitude** toward feedback
- **Critiques' own performance**
- **Maintains two-way communication**

Developing Level (builds on preceding level)

- **Assesses own performance accurately**
- **Utilizes feedback** when establishing pre-professional goals
- **Provides constructive and timely feedback** when establishing pre-professional goals  
(Removed redundancy, kept here for clarity)
- **Develop a plan of action** in response to feedback

Entry Level (builds on preceding levels)

- **Seeking feedback from clients**
- **Modifies feedback** given to clients according to their learning styles
- **Reconciles differences** with sensitivity
- **Consider multiple approaches** when responding to feedback

Post-Entry Level (builds on preceding levels)

- **Engages in non-judgmental, constructive problem-solving discussions**
- **Acts as a conduit** for feedback between multiple sources
- **Utilizes feedback** when establishing professional goals
- **Utilizes self-assessment** for professional growth

6. Problem-Solving  
Beginning Level

- **Recognizes problems**
- **States problems clearly**
- **Describes known solutions** to the problem
- **Identify resources** needed to develop solutions
- **Begins to examine** multiple solutions to problems

Developing Level (builds on preceding level)

- **Prioritize problems**
- **Identifies contributors** to the problem
- **Consider consequences** of possible solutions
- **Consults** with others to clarify the problem

Entry Level (builds on preceding levels)

- **Implement solutions**
- **Evaluates outcomes**
- **Reassesses solutions**
- **Updates solutions** to problems based on current research
- **Accepts responsibility** for implementing solutions

Post-Entry Level (builds on preceding levels)

- **Weighs advantages** (Incomplete phrase in original, assuming 'weighs advantages of different solutions' or similar)
- **Participates** in outcome studies
- **Contributes** to formal quality assessment in the work environment
- **Seeking solutions** to community health-related problems

## 7. Professionalism

Beginning Level

- **Abides by APTA Code of Ethics**
- **Demonstrates awareness** of state licensure regulations
- **Abides by facility policies and procedures**
- **Projects a professional image**
- **Attends professional meetings**
- **Demonstrates honesty, compassion, courage,** and continuous regard for all

Developing Level (builds on preceding level)

- **Identifies positive professional role models**
- **Discusses societal expectations** of the profession
- **Acts on moral commitment**
- **Involves other health care professionals** in decision-making
- **Seeks informed consent** from patients

Entry Level (builds on preceding levels)

- **Demonstrates accountability** for professional decisions
- **Treats patients** within the scope of expertise
- **Discusses the role of physical therapy** in health care
- **Keeping the patient as a priority**

Post-Entry Level (builds on preceding levels)

- **Participates actively** in professional organizations
- **Attends workshops**
- **Actively promotes** the profession
- **Acts in a leadership role** when needed
- **Supports research**

## 8. Responsibility

Beginning Level

- Demonstrates dependability and punctuality.
- Fulfills commitments.
- Recognizes personal limitations.

Developing Level

- Accepts accountability for actions and outcomes.
- Ensures a safe and secure patient environment.
- Proactively offers and accepts assistance.
- Completes tasks independently.

Entry Level

- Refers patients to appropriate specialists.
- Delegates tasks effectively.
- Promotes patient accountability.

Post-Entry

- Mentors and trains new staff and students.
- Advocates for clinical education.
- Assuming leadership roles.
- Drives program development and refinement.

## 9. Critical Thinking

Beginning

- Asks relevant, probing questions.
- Evaluates all available data.
- References scientific literature accurately.
- Identifies knowledge gaps.
- Communicate ideas clearly.

### Developing Level

- Apply the scientific method.
- Generates and tests new ideas.
- Challenges assumptions and explores alternatives.
- Formulates and critiques hypotheses.

### Entry Level

- Evaluates conflicting viewpoints objectively.
- Justifies chosen solutions.
- Measures the effectiveness of outcomes.

### Post-Entry Level

- Distinguishes relevant from irrelevant clinical data.
- Identifies complex patterns and associations.
- Balances intuitive and analytical thinking.
- Neutralizes personal bias and suspends judgment.
- Cultivates critical thinking in others.

## 10. **Stress Management**

### Beginning Level

- Identifies personal and peer stressors.
- Requests support when needed.
- Maintains a professional demeanor.

### Developing Level

- Maintains a healthy work-life balance.
- Manages emotional responses effectively.
- Responds constructively to feedback.
- Utilizes proactive coping mechanisms.

### Entry Level

- Prioritizes competing demands.
- Remains calm during emergencies.
- Adapts to healthcare environmental inconsistencies.

### Post-Entry Level

- Identify unsolvable problems and pivots accordingly.
- Help others manage stress.
- Implements preventative stress-management strategies.
- Builds support networks for self and clients.

- Leads initiatives to reduce systemic workplace stress.

## **Policies and Procedures**

### **SWOSU Equal Opportunity 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.

### **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.

## **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.

**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.

**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.

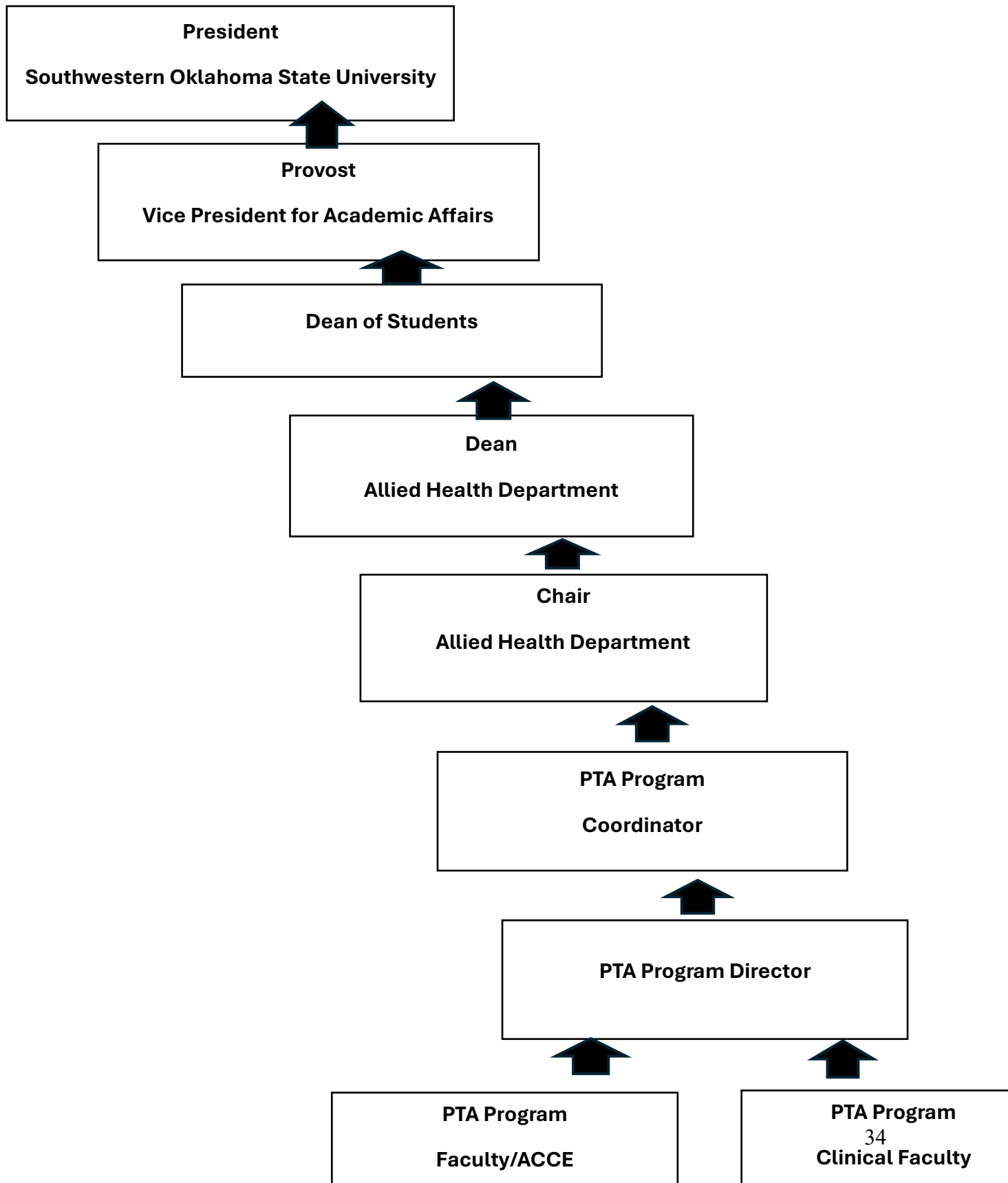
**Scope and Exclusions**

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.



## **Clinical Practicum Procedure:**

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

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

### **Level 1: Internal Resolution (Clinic Level)**

- **Step 1: Student & Clinical Instructor (CI) Initial Meeting**
  - Identify the specific issue (e.g., skill competency, professional behavior, or communication).
  - **Resolved:** Continue rotation; notify program ACCE of Step 1 completion.
  - **Unresolved:** Proceed to Step 2.

### **Level 2: Mediation (Clinic & School Collaboration)**

- **Step 2: Formal Conference Call**
  - **Participants:** Student, CI, PTA Program ACCE.
  - **Action:** Create a formal **Learning Remediation Plan** with specific, measurable goals and a set timeline for improvement.
  - **Resolved:** Monitor progress via weekly check-ins between ACCE and CI.
  - **Unresolved:** Proceed to Step 3.

### **Level 3: Formal Intervention (Site Visit)**

- **Step 3: On-Site Clinic Visit Conference**
  - **Participants:** Student, CI, Center Coordinator of Clinical Education (CCCE), ACCE, and PTA program Director.
  - **Action:** Direct observation of student performance and review of the Clinical Performance Instrument (CPI).
  - **Resolved:** Modify the remediation plan if necessary and continue the rotation under close supervision.
  - **Unresolved:** Proceed to Final Action.

### **Level 4: Final Action**

- **Option A: Program Changes**
  - Extension of the clinical rotation or reassignment to a different clinical site (if appropriate and available).
- **Option B: Removal from Facility**
  - Immediate termination of the clinical placement due to safety concerns, ethical violations, or failure to meet remediation goals.
  - **Result:** Potential clinical failure and referral to the Program Director for academic standing review.

## **GUIDANCE AND COUNSELING**

*Form (SHB-GR-017)*

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

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.

### **PTA Student Appeal Procedure for Clinical Rotations**

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 (ACCE)**
3. **Program Director**
4. **SWOSU PTA Program Coordinator**
5. **Allied Health Department Chair**
6. **Dean of the Allied Health Department**
7. **Vice President of Academic Affairs (Provost), SWOSU**
8. **President, SWOSU**
9. **Board of Regents of Oklahoma Colleges**

## **Clinical Facility Responsibilities**

### **Clinical Responsibilities of the School**

#### **1. Coordination and Oversight**

The School shall appoint an Academic Coordinator of Clinical Education (ACCE) to serve as the primary liaison for Clinical Rotations. The ACCE will collaborate directly with Facility personnel to oversee and coordinate all Student activities.

#### **2. Roster and Scheduling**

Prior to the commencement of Clinical Rotations, the School shall provide the Facility's Coordinator of Clinical Education with a comprehensive roster including the names of the ACCE, Instructors, and Students, along with the designated rotation schedule.

#### **3. Health and Safety Requirements**

The School shall verify that each participating Student has completed the following medical clearances and screenings:

- ◆ **Hepatitis B:** Complete three-dose vaccination series or a signed waiver.
- ◆ **Tuberculosis:** Evidence of a negative PPD test or chest x-ray.
- ◆ **MMR (Measles, Mumps, Rubella):** Documentation of vaccinations or positive titers.
- ◆ **Varicella:** Written verification of medical history, vaccination, or positive titer.
- ◆ **Seasonal/Current Health:** Proof of current Influenza and COVID-19 vaccinations.
- ◆ **Criminal Background:** Completed background checks as required by Facility policy.

#### **4. Certifications and Professional Conduct**

The School shall ensure that all Students maintain current CPR certification meeting Facility-approved standards for the duration of the rotation. Students shall be instructed that they are prohibited from accepting or soliciting medical orders from physicians or healthcare professionals, whether in person or via telephone.

#### **5. Logistics and Compliance**

The School shall require Students to secure their own transportation, adhere to scheduled arrival and departure times, and utilize only those parking areas designated by the Facility.

#### **6. Liability and Administration**

The School retains responsibility for the actions and conduct of its Students, the ACCE, and Instructors during Clinical Rotations to the extent permitted by law.

#### **7. Academic Governance**

The School shall maintain exclusive authority over the planning and implementation of the educational program. This includes, but is not limited to, curriculum content, instructional materials, faculty appointments, admission criteria, student selection, performance evaluations (for both Students and Instructors), and all requirements for matriculation and graduation.

## Clinical Responsibilities of the Facility

### 1. Coordination and Personnel

- ◆ **Facility Coordinator:** The Facility shall designate an employee to serve as the "Facility Coordinator" to work directly with the School's Academic Coordinator of Clinical Education (ACCE) and Instructors to plan and oversee the Clinical Rotations.
- ◆ **Clinical Instructors:** The Facility may designate qualified employees to serve as Clinical Instructors. These individuals are responsible for the direct supervision of Students in all aspects of the clinical rotation.
- ◆ **Reporting:** Clinical Instructors shall report any areas of concern regarding Student performance or conduct to the ACCE and evaluate Students using the clinical skills assessment tools provided by the School.

### 2. Orientation and Integration

- ◆ **Policies and Procedures:** The Facility shall provide Clinical Instructors, Instructors, and Students with copies of all applicable policies, rules, and regulations governing the Clinical Rotations.
- ◆ **Orientation:** The Facility shall provide Students with a comprehensive orientation, including a tour of the premises and an overview of department-specific procedures relevant to their rotation.

### 3. Clinical Practice and Supervision

- ◆ **Patient Care:** The Facility shall permit Students and Instructors to assist in providing physical therapy to patients. However, the Facility reserves the right to restrict any activities or patient care interactions at its sole discretion.
- ◆ **Emergency Care:** The Facility shall make emergency medical treatment available to Students and Instructors, if necessary, subject to the Facility's standard charges for such services.

### 4. Facilities and Access

- ◆ **Educational Resources:** Subject to availability and internal policies, the Facility provides the school with access to classrooms, conference rooms, and library facilities for rotation-related purposes at no charge.
- ◆ **Parking:** The Facility should provide designated parking areas for Students and Instructors.
- ◆ **Site Visits and Accreditation:** Upon reasonable notice and during regular business hours, the Facility shall permit the school and its accrediting agencies to inspect the Facility and records of the Clinical Rotations. Such access shall remain subject to patient confidentiality (HIPAA), legal compliance, and the prioritization of patient care operations.

## **Dispute Resolution and Dismissal Protocols**

In the event of a dispute between Facility employees and School participants, the designated Clinical Instructor and Facility Coordinator shall attempt mediation. The Facility may mandate the immediate withdrawal of a student or Instructor if their conduct is deemed inappropriate, non-

compliant, or hazardous to the health and safety of any person within the Facility. Additionally, the Facility maintains the right to refuse any participant based on a documented unfavorable history with the institution, whether through previous employment or prior clinical rotations.

### **Representatives and Warranties of the School**

The school represents, warrants, and covenants to the Facility as follows:

- ◆ **Student Status and Consent:** Each Student is currently enrolled in good standing at the school. Students under 18 years of age have obtained written parental or guardian consent to participate in the Clinical Rotation; emancipated minors have provided direct written authorization.
- ◆ **Professional Conduct:** Students shall adhere to the Facility's dress code (as specified on the clinical information form), wear School-issued name badges, and maintain a neat, professional appearance always while on-site.
- ◆ **Scope of Practice:** Students shall only perform duties and procedures for which they have been academically prepared and verified as competent.
- ◆ **Performance Monitoring:** The school shall continuously monitor and evaluate Student performance and shall immediately remove any Student deemed not competent or qualified for the Clinical Rotation.
- ◆ **Instructor Qualifications:** Clinical Instructors are duly licensed to practice Physical Therapy in Oklahoma (or their respective state of practice). Each Instructor shall maintain a current, unrestricted license in good standing throughout the term of this Agreement. Clinical instructors will have a minimum of one year of experience.
- ◆ **Competency:** Instructors are experienced, qualified, and currently competent to perform all services required under this Agreement.
- ◆ **HIPAA Compliance:** The school has provided the ACCE, Instructors, and Students with training on the Facility's policies regarding protected health information (PHI) as required by the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
- ◆ **Regulatory Standing:** The school has not been excluded, debarred, or otherwise rendered ineligible to participate in any federal healthcare program (per 42 USC § 1320a-7b(f)).
- ◆ **Accuracy of Information:** All information furnished to the Facility regarding the School, Students, and Instructors is true and correct. The school shall immediately notify the Facility should any representation or warranty become inaccurate during the term of this Agreement.

### **School Employees and Responsibilities**

Except for any Facility employee designated as an Instructor under this Agreement, the School, and not the Facility, is the employer of all Instructors and ACCE (Administrative and Clerical Certified Employees). The school shall be solely responsible for:

- **Compensation and Benefits:** Providing all compensation and benefits made available to the Instructors and ACCE.
- **Payroll and Taxes:** Withholding any applicable federal and state taxes and other payroll deductions as required by law.
- **INSURANCE COVERAGE**

- **State-Operated Institutions:** This provision applies to Schools owned and operated by the State of Oklahoma. The school represents that it and its faculty are self-insured under the Oklahoma Governmental Tort Claims Act. The school agrees to verify professional liability insurance for all participating students and instructors.
- **Facility and Individual Requirements:** The Facility shall maintain insurance levels sufficient to meet its obligations under this Agreement. Throughout the term of this Agreement, the School shall require all Students and Instructors to maintain professional liability insurance with minimum limits of \$1,000,000 per occurrence and \$3,000,000 in the aggregate. Such coverage must be acceptable to the Facility.
- **Documentation and Notice:** Upon request, the school shall provide certificates of insurance evidencing this coverage. The school must notify the Facility immediately of any adverse changes to coverage. All policies must require at least 30 days' advance written notice to the Facility before any cancellation or termination.

## **Immunization and Disease Policies**

### **Health / Lab Policies**

#### **Communicable Disease Policy**

SWOSU prioritizes the health and safety of all students, staff, and clinical partners. To maintain a safe environment, individuals are encouraged to report suspected or confirmed cases of communicable diseases to the appropriate personnel. To fulfill our obligation to clinical affiliates and ensure patient safety, students diagnosed with a communicable disease must postpone clinical rotations. Students may resume clinical experiences once they provide medical documentation confirming they are no longer contagious.

#### **Written Consent Policy -Form(SHB-ORI-005)**

SWOSU requires a signed written consent from any individual participating as a human subject in the student educational process. Consent is also mandatory for the submission of private information, including but not limited to photographs, X-rays or scans, videos, audio recordings, and treatment protocols.

## **Student Health and Immunizations Policy**

### **I. 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 the end of the program.
- ◆ **Criminal Background Check:** Completion of a cleared formal background screening.

- ◆ **Drug Screening:** A 10-panel drug test
- ◆ Flu and Covid Vaccination/Declination may be required at some facilities.  
Form(SHB-ORI-004)

## II. 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.

## III. 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.

## IV. 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.

## V. 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.

## 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). *Form(SHB-GR-019)*

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. *Form(SHB-ORI-007)SHB-CL-008)*

### **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.

## **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/sneeze 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 use 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.

## Lab Policies and Guidelines

### I. General Ethical Standards for Human Subjects

The human rights and professional dignity of all participants, whether patients, students, or volunteers, must be prioritized at all times. Practitioners and students are responsible for maintaining a cooperative learning environment that safeguards the physical and emotional well-being of every individual.

1. **Informed Consent:** Participants must sign a written informed consent form before participation. They must be fully briefed on all procedures, including any requests for photography, video, audio recording, or medical imaging. *Form(SHB-ORI-005)(SHB-ORI-006)*
2. **Confidentiality:** All participant information and data must be handled with strict anonymity and held in professional confidence. *Form(SHB-CL-009)*
3. **Modesty and Draping:** Participants must be appropriately draped or always covered to ensure personal modesty and comfort.
4. **Right of Refusal:** Participants shall not be coerced. They reserve the right to question, refuse, or terminate any treatment or procedure without prejudice.
5. **Supervision:** All student-led treatments must be conducted under the direct, on-site supervision of a qualified faculty member.

### II. Guidelines for Students as Patient Simulators

When students act as patient simulators to facilitate peer learning, the following additional standards apply:

1. **Educational Consent:** Students must provide verbal informed consent specifically for educational treatments or demonstrations.
2. **Privacy:** Students must respect the privacy and personal boundaries of their peers during all lab activities.
3. **Draping Standards:** Professional draping protocols must be strictly followed to maintain student modesty during simulations.
4. **Risk Disclosure:** Students must be advised that certain techniques (e.g., electrical stimulation, cryotherapy, traction) may cause temporary pain or physical discomfort.
5. **Voluntary Participation:** Students have the right to refuse or withdraw from specific treatments or demonstrations at any time without academic penalty or social coercion.
6. **Professional Decorum:** Students are expected to maintain professional conduct, language, and clinical decorum throughout all simulations.
7. **Faculty Oversight:** All laboratory experiences and peer-to-peer simulations must be supervised by a faculty member.

8. **Safety Intervention:** If a student's safety or well-being is compromised, the supervising faculty member will immediately terminate the procedure.

## **Safety Regulations and Procedures**

### **Safety Regulations**

#### I. 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.

#### II. 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.

#### III. Emergency and Incident Reporting

10. **Injury/Illness Reporting:** Report all injuries (no matter how minor) or sudden illnesses to the instructor immediately. *Form(SHB-GR-019)*
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.

### Emergency Services and Liability

- **Liability Release:** All students must sign a Liability Release Form before participating in off-campus activities. *Form(SHB-ORI-007)*
- **Emergency Contact:** Students are responsible for maintaining up-to-date emergency contact information on file.
- **Financial Responsibility:** The student assumes full responsibility for any medical costs or expenses incurred during clinical or off-campus activities.

### Quality Assurance and Maintenance Calendar

**Objective:** To ensure the safety, integrity, and cleanliness of the facility and equipment through structured, accountability-based maintenance.

#### Daily Operations

- **Sanitization:** Surface clean and disinfect all treatment tables, exercise equipment, and high-touch surfaces.
- **Waste Management:** Remove all trash and recyclables; ensure proper disposal of general waste.
- **Linens:** Process laundry and restock clean linens as needed.

#### Weekly Maintenance

- **Environmental Deep Clean:** Perform comprehensive cleaning of all equipment frames, table bases, and storage units.
- **Chemical Safety:** Audit cleaning supply inventory and ensure all chemicals are stored according to OSHA Hazard Communication Standards.

#### Monthly Inspections

- **Thermal Monitoring:** Log temperatures for the refrigerator, freezer, hydrocollator, paraffin bath, and ice machine to ensure clinical efficacy and safety.
- **Biohazard Audit:** Dispose of biohazard waste and inspect sharps containers; replace if they reach the 3/4 full fill line.
- **Inventory Control:** Conduct a full supply inventory and place procurement orders to prevent stock-outs.

#### Semi-Annual (Bi-Yearly) Deep Service

- **Specialized Equipment Maintenance:** Drain, descale, and deep-clean the hydrocollator, paraffin bath, freezer, refrigerator, and ice machine.
- **Facility Integrity:** Conduct a formal building walk-through to inspect structural integrity, lighting, and emergency exits.

### **Annual Compliance & Safety**

- **Staff Competency:** Conduct mandatory annual safety, HIPAA, and bloodborne pathogen training for all personnel.
- **Governance Review:** Review and update the Policy and Procedure manual to reflect current state board or Joint Commission standards.
- **Technical Safety:** Schedule professional electrical safety testing (e.g., UL or NFPA 99 standards) for all clinical and modality equipment.

## Grading Policies

### 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 **75% 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 75% 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 75% 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.

#### Course Specific Lab Practical

To pass this course, students must achieve a minimum score of 75% on all lab check-outs. If a checkout score falls below 75%, 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 75% 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 75% threshold face several immediate and long-term consequences:

### 1. Mandatory Deferral or Withdrawal Form(SHB\_GR-020)(SHB-GR-021)

- **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 incurs 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.

### 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	75% 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 75% is required for all the PTA Program-specific courses. Students unable to meet this requirement will be required to repeat that specific course.

### **Clinical Failure & Remediation Policy:**

- ◆ **Failure Review:** In the event of a failing grade, program leadership (Clinical Coordinator, Program Director, and Clinical Instructor) reserves the right to deny a repeat attempt, resulting in program dismissal and a grade of "WF."
- ◆ **Scheduling:** Remediation and makeup clinicals must be conducted during the student's personal time, specifically during university break periods.

## **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. *Form(SHB-GR-014)*
- ◆ **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 results 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 incur a points deduction.

### **Clinical Projects**

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

- ◆ **In-Service Requirement:** The student must complete a formal in-service presentation during one of the scheduled rotations.

### 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.

### 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. Scratch paper will be provided by the faculty 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 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. *Form(SHB-GR-016)*

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

### **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 Check-outs**

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 75%** 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.

## **Academic Policies**

### **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.

### **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.

### **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.

### WITHDRAWAL POLICY

#### **Voluntary Withdrawal Process Form(SHB-GR-020)**

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.

### Readmission Policy

Students may be readmitted to the PTA Program 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.

### **HONOR ROLL**

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 qualify 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.

## SWOSU PTA PROGRAM FORMS

Student Affirmation and Honor Code Form (SHB-Affirmation) p.61

### **Orientation Forms:**

Parent/Legal Guardian Consent and Release Form (SHB-ORI-001) p.62  
 Drug and Alcohol Testing Consent Form (SHB-ORI-002) p.64  
 Background Check Consent Form (SHB-ORI-003) p.66  
 Declination of Vaccination Form (SHB-ORI-004) p.67  
 Laboratory Participation Consent Form (SHB-ORI-005) p.68  
 Audiovisual and Photography Release Form (SHB-ORI-006) p.70  
 Liability Release and Emergency Medical Authorization (SHB-ORI-007) p.72

### **Clinical Forms:**

Clinical Affiliation Consent Form (SHB-CL-008) p.74  
 Clinical Confidentiality Form (SHB-CL-009) p.76  
 Clinical Risk Management Form (SHB-CL-010) p.78  
 Clinical Change Request Form (SHB-CL-011a) p.80  
 Common Reasons for Clinical Change (SHB-CL-011b) p.82  
 Clinical Change Rubric (SHB-CL-011c) p.84  
 Clinical Pre-Affiliation Profile (SHB-CL-012) p.86  
 Consent for Photography and Media (SHB-CL-013) p.88

### **Grade Related Forms:**

Absence Notification Form (SAB-GR-014) p.90  
 Make-Up Exam Request (SAB-GR-015) p.92  
 Exam Question Challenge Form (SAB-GR-016) p.94  
 Student Counseling Form (SHB-GR-017) p.96  
 Remediation Plan Form (SHB-GR-18a) p.98  
 Student Remediation Rubric (SHB-GR-18b) p.100  
 Incident Report (SHB-GR-019) p.101  
 Statement of Withdrawal Form (SHB-GR-020) p.106  
 Formal Appeal/Re-Admission Form (SHB-GR-021) p.108

*\*SHB-Student Handbook*

*\*ORI-Orientation CL-Clinical GR-Grading*

*\*0??-Form Number*

**Form(SHB-Affirmation)****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:** \_\_\_\_\_

Printed Name: \_\_\_\_\_  
*Form (SHB-ORI-001)*

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

**PARENTAL/LEGAL GUARDIAN CONSENT & RELEASE FORM**

**Student Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_

**Program/Institution:** \_\_\_\_\_

**1. CONSENT FOR PROGRAM PARTICIPATION**

I, the undersigned, am the parent or legal guardian of the student named above, who is under 18 years of age. I hereby grant permission for my child to enroll and participate in all aspects of the **Physical Therapist Assistant (PTA) Program**, including classroom instruction, laboratory activities, and off-site clinical education rotations.

**2. CLINICAL REQUIREMENTS & DATA**

I authorize my child to undergo and provide results for all clinical site requirements, which may include:

- Criminal background checks and drug screenings.
- Immunization records and physical examinations.
- Health insurance verification.

**3. AUTHORIZATION TO SIGN**

I hereby grant my child the authority to sign routine program-related documents, including but not limited to:

- Attendance records and syllabi acknowledgments.
- Clinical site orientation forms and HIPAA confidentiality agreements.
- Lab safety waivers and peer-practice consent forms.

**4. MEDICAL TREATMENT & LIABILITY**

In the event of an emergency during program activities or at a clinical site, I authorize program staff or clinical supervisors to secure necessary medical treatment for my child. I understand that the program and clinical affiliates are not responsible for any costs or liabilities incurred during such treatment or through the student's general participation in the program.

**5. ACKNOWLEDGMENT OF RISK**

I recognize that PTA training involves physical activity, including lifting, transferring patients, and the use of therapeutic equipment. I acknowledge these inherent risks and certify that my child is physically capable of performing these duties.

**6. HIPAA & PATIENT PRIVACY CONFIDENTIALITY**

I understand that during clinical rotations, my child will have access to protected health information (PHI). I agree that:

- My child must strictly adhere to the **Health Insurance Portability and Accountability Act (HIPAA)** and all facility-specific privacy policies.
- The unauthorized disclosure of patient information, whether verbal, written, or electronic (including social media), may result in immediate dismissal from the program and potential legal action.
- I, as the parent/guardian, am also bound to maintain confidentiality regarding any patient information my child may inadvertently share with me.

**7. TRANSPORTATION AUTHORIZATION**

I acknowledge that clinical education occurs at various off-campus healthcare facilities. Regarding travel:

- I understand that the program **does not provide transportation.**
- I am responsible for ensuring my child has a reliable means of travel to and from clinical sites.
- I grant permission for my child to drive themselves, or to be transported by a designated third party, to all program-mandated locations.
- I release the institution and clinical affiliates from any liability or claims resulting from accidents or injuries occurring during transit.

**Parent/Guardian Name (Print):** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Emergency Contact Phone:** \_\_\_\_\_

*Form (SHB-ORI-002)*

## Southwestern Oklahoma State University Physical Therapist Assistant Program

### Drug and Alcohol Testing Consent Form

#### Participation Agreement

I, \_\_\_\_\_, understand that as a requirement for enrollment and clinical placement in the Physical Therapist Assistant program, I must submit to drug and alcohol testing. This ensures patient safety and compliance with clinical site regulations.

#### Authorization & Release

- **Testing:** I consent to the collection of blood, urine, or other samples by a designated laboratory for the purpose of detecting illegal drugs or controlled substances.
- **Results:** I authorize the testing facility to release the results directly to the **SWOSU PTA** Program Director or Clinical Coordinator.
- **Consequences:** I understand that a confirmed positive result, refusal to test, or evidence of tampering (non-negative) may result in immediate dismissal from the program or the inability to complete clinical rotations.

#### Confidentiality

Results will be handled with strict confidentiality and shared only with personnel who have a legitimate need to know for academic or placement purposes.

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

**Witness Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

#### Prohibited Substances

Testing typically follows a **10-panel or expanded healthcare protocol**. The following substances are prohibited while enrolled in the program and during all clinical rotations:

- **Amphetamines/Methamphetamines** (e.g., Speed, Adderall, Meth)
- **Cannabinoids** (THC, Marijuana, Edibles)
- **Cocaine**
- **Opiates & Synthetic Opioids** (e.g., Heroin, Morphine, Codeine, Oxycodone, Fentanyl)
- **Phencyclidine (PCP)**
- **Barbiturates**
- **Benzodiazepines** (e.g., Xanax, Valium)
- **Methadone**

- **Propoxyphene**
- **Alcohol** (Testing for current impairment during clinical hours)

*Note: Students using legally prescribed medications that may appear on a screen must provide documentation to the Medical Review Officer (MRO) for verification.*

### **Re-Testing and Follow-Up Policy**

The program maintains the following protocol for inconclusive or disputed results:

- **Dilute or Inconclusive Results:** If a sample is reported as "dilute" or otherwise inconclusive, the student must undergo a **one-time re-test** within 24–48 hours at their own expense. A second dilute result may be treated as a positive test.
- **Disputed Results:** A student may challenge a positive result by requesting a retest of the **original specimen** at an independent, certified laboratory within 72 hours of notification. This cost is the student's responsibility.
- **Reasonable Suspicion:** The program reserves the right to require immediate testing if a student exhibits signs of impairment (e.g., erratic behavior, odor of alcohol) while on campus or at a clinical site.
- **Refusal to Test:** Refusal to cooperate with the testing process or evidence of specimen tampering will be considered a "positive" result and lead to immediate dismissal.

### **Medical Marijuana Policy**

The SWOSU Physical Therapist Assistant Program recognizes that while medical marijuana is legal in some states, it remains a **Schedule I controlled substance** under federal law.

- **Federal Compliance:** The program and its clinical partners must comply with the federal Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act.
- **Clinical Site Restrictions:** Most clinical facilities prohibit the use of marijuana by students in any form. A positive test for THC, **regardless of medical license status**, may result in a clinical site's refusal to accept the student for placement.
- **Program Progression:** If a student is denied placement by a clinical site due to a positive marijuana screen, the program is **not obligated** to find an alternative site. Failure to complete clinical rotations will result in an inability to progress or graduate from the PTA program.
- **Safety-Sensitive Designation:** PTA students perform "safety-sensitive" duties where impairment could endanger patient health. Therefore, a valid medical marijuana card does **not** exempt a student from the requirement of a negative drug screen for clinical eligibility.

*Form (SHB-ORI-003)*

## Southwestern Oklahoma State University Physical Therapist Assistant Program

### Criminal Background Check Consent Form

**Program Name:** Southwestern Oklahoma State University Physical Therapist Assistant Program

#### 1. Authorization

I, \_\_\_\_\_, hereby authorize SWOSU PTA Program and its designated agents to conduct a comprehensive background check as a condition of my participation in the aforementioned program. I understand that this investigation may include, but is not limited to, criminal history records, sex offender registry status, and verification of identity.

#### 2. Information for Identification

*To be used for background check purposes only:*

- **Full Legal Name:** \_\_\_\_\_
- **Maiden Name/Aliases:** \_\_\_\_\_
- **Date of Birth:** // \_\_\_\_\_
- **Social Security Number:** -- \_\_\_\_\_
- **Current Address:** \_\_\_\_\_
- **Driver's License Number & State:** \_\_\_\_\_

#### 3. Disclosure & Release

I understand that the results of this background check will be kept confidential and used solely to determine my eligibility for volunteering. I hereby release SWOSU PTA Program, and any person or entity providing information from any and all liability in connection with this investigation.

I certify that all information provided above is true and complete. I understand that any false statements or omissions may result in my immediate disqualification from the program.

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

*Form (SHB-ORI-004)*

## Southwestern Oklahoma State University Physical Therapist Assistant Program

### Declination of Vaccination Form

**Program:** SWOSU Physical Therapist Assistant (PTA) Program

**Academic Year:** 2027–2028

**Student Name:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_

#### I. Vaccination Selection

I am choosing to decline the following vaccination(s):

- Influenza (Flu)
- COVID-19

#### II. Reason for Declination

- **Medical:** I have a contraindication
- **Religious:** This is contrary to my sincerely held religious beliefs.
- **Personal:** I am declining for personal reasons

#### III. Acknowledgement of Risk & Responsibility

By signing this form, I acknowledge the following:

1. **Patient Safety:** I understand that as a PTA student, I will be in close physical contact with vulnerable populations. Choosing not to vaccinate may increase the risk of transmitting illness to patients, staff, and peers.
2. **Clinical Placement:** I understand that many clinical facilities **require** these vaccinations. Declining may result in an inability to be placed at a clinical site, which may delay or prevent program completion.
3. **Facility Requirements:** I agree to comply with additional safety protocols required by clinical sites (e.g., mandatory masking, regular testing).
4. **Assumption of Risk:** I assume all personal health risks associated with remaining unvaccinated in a healthcare environment.

#### IV. Signature

I have read and fully understand the implications of this declination

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

*Form (SHB-ORI-005)*

## Southwestern Oklahoma State University Physical Therapist Assistant Program

### Laboratory Participation Informed Consent Form

#### 1. Purpose and Educational Role

I understand that as a student in the PTA program, I am required to participate in various laboratory and lecture classes as a **simulated patient**. These experiences are critical for mastering safety elements and clinical competencies before progressing to clinical internships. I understand that:

- Skills must be practiced on healthy individuals (peers) before working with patient populations.
- I will be expected to play the role of both the "PTA" and the "Patient" to foster mutual learning.

#### 2. Risk and Safety Responsibilities

While techniques represent the current standard of care, I acknowledge that active participation involves a potential risk of injury or impairment.

- **Self-Screening:** I am responsible for identifying personal contraindications and limiting my participation if a condition puts me at undue risk.
- **Instructor Notification:** I will immediately notify my instructor of any pre-existing conditions or injuries that may affect my safety.
- **Standard of Care:** I will exercise the utmost care and professional conduct when performing techniques on classmates.

#### 3. Privacy and Professionalism

- **Body Exposure:** I understand that I must wear appropriate lab clothing that allows for the observation and treatment of various body parts.
- **Draping:** I will be appropriately draped and touched in a manner consistent with professional physical therapy standards.
- **Media Consent:** I consent to being videotaped, audio taped, or photographed for educational and assessment purposes during the program.

#### 4. Incident Reporting and Liability

- **Injury Reporting:** In the event of an injury during lab, I will report it immediately to the instructor and complete a college incident report.
- **Personal Health Insurance:** I understand that I am responsible for the cost of health care for any personal injury suffered during my education and am encouraged to maintain private health insurance.

**5. Professional Conduct**

I pledge to uphold the APTA Standards of Ethical Conduct by demonstrating integrity and respect for my peers and instructors at all times.

**Agreement and Signature**

I have read this informed consent in its entirety. I understand the requirements, risks, and my responsibilities, and I agree to participate fully in the laboratory experiences of this program.

**Student's Printed Name:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Form (SHB-ORI-006)*

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

**Audiovisual & Photography Release Form**

I hereby grant **Southwestern Oklahoma State University (SWOSU)**, including its employees, agents, and assigns, the absolute right and permission to take, use, and publish photographs, video recordings, or audio recordings of me. Audiovisual

**Scope of Use:** I understand these materials may be used for any lawful purpose, including but not limited to:

- **Educational Purposes:** Classroom instruction, training materials, and peer presentations.
- **Promotional Purposes:** Program brochures, recruitment materials, and institutional advertisements.
- **Digital Media:** Official websites and verified institutional social media accounts (e.g., Facebook, Instagram, LinkedIn).

**Terms of Release:**

1. I waive any right to inspect or approve the finished product or the "copy" that may be used in connection with the image.
2. I release SWOSU from any claims for remuneration (payment) or liability associated with the use of these materials.
3. I agree that these images may be used with or without my name.

**I have read this release, fully understand its contents, and voluntarily agree to its terms.**

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

**Printed Name:** \_\_\_\_\_ **Phone/Email:** \_\_\_\_\_

**Parent/Guardian** for minor students or "patients" (under 18) participating in demonstrations.

I, the undersigned, certify that I am the **parent or legal guardian** of the minor named above. I have read and understood the description of the demonstration and hereby give my **voluntary permission** for my child to participate. I understand that this participation may involve [briefly describe activity, e.g., observation or clinical simulation] and that I may withdraw this consent at any time.

**Required Signature Block**

- **Minor's Name:** \_\_\_\_\_
- **Minor's Date of Birth:** \_\_\_\_\_
- **Parent/Guardian Printed Name:** \_\_\_\_\_
- **Parent/Guardian Signature:** \_\_\_\_\_

- **Date:** \_\_\_\_\_

- **Relationship to Minor:** \_\_\_\_\_

*Form (SHB-ORI-007)***Southwestern Oklahoma State University Physical Therapist Assistant Program****Liability Release and Emergency Medical Authorization Form****Activity:** Off-Campus Clinicals, Field Trips, and Program-Sanctioned Events**Academic Year:** 2027–2028**1. PARTICIPANT INFORMATION****Student Name:** \_\_\_\_\_**Student ID:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_**Address:** \_\_\_\_\_**2. RELEASE OF LIABILITY & ASSUMPTION OF RISK**

I, the undersigned, hereby acknowledge that my participation in off-campus activities associated with the PTA Program involves inherent risks, including but not limited to transportation accidents, physical injury during clinical practice, and exposure to infectious diseases.

- **Assumption of Risk:** I voluntarily assume all risks related to these activities.
- **Release:** I hereby release, waive, and discharge SWOSU, its Board of Trustees, officers, agents, and employees from any and all liability, claims, or causes of action arising out of my participation or travel.
- **Indemnification:** I agree to indemnify and hold harmless the institution from any loss or costs incurred due to my conduct during these events.

**3. EMERGENCY CONTACT INFORMATION**

In the event of an emergency, please contact:

**Primary Contact Name:** \_\_\_\_\_ **Relationship:** \_\_\_\_\_**Phone Number:** \_\_\_\_\_**Secondary Contact Name:** \_\_\_\_\_ **Relationship:** \_\_\_\_\_**Phone Number:** \_\_\_\_\_**4. MEDICAL AUTHORIZATION**

In the event of illness or injury, I hereby authorize the PTA Program staff or clinical supervisors to secure necessary medical treatment, including hospitalization or surgery, if I am unable to communicate. I understand that I am solely responsible for any medical expenses incurred.

**Health Insurance Provider:** \_\_\_\_\_**Policy Number:** \_\_\_\_\_**List Allergies/Medical Conditions:** \_\_\_\_\_

**5. SIGNATURE**

By signing below, I certify that I have read this document, understand its contents, and agree to its terms.

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

**Witness Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Form (SHB-CL-008)*

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

### **Clinical Affiliation Consent and Release of Liability**

#### **I. Clinical Education Overview**

I understand that my education in the Physical Therapist Assistant (PTA) Program at **Southwestern Oklahoma State University (SWOSU)** requires the completion of three (3) clinical or practicum placements. The primary purpose of this clinical education is to provide hands-on experience and acquaint students with the realities of professional health care practice.

#### **II. Acknowledgment of Risk**

I recognize that during clinical placements, I will be exposed to the inherent risks of the health care profession. These include, but are not limited to:

- Exposure to infectious and communicable diseases.
- Workplace hazards associated with chronic/degenerative diseases and mental illness.
- Physical risks attendant to the health care environment.

I acknowledge that as a student, I am **not eligible for coverage** under the University's Workers' Compensation insurance. No mechanism for financial compensation exists in the event of an injury sustained during a clinical placement.

#### **III. Safety and Professional Responsibility**

- **Safety Standards:** I have received instruction on infection control, prevention procedures, and prudent clinical practices. I agree it is my responsibility to apply these practices to protect myself and my patients.
- **Facility Policies:** I agree to abide by all facility-specific policies regarding risk management and safety, regardless of my status as a non-employee.
- **Health Insurance:** I understand that clinical facilities may require proof of personal health insurance as a condition of my placement.
- **Right of Withdrawal:** I reserve the right to suspend participation in a clinical affiliation if I believe my personal safety or the safety of a patient is in immediate jeopardy.

#### **IV. Privacy and Confidentiality**

In accordance with state and federal laws (including HIPAA and FERPA), I understand that I have a right to privacy. All identifiable information regarding my performance or records obtained during this affiliation will remain confidential to the extent permitted by law.

#### **V. Voluntary Consent**

By signing below, I confirm that the Clinical Coordinator or Program Director has offered to answer my questions regarding these risks. I voluntarily agree to participate in the clinical affiliations arranged by the PTA Program.

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

*Printed Name:* \_\_\_\_\_

**Academic Coordinator of Clinical Education (ACCE) Signature:**

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

**Program Verification** (For Office Use Only)

I have discussed the risks, safety precautions, and terms listed in this release form with the student.

**Program Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Form (SHB-CL-009)*

## Southwestern Oklahoma State University Physical Therapist Assistant Program

### STUDENT CONFIDENTIALITY & CLINICAL PARTICIPATION Form

**Effective Date:** \_\_\_\_\_, 20

**Between:** \_\_\_\_\_ ("Facility")

**And:** \_\_\_\_\_ ("Student")

The student is currently enrolled in the **SWOSU Physical Therapist Assistant Program**. In consideration for the opportunity to participate in clinical activities at the Facility, Student agrees to the following:

#### 1. Confidentiality & HIPAA Compliance

- **Non-Disclosure:** Student shall hold all patient, facility, and proprietary information in strict confidence. This includes identities, medical records, and personal data.
- **Legal Standards:** Student agrees to comply with the **Health Insurance Portability and Accountability Act (HIPAA)** and the **HITECH Act**. Unauthorized use or disclosure of Protected Health Information (PHI) is a federal violation.
- **Access Limits:** Student shall not copy, photograph, or remove patient medical records or PHI from the Facility.

#### 2. Social Media & Digital Communication

- **Prohibited Content:** Student is strictly prohibited from posting *any* information related to patients on social media (Facebook, Instagram, X/Twitter, TikTok, etc.), even if the patient is not named. This includes:
  - Descriptions of "interesting cases" or "my day at the clinic."
  - Photos or videos taken inside the Facility or treatment areas.
  - De-identified data that could still lead to identification through context (e.g., unique injury details or location tags).
- **Professional Boundaries:** Student shall not "friend," follow, or interact with patients or their family members on personal social media accounts.
- **Device Use:** Photos or videos of patients for educational purposes are only permitted using **Facility-approved devices** with explicit, written patient consent; personal cell phones may never be used for this purpose.

#### 3. Health & Fitness for Duty

Student must provide evidence of fitness per Facility policy, including:

- **Tuberculosis:** Documented negative Mantoux (PPD) test or clear chest X-ray.
- **Immunizations:** Proof of Rubella (MMR) and Hepatitis B vaccination.
- **Notification:** Student shall immediately notify the Facility of any health condition that may limit participation or pose a risk to others.

**4. Compliance & Conduct**

Student shall abide by all Facility rules, including safety protocols for bloodborne pathogens and emergency preparedness. Students must wear a visible **Student ID Badge** and appropriate attire at all times.

**5. Release of Liability**

To the extent allowed by law, Student holds harmless the Facility and its affiliates from any liability for injuries or damages suffered during clinical activities.

**6. Termination of Access**

The Facility may require Student to withdraw immediately if conduct, demeanor, or cooperation is unsatisfactory. Breach of confidentiality or social media policies may result in immediate dismissal from the program and potential legal action.

**STUDENT SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**FACILITY REPRESENTATIVE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

*Form (SHB-CL-010)*

## Southwestern Oklahoma State University Physical Therapist Assistant Program

### Clinical Rotation Risk Management & Verification Form

#### I. STUDENT IDENTIFICATION

- **Student Name:** \_\_\_\_\_ **Student ID #:** \_\_\_\_\_
- **SWOSU Student Email:** \_\_\_\_\_ **Phone:** \_\_\_\_\_
- **Emergency Contact:** \_\_\_\_\_ **Emergency Phone:** \_\_\_\_\_

#### II. MANDATORY CERTIFICATIONS & TRAINING

- **CPR Certification (Healthcare Provider/BLS):** Expiration Date: \_\_\_\_\_
- **Bloodborne Pathogens / OSHA Training:** Completion Date: \_\_\_\_\_
- **HIPAA Privacy & Security Training:** Completion Date: \_\_\_\_\_

#### III. HEALTH & IMMUNIZATION VERIFICATION

- **TB Screening (PPD/IGRA):** Date #1: \_\_\_\_\_ Date #2: \_\_\_\_\_ Result: \_\_\_\_\_
- **MMR (Measles, Mumps, Rubella):** Dose #1: \_\_\_\_\_ Dose #2: \_\_\_\_\_ (or Titer)
- **Varicella (Chicken Pox):** Dose #1: \_\_\_\_\_ Dose #2: \_\_\_\_\_ (or Titer/Hx)
- **Hepatitis B Series:** Dose #1: \_\_\_\_\_ Dose #2: \_\_\_\_\_ Dose #3: \_\_\_\_\_ (or Titer)
- **Tetanus (Tdap):** Date of last dose: \_\_\_\_\_ (Required every 10 years)
- **Influenza (Current Season):** Date: \_\_\_\_\_
- **COVID-19 Vaccination:** Dose #1: \_\_\_\_\_ Dose #2: \_\_\_\_\_ Booster: \_\_\_\_\_

#### IV. SCREENING & INSURANCE COVERAGE

- **Drug Testing (10-Panel):** Date Performed: \_\_\_\_\_ Result: \_\_\_\_\_
- **Background Check:** Clearance Date: \_\_\_\_\_
- **Professional Malpractice Insurance:** \$1,000,000 / \$5,000,000 limits
  - *Underwriter:* Healthcare Providers Service Organization (HPSO)

- **Personal Health Insurance Carrier:** \_\_\_\_\_ Policy #:  
\_\_\_\_\_

**V. PROFESSIONALISM & STUDENT CONSENT**

- **Dress Code & Ethics:** I acknowledge that I have received and will abide by the SWOSU PTA Student Handbook regarding professional conduct and attire.
- **Informed Consent:** I understand my responsibility to identify myself as a student and obtain patient consent prior to providing care.
- **Confidentiality:** I agree to maintain strict patient confidentiality as required by HIPAA.

**VI. INSTITUTIONAL VERIFICATION**

I certify that the above information is true and that supporting documentation is on file at the **SWOSU PTA Program**. Documentation is available to the clinical site upon request.

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ACCE

Date

*Form (SHB-CL-011a)*

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

**Clinical Rotation Change Request Form**

**I. Student Information**

- ◆ **Student Name:** \_\_\_\_\_
- ◆ **Student ID:** \_\_\_\_\_
- ◆ **Email:** \_\_\_\_\_
- ◆ **Current Semester/Year:** \_\_\_\_\_

**II. Current Rotation Details**

- ◆ **Course Number:** \_\_\_\_\_
- ◆ **Current Facility Name:** \_\_\_\_\_
- ◆ **Clinical Instructor (CI):** \_\_\_\_\_
- ◆ **Assigned Dates:** From \_\_\_\_\_ To \_\_\_\_\_

**III. Requested Change Details**

- ◆ **Action Requested:** Change Site, Swap with Another Student
- ◆ **Requested Facility Name:** \_\_\_\_\_
- ◆ **Facility City/State:** \_\_\_\_\_
- ◆ **Requested Dates:** From \_\_\_\_\_ To \_\_\_\_\_

◆ **Reason for Request:**

*(Briefly describe the professional or personal necessity for this change, such as learning needs, geographic flexibility, or unforeseen circumstances)*

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**IV. Student Attestation & Signatures**

*I understand that submitting this request does not guarantee approval and that all changes are subject to site availability and Director of Clinical Education (DCE) approval.*

- ◆ **Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_
- *(If Swapping)* **Peer Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Administrative Use Only**

- ◆ **Approved**
- ◆ **Denied Rationale:** \_\_\_\_\_
- ◆ **ACCE Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Submission Guidelines**

- ◆ **Deadline:** Requests to be submitted within **one week** of the initial assignment or at least **4–6 weeks** prior to the start date.
- ◆ **Verification:** Ensure the new site has a current Clinical Site Information Form (CSIF) on file with the program.
- ◆ **Requirements:** You must remain compliant with all background checks, drug screens, and immunization records before starting the new rotation.

*Form (SHB-CL-011b)*

## Southwestern Oklahoma State University Physical Therapist Assistant Program

### Clinical Rotation Change Requests Common Reasons

#### **Common Reasons for PTA Program Clinical Rotation Change Requests**

- ◆ **Clinical Settings Diversity:** To ensure a well-rounded education, students can rotate through different settings (e.g., Acute Care, Outpatient Orthopedics, or Skilled Nursing Facilities). A change may be requested if a student would benefit from clinical experience diversity.
- ◆ **Geographic & Financial Hardship:** Sudden changes in a student's living situation or transportation can make a distant site difficult.
- ◆ **Safety or Ethical Concerns:** Requests may stem from documented safety issues at a site or a mismatch in supervision that compromises learning.
- ◆ **Facility-Side Changes:** The facility may experience staffing shortages, loss of a Clinical Instructor (CI), or a change in ownership that nullifies the clinical affiliation agreement.
- ◆ **Conflict of Interest:** A student may be placed at a facility where they are currently employed or where a family member works, which is often prohibited to prevent bias.

#### **Examples of Justification for Students**

<b>Category</b>	<b>Justification Statement Example</b>
<b>Learning Needs</b>	"I have completed two rotations in Outpatient Orthopedics. For a more diverse clinical exposure, I request a change to an Inpatient Rehabilitation setting."
<b>Supervision Issues</b>	"The assigned CI is no longer available due to medical leave. The facility cannot provide a consistent licensed PT or PTA for the required 100% supervision of a first-year student."
<b>Personal/Logistic</b>	"Due to a permanent change in my primary residence, the current site now requires a long commute. I request a site closer to my residence."

**Conflict of Interest** "I was recently hired as a Physical Therapy Aide at the assigned facility. To avoid a conflict of interest and ensure unbiased Clinical Performance Instrument (CPI) grading, I request a reassignment."

### **Programmatic Considerations**

- ◆ **The "One-Week" Rule:** SWOSU PTA programs require these justifications to be filed within a strict timeframe (7 business days) after the initial placement announcement.
- ◆ **ACCE Authority:** The Academic Coordinator of Clinical Education (ACCE) typically holds final authority; "preference" is rarely a valid justification unless a swap is pre-arranged and approved.

*Form (SHB-CL-011c)*

## Southwestern Oklahoma State University Physical Therapist Assistant Program

### Clinical Rotation Change Prioritization Rubric

The ACCE can use this 15-point scale to rank requests. Higher scores indicate a higher priority for intervention.

Criteria	High Priority (3 pts)	Medium Priority (2 pts)	Low Priority (1 pt)	Score
<b>Accreditation / Diversity</b>	Change is required to improve the setting diversity (e.g., a student lacks acute care).	Request adds a preferred but not strictly required setting for graduation.	The request is for a setting that the student has already completed.	
<b>Legal / Ethical</b>	Confirmed Conflict of Interest (e.g., family works at site) or safety issue.	Potential for conflict of interest (e.g., former employer) but not currently active.	No legal or ethical concerns identified.	
<b>Logistics / Accessibility</b>	Unforeseen financial or geographic hardship (e.g., loss of transport, relocation).	Commute is significant (>60 mins) but within program's <a href="#">standard geographic range</a> .	Request is based on convenience or proximity to a non-essential location.	
<b>Facility Status</b>	Site canceled the rotation or CI is no longer available/licensed.	Facility is undergoing staff changes that <i>may</i> impact the quality of the rotation.	Facility is stable; request is purely student-initiated.	
<b>Feasibility of Change</b>	A pre-arranged swap with another eligible student is already confirmed.	An alternative site is confirmed to have a current <a href="#">Affiliation Agreement</a> and available CI.	No alternative site is currently available; requires new contract.	

**Total Score**

**Max: 15 Points**

#### Priority Ranking Guide

- ◆ **12–15 Points (Critical):** Change must be prioritized immediately to ensure the student can graduate on time or to resolve legal/ethical violations.
- ◆ **8–11 Points (High):** Change should be granted if an alternative site or swap partner is readily available.
- ◆ **5–7 Points (Routine):** Change is granted only if it does not disrupt other student placements or administrative resources.
- ◆ **Under 5 Points (Low):** Request is likely to be denied unless the student facilitates a seamless swap with no administrative burden.

### **Administrative Rules for Prioritization**

- ◆ **The "Swap" Preference:** Give priority to students who have already found a peer to trade with, as this maintains the program's total number of secured slots.
- ◆ **Contract Status:** Never approve a change to a site that does not have a current, fully executed clinical contract on file.
- ◆ **Student Standing:** The DCE may choose to deny changes for students on [academic probation](#) if the current site is better equipped for remediation.

*Form (SHB-CL-012)*

## Southwestern Oklahoma State University Physical Therapist Assistant Program

### PTA Student Clinical Pre-Affiliation Profile

#### I. Student Information

- ◆ **Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_
- ◆ **Emergency Contact:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

#### II. Biographical Sketch

*Write a brief introduction to help your CI/CCCE get to know you. You may include your hometown, previous career experience, interests, or what drew you to the physical therapy profession.*

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#### III. Clinical & Healthcare Experience

##### 1. Prior Clinical Rotations:

- ◆ *Facility Name / Setting:* \_\_\_\_\_ *Weeks:* \_\_\_\_ *Focus:* \_\_\_\_\_
- ◆ *Facility Name / Setting:* \_\_\_\_\_ *Weeks:* \_\_\_\_ *Focus:* \_\_\_\_\_

##### 2. Related Healthcare Work/Volunteer History:

*List roles such as PT Aide, CNA, or observer in other disciplines (OT, Speech, etc.).*

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#### IV. Learning Preferences & Feedback

*Research suggests that aligning supervision styles early prevents "performance gaps" later.*

- Primary Learning Style:**
- Visual** (Watching demos)
- Auditory** (Verbal instruction)
- Kinesthetic** (Hands-on "doing")
- Reading/Writing** (Manuals/Notes)

##### 2. Desired Supervision Style:

- **Early Affiliation:**  Constant  Close  Occasional
- **Mid-to-Late:**  Close  Occasional  Independent (with oversight)

**3. Preferred Feedback Frequency:**

- Immediate (after each patient)
- Daily Recap
- Weekly Formal Meeting
- As needed/requested

**V. Clinical Goals & Objectives**

*List 3 specific, measurable goals you wish to achieve during this rotation (e.g., "Improve efficiency in documenting SOAP notes" or "Master total knee arthroplasty protocols").*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**VI. Specific Interests & Skills**

*Identify specific patient populations (e.g., pediatrics, geriatrics) or technical skills (e.g., manual therapy, modalities, gait training) you wish to focus on.*

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*Form (SHB-CL-013)*

## Southwestern Oklahoma State University Physical Therapist Assistant Program

### Patient Consent for Photography & Media Use

#### Patient Information

- ◆ **Name:** \_\_\_\_\_
- ◆ **Date of Birth:** \_\_\_\_\_ **ID/Medical Record #:** \_\_\_\_\_
- ◆ **Address:** \_\_\_\_\_

#### 1. Consent for Recording

I hereby authorize SWOSU PTA Program and its representatives to take:

- ◆ Photographs
- ◆ Video Recordings
- ◆ Audio Recordings
- ◆ Other: \_\_\_\_\_

#### 2. Purpose of Use

I understand these materials will be used for **educational purposes**, which may include:

- ◆ Medical teaching, training, or clinical demonstrations.
- ◆ Presentations at professional conferences or seminars.
- ◆ Publication in professional journals or medical textbooks.
- ◆ Internal educational databases or school websites.

#### 3. Privacy and Anonymity

SWOSU PTA Program will take reasonable steps to protect my identity. I understand that:

- ◆ My name will not be used in connection with these materials unless specified.
- ◆ Efforts will be made to remove identifying features (e.g., tattoos, jewelry) where possible.
- ◆ Despite these efforts, there is a possibility that I may still be recognizable.
- ◆ SWOSU PTA Program representatives will only use Department-approved recording devices. No cell phone recording devices will be allowed.

#### 4. Terms of Release

- ◆ **No Compensation:** I understand I will not receive payment or royalties for the use of these materials.
  
- ◆ **Ownership:** I agree that SWOSU PTA Program retains ownership and copyright of the recordings.
- ◆ **Voluntary Participation:** My consent is strictly voluntary. Refusal to sign will not affect my healthcare or treatment.
- ◆ **Revocation:** I may withdraw this consent at any time in writing. However, I understand that revocation will not apply to materials already published or distributed.

### 5. Signatures

I have read this form, and my questions have been answered to my satisfaction.

**Patient/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*(If under 18, a parent or legal guardian must sign)*

**Witness Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Form (SHB-GR-014)*

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

Absence Notification Form  
Make-up Plan

**SECTION 1: STUDENT & COURSE INFORMATION**

- **Student Name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_
- **Date of Submission:** \_\_\_\_\_ **Program Year:**  1<sup>st</sup>  2<sup>nd</sup>
- **Type of Absence:**  Classroom  Lab  Clinical Rotation
- **Course Name/Number:** \_\_\_\_\_
- **Instructor/CI Name:** \_\_\_\_\_
- **Clinical Site (if applicable):** \_\_\_\_\_

**SECTION 2: ABSENCE DETAILS**

- **Dates of Absence:** From \_\_\_\_\_ To \_\_\_\_\_
- **Total Hours/Days Missed:** \_\_\_\_\_
- **Reason for Absence:**  
 Illness/Injury (Documentation may be required for >2 days)  
 Family Emergency / Bereavement  
 Jury Duty / Legal Requirement  
 Professional Conference (Pre-approved)  
 Other: \_\_\_\_\_

**SECTION 3: PROFESSIONAL ACCOUNTABILITY & MAKE-UP PLAN**

- **Notification Timeline:** Did you notify the instructor/site *prior* to the start of class/clinic?  Yes  No
- **Time of Notification:** \_\_\_\_\_ **Method:**  Email  Phone  Text
- **Plan for Making Up Missed Work/Hours:**  
*(Include specific dates for rescheduled lab practicals, exams, or clinical hours as agreed upon with your instructor or CI)*

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**SECTION 4: ACKNOWLEDGMENT & SIGNATURES**

*I certify that the information provided is true. I understand that unexcused or excessive absences may result in a grade reduction or dismissal from the PTA program per the Student Handbook.*

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

**Instructor/ACCE Signature Date:** \_\_\_\_\_

*Form (SHB-GR-015)*

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

**Request for Make-Up Exam Form**

**STUDENT INFORMATION**

- **Student Name:** \_\_\_\_\_
- **Student ID:** \_\_\_\_\_
- **Email Address:** \_\_\_\_\_

**EXAMINATION DETAILS**

- **Course Name & Number:** \_\_\_\_\_
- **Instructor Name:** \_\_\_\_\_
- **Original Exam Date:** \_\_\_\_\_
- **Exam Topic/Unit:** \_\_\_\_\_

**REASON FOR ABSENCE**

*Check one:* [ ] Illness [ ] Family Emergency [ ] Program-Approved Activity [ ] Other

**Detailed Explanation:**

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

*(Attach supporting documentation, such as a doctor's note)*

**STUDENT ACKNOWLEDGEMENT**

I certify that the information provided is true and complies with the **SWOSU Academic Integrity** policy. I understand that I am responsible for scheduling the makeup exam within the timeframe permitted by the course syllabus.

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

**FOR OFFICE USE ONLY**

- **Request Status:** [ ] Approved [ ] Denied
- **Scheduled Makeup Date/Time:**

\_\_\_\_\_

- **Location:** \_\_\_\_\_
- **Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_
- **Program Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Form (SHB-GR-016)*

## Southwestern Oklahoma State University Physical Therapist Assistant Program

### Exam Question Challenge Form

#### I. STUDENT & EXAM IDENTIFICATION

- **Student Name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_
- **Course Title:** \_\_\_\_\_ **Instructor:** \_\_\_\_\_
- **Exam Name/Number:** \_\_\_\_\_ **Exam Date:** \_\_\_\_\_
- **Question Number(s) Challenged:** \_\_\_\_\_

#### II. SUBMISSION TIMEFRAME & POLICY

- **Deadline:** This form must be submitted within **48 hours** of the initial exam review.
- **Late Submissions:** Challenges submitted after this timeframe will not be considered for grade adjustments.
- **Submission Date/Time:** \_\_\_\_\_ *(To be filled by student)*

#### III. BASIS FOR CHALLENGE *(Check all that apply)*

- **Ambiguity:** The question stem or options contain confusing or "double negative" phrasing.
- **Multiple Correct Answers:** More than one option is technically correct based on program resources.
- **Inaccuracy:** The "correct" answer provided is factually incorrect according to the textbook.
- **Out of Scope:** The material was not covered in assigned readings, lectures, or the syllabus.

#### IV. STUDENT JUSTIFICATION

*Provide a concise, logical argument for your challenge. Focus on specific question wording.*

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#### V. REQUIRED EVIDENCE & CITATIONS

*Challenges must be supported by an approved course textbook.*

- **Reference Source (Title & Edition):**  
\_\_\_\_\_
- **Page Number(s):** \_\_\_\_\_
- **Supporting Quote/Rationale:**  
\_\_\_\_\_

**VI. ACKNOWLEDGMENT**

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

**ADMINISTRATIVE USE ONLY**

- **Date Received:** \_\_\_\_\_ **Reviewed By:** \_\_\_\_\_
- **Faculty Decision:** [  ] **Accepted** (Credit Awarded) [  ] **Denied**
- **Rationale:**  
\_\_\_\_\_
- **Final Action:** [  ] Grade Updated [  ] Student Notified

*Form (SHB-GR-017)*

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

STUDENT COUNSELING & PERFORMANCE RECORD

**STUDENT'S NAME:** \_\_\_\_\_ **DATE/TIME:** \_\_\_\_\_

**COURSE/CLINICAL SITE:** \_\_\_\_\_ **INSTRUCTOR/CI:** \_\_\_\_\_

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**I. REASON FOR CONTACT**

*(Check all that apply)*

Academic Performance

Clinical Skill Proficiency (e.g., Patient Handling, Modalities)

Professional Behaviors (e.g., Punctuality, Ethics, Communication)

Attendance/Tardiness

Safety Concern (e.g., Body Mechanics, Contraindications)

Other: \_\_\_\_\_

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**II. RELEVANT FACTORS & OBSERVATIONS**

*(Detail the specific incident, behavior, or academic deficiency. Reference specific PTA Core Values or Clinical Assessment Tool (CAT) criteria if applicable.)*

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**III. RECOMMENDATIONS & ACTION PLAN**

*(Specific steps for improvement, required remediation, or referrals to student services)*

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**Target Completion/Follow-up Date:** \_\_\_\_\_

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**IV. STUDENT COMMENTS**

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**V. ACKNOWLEDGMENT & SIGNATURES**

*My signature indicates that this counseling session has been reviewed with me. It does not necessarily indicate agreement with the content.*

**STUDENT'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**INSTRUCTOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

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\*Attach extra pages for responses if required\*

*Form (SHB-GR-018a)*

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

Student Remediation Plan

**Student Name:** \_\_\_\_\_ **Clinical Site:** \_\_\_\_\_  
**Clinical Instructor (CI):** \_\_\_\_\_ **DCE/ACCE:** \_\_\_\_\_  
**Date of Plan Initiation:** \_\_\_\_\_ **Target Completion Date:** \_\_\_\_\_

**1. Identification of Concerns**

*Check all applicable competency domains based on the PTA Clinical Performance Instrument (CPI):*

- **Safety:** (e.g., patient handling, environmental hazards)
- **Professional Behavior:** (e.g., punctuality, initiative, dress code)
- **Communication:** (e.g., verbal/written, patient/staff interaction)
- **Clinical Reasoning:** (e.g., intervention progression, data collection)
- **Interventions:** (e.g., technique, rationale, monitoring)

**2. Specific Learning Goals (SMART Objectives)**

*Example: "By [Date], the student will independently perform a safe transfer of a patient with weight-bearing restrictions 100% of the time without verbal cues from the CI."*

**Goal # Competency Area Specific Action/Behavior Required Evidence of Success**

1  
2

**3. Support & Resources**

*Identify what the student and CI will do to facilitate improvement:*

- **Student Responsibilities:** (e.g., "Review musculoskeletal anatomy nightly," "Submit weekly self-reflection logs.")
- **CI/Facility Responsibilities:** (e.g., "Provide 5 minutes of direct feedback after each treatment," "Allow 15 minutes of prep time for new diagnoses.")

**4. Monitoring & Evaluation Schedule**

- **Check-in Frequency:** (e.g., Daily brief, formal weekly meeting)
- **Mid-Plan Review Date:** \_\_\_\_\_

**5. Consequences of Incomplete Success**

Failure to achieve the objectives outlined in this plan by the target date may result in:

- Extension of the clinical rotation.
- Probationary status within the PTA program.
- Immediate removal from the clinical site and/or clinical failure.

**Signatures**

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

**Clinical Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**DCE/ACCE:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Form (SHB-GR-018b)

## Southwestern Oklahoma State University Physical Therapist Assistant Program

## STUDENT REMEDIATION RUBRIC

Student: \_\_\_\_\_ Remediation Period: \_\_\_\_\_

Focus Area:  Academic  Clinical Skills  Professional Behavior  Safety

Competency Area	(1) Unacceptable / No Progress	(2) Developing / Needs Improvement	(3) Competent / Meets Standard	(4) Exemplary / Entry-Level
<b>Safety &amp; Risk Mgmt.</b>	Fails to recognize contraindications; multiple safety breaches.	Inconsistent safety awareness; requires frequent verbal cues.	Maintains safe environment with minimal supervision.	Proactively ensures safety for self, patient, and others at all times.
<b>Clinical Skill Execution</b>	Unable to perform skill accurately; lacks fundamental knowledge.	Performs skill with major errors or significant prompting.	Performs skill accurately; meets 75-80% pass criteria.	Demonstrates skill with full accuracy, efficiency, and professional poise.
<b>Professional Behaviors</b>	Unprofessional conduct; multiple absences or ethical violations.	Inconsistent punctuality or communication; lacks initiative.	Consistently professional, punctual, and respectful.	Models professional core values; adapts communication to all needs.
<b>Academic Integration</b>	Fails to apply theory to practice; test scores remain below 75%.	Struggles to provide clinical rationale for interventions.	Can articulate rationale and apply knowledge to most scenarios.	Integrates complex theory into clinical decision-making seamlessly.
<b>Responsiveness to Feedback</b>	Defensive; fails to implement any corrective changes.	Acknowledges feedback but implementation is inconsistent.	Receptive to feedback; shows steady improvement.	Actively seeks feedback and self-assesses to refine performance.

## REMEDIATION OUTCOME SUMMARY

- **Total Score:** \_\_\_\_\_ / 20
- **Pass Criteria:** A minimum score of **3 (Competent)** is generally required in all areas to exit remediation and progress in the program.
- **Final Recommendation:**
  - **Successful Completion:** Student has met goals and may progress.
  - **Continued Remediation:** Further intervention required (see updated Action Plan).
  - **Program Dismissal:** Student failed to meet criteria after maximum attempts (e.g., 2-3 attempts).

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

Form (SHB-GR-019)

Southwestern Oklahoma State University Physical Therapist Assistant Program

SWOSU INCIDENT REPORT

PERSON INVOLVED:

- STUDENT Complete sections A, B, F
- EMPLOYEE Complete sections A, C, F
- VISITOR Complete sections A, D, F
- OTHER\* Complete sections A, E, F

\* (Including camps, contests, upward bound, etc.)

A. Date of Incident: \_\_\_\_\_

Time of Incident: \_\_\_\_\_

Location: \_\_\_\_\_

B. \_\_\_\_\_  
 Last Name First Name Middle Initial

Permanent Address: \_\_\_\_\_  
 Street City State Zip

Local Address: \_\_\_\_\_  
 Street City State Zip

Home Telephone: \_\_\_\_\_ Local Telephone: \_\_\_\_\_



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F. Description of Incident by ***Injured Party***  
(Have them describe the incident in their own words):

F. Continued

Witness To Incident: \_\_\_\_\_  
Last Name First Name Middle Initial

Address: \_\_\_\_\_  
Street City State Zip

Home Telephone: \_\_\_\_\_

Description of incident by witness:

\_\_\_\_\_  
*Witness Signature*

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Witness To Incident: \_\_\_\_\_  
Last Name First Name Middle Initial

Address: \_\_\_\_\_  
Street City State Zip

Home Telephone: \_\_\_\_\_

Description of incident by witness:

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*Witness Signature*

F. Continued

In YOUR own words, describe exactly what happened, why it happened, the injury that occurred, action taken, assistance given on offers of assistance refused by injured party, and disposition of the incident.

Was blood or body fluid present during the incident?

Date of Report:

Name of person preparing report: \_\_\_\_\_

\_\_\_\_\_

Title of person preparing report: \_\_\_\_\_

NOTE: ONE COPY OF THIS REPORT IS TO BE TURNED IN TO THE SAFETY/RISK  
MANAGEMENT.

*Form (SHB-GR-020)*

## Southwestern Oklahoma State University Physical Therapist Assistant Program

### Statement of Withdrawal Form

#### Student Information

- **Full Name:** \_\_\_\_\_
- **Student ID:** \_\_\_\_\_
- **Date of Admission:** \_\_\_\_\_
- **Effective Date of Withdrawal:** \_\_\_\_\_

#### Reason for Withdrawal

*Please select the primary reason for your departure:*

- **Academic:** Performance or academic failure
- **Financial:** Funding or tuition challenges
- **Health:** Personal medical or health-related reasons
- **Personal:** Family obligations or personal circumstances
- **Relocation:** Moving out of the service area
- **Transfer:** Moving to another PTA or healthcare program
- **Program Fit:** Course intensity or career path change
- **Conduct:** Violation of program rules/policies
- **Other:** (Please provide details in the Comments section below)

#### Equipment & Clinical Property Return

*All program-issued materials must be returned at the time of withdrawal.*

- **Clinical Photo ID Badge**
- **Program Uniforms/Scrubs**
- **Laboratory Equipment** (e.g., goniometers, gait belts)
- **Electronic Devices** (Laptops, tablets)
- **Clinical Site Keys/Access Cards**

#### Conditions for Re-admission

*Withdrawal does not guarantee future re-entry. Please acknowledge the following standard program conditions:*

1. **Application Status:** Students wishing to return must typically reapply to the University and the PTA program. Admission remains highly competitive and is based on current ranking and seat availability.
2. **Time Limits:** All technical support courses must have been completed within the past **seven years** to remain valid for the program.

3. **Academic Standing:** Re-admission may require a formal appeal process or a "Readmission Petition" if the student left on probation or suspension.
4. **Military Exception:** Service members on active duty for >30 days will be readmitted promptly with the same status upon return.

**Signatures**

*By signing below, I acknowledge that I am voluntarily withdrawing and understand that any future re-admission is subject to program policies and seat availability.*

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

**Program Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Form (SHB-GR-021)***Southwestern Oklahoma State University Physical Therapist Assistant Program****Formal Appeal/Re-Admission Process****1. Formal Appeal/Readmission Process**

The process follows a sequential timeline to allow for faculty review and administrative processing.

- **Initial Notification:** Students who are dismissed or withdrawn must attend a meeting where they are informed of the reasons for dismissal, both verbally and in writing.
- **Submission Deadline:** A formal appeal or petition must often be submitted quickly, within **3 business days** of the dismissal meeting.
- **Documentation Gathering:** Applicants must compile a packet that includes updated transcripts, evidence of any changes (such as retaken courses), and supporting documents for extenuating circumstances.
- **Committee Review:** A program-related Executive Committee reviews the petition. The committee considers the rationale for the exception, the student's plan for success, and the potential impact on program integrity.
- **Personal Appearance:** A personal appearance before an advisory committee is required to discuss the petition.
- **Final Decision:** The committee's decision is final.

**2. Petition Requirements & Evidence**

To strengthen a readmission petition, students should provide objective evidence of growth.

- **Extenuating Circumstances:** Valid reasons for appeal often include personal illness, a death in the family, military service, or natural disasters.
- **Academic Improvement:** Evidence of retaking prerequisite courses with higher grades (often aiming for at least a 'C' or higher) and improving overall GPA.
- **Professional Competency:** Letters of recommendation from licensed PTs or PTAs who can speak to the applicant's aptitude and activities since dismissal.
- **Clinical Readiness:** Documentation of additional observation hours (often 40+ hours across multiple settings) to demonstrate a renewed commitment.

**3. Structuring the Appeal Letter**

A formal appeal letter should be factual, brief, and professional.

- **Introduction:** State your identity and the specific request (e.g., "I am writing to appeal my academic dismissal from the PTA program").
- **Accountability:** Clearly explain what went wrong without making excuses. Acknowledge personal responsibility for past academic or clinical failures.
- **Remediation Plan:** Outline specific steps taken to address the previous issues, such as seeking tutoring, resolving health concerns, or changing study habits.

- **Goal Reiteration:** Confirm your commitment to the profession and why you are now a better candidate for the program.

## PTA Program Readmission Petition Template

[Your Name]  
 [Your Student ID #]  
 [Your Phone Number]  
 [Your Email Address]  
 [Current Date]

**To:** [Name of Committee, e.g., PTA Academic Standing Committee]  
 [Name of Institution]  
 [Department Address]

### **RE: Formal Petition for Readmission to the PTA Program**

Dear Members of the [Committee Name],

#### **I. Introduction**

I am writing to formally petition for readmission to the [Name of Institution] Physical Therapist Assistant program for the [Upcoming Semester, e.g., Fall 2026] term. I was dismissed from the program on [Date of Dismissal] due to [Reason, e.g., failure to maintain a 2.5 GPA / failing PTA 201: Clinical Kinesiology]. I am writing today to take full responsibility for my past performance and to demonstrate how my circumstances have changed to ensure my future success.

#### **II. Accountability and Explanation**

[In this section, briefly describe the factors that led to your dismissal. Avoid making excuses; instead, focus on facts.]

During the [Previous Semester], I encountered [specific extenuating circumstances, e.g., a personal medical crisis, family emergency, or lack of effective study strategies for clinical labs]. These challenges significantly impacted my ability to focus on the rigorous academic and clinical requirements of the program. I realize now that I should have [e.g., reached out to my instructors sooner / requested a leave of absence] rather than allowing my performance to decline.

#### **III. Evidence of Remediation and Growth**

Since my dismissal, I have taken the following proactive steps to ensure I am prepared for the rigors of the PTA curriculum:

- **Academic Improvement:** I retook [Course Name] at [Institution] and earned a [Grade], raising my cumulative GPA to [New GPA].
- **Professional Development:** I completed [Number] additional hours of clinical observation at [Clinic Name], specifically focusing on [Specific Area, e.g., outpatient orthopedics] to strengthen my understanding of patient care.
- **Skill Development:** I attended a series of workshops on [e.g., time management and medical terminology] to address my previous learning gaps.

#### IV. Plan for Success

If granted readmission, I have developed a comprehensive success plan in consultation with [Name of Advisor, if applicable]. This plan includes:

- Committing to [Number] hours of weekly tutoring through the [Campus Resource Center].
- Reducing my external work schedule to [Number] hours per week to prioritize study time.
- Maintaining weekly check-ins with my faculty advisor to monitor my clinical and academic progress.

#### V. Conclusion

My commitment to becoming a Physical Therapist Assistant remains my primary goal. I have used this time away from the program to reflect, mature, and build a stronger foundation for success. I respectfully request that you grant me the opportunity to rejoin the program and prove my dedication to the field.

Thank you for your time and for considering my petition.

Sincerely,

[Your Signature]

[Your Printed Name]

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#### Next Steps:

- **Gather Documentation:** Attach official transcripts, letters of recommendation from PTs/PTAs, or medical documentation to verify your claims.
- **Check Deadlines:** Ensure you submit this letter by the program's specific deadline (e.g., March 15th for Fall entry).